

## **FLM533 Film Censorship**

**(2 credit hours)**

### **Course Syllabus**

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#### **Course Description**

This course focuses on social and cultural aspects of film censorship while covering key issues and events in the history of film censorship in the United States. *Be Fairly Warned:* It is the nature of a course in film censorship that some of the screenings, clips and images viewed in the course could be considered offensive, controversial, indecent, sacrilegious, immoral, pornographic, politically incorrect, or unpatriotic. You should be willing to keep an open mind and to discuss viewings and topics in a calm and thoughtful manner, as well as respect the opinions and beliefs expressed by your peers and your instructor – even if you disagree with them – which you are welcome to do (in a civil manner and with proper netiquette, of course).

#### **Course Learning Outcomes**

By the end of this course, you will be able to:

1. Understand the cultural aspects and social conditions of film censorship and the variety of practices that can be considered censorship;
2. Apply thoughtful approaches to discussing morality, ethics, and decency;
3. Apply knowledge of critical approaches to the study of film censorship;
4. Identify and describe the effects of censorship on the form and content of films;
5. Apply research skills in film studies.

#### **Required Textbook(s) and Resources**

- Pollard. (2010). *Sex and Violence: The Hollywood Censorship Wars*, 1<sup>st</sup> edition. Routledge.

Film clips and images will be available for viewing on the course site, but members of the class may be required to view several full length feature films on their own. These films are readily available in the United States for purchase, rental on DVD, or rental through an online streaming service such as provided by Netflix and Amazon. If titles may not be available to some students, alternative titles will be offered.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#).

## Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

## Learning Activities

This course has been designed as a Team-Based Learning course type. This means that you will be working in groups to complete a project over the course of the class. Week 1 will introduce you to the expectations of working within groups and set up a group contract. Week 2 will be used to formulate your groups and explain the project as well as assign roles for participants, if applicable. Weeks 3-5 is designated as group work time. Activities will vary depending on the project type. The project is due in Weeks 6 and 7.

Groups will be limited to 2-3 members each. How group members interact with each other will depend on group preference as well as the expectations of the assignment(s) in the course. Be sure to read all directions in the course carefully, and be sure to check in to the course often for further instructions.

## Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
<b>Forums</b> Activity 1.1 (n/a) Activity 1.2 (100)	<b>Forums</b> Activity 2.1 (n/a) Activity 2.2 (100)	<b>Forums</b> Activity 3.1 (100)	<b>Forums</b> Activity 4.1 (100)	<b>Forums</b> Activity 5.1 (100)	<b>Forums</b> Activity 6.1 (100)	<b>Forums</b> Activity 7.1 (200)	<b>800</b>
(n/a)	(n/a)	(n/a)	(n/a)	(n/a)	<b>Debate Group Surveys</b> Activity 6.2 (100)	<b>Group Statement</b> Activity 7.2 (100)	<b>200</b>
<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>200</b>	<b>300</b>	<b>1000</b>

## Grading Scale

A: 90-100% | B: 80-89% | C: 70-79% | F: <69%

## Course Schedule and Weekly Checklist

### Start Here

- MON: Activity 1.1: Meet Your Peers - Introductory Post

### Week 1 – What is Censorship?

- WED: Activity 1.2: Reading Reflection
- SAT: Activity 1.2: Reading Reflection – Follow-Up Post

### Week 2 – History of Censorship

- WED: Activity 2.1: Debate Introduction
- WED: Activity 2.2: Reading Reflection
- SAT: Activity 2.2: Reading Reflection – Follow-Up Post

### Week 3 – Morality & Religion

- WED: Activity 3.1: Reading Reflection
- SAT: Activity 3.1: Reading Reflection – Follow-Up Post

## **Week 4 – Politics & The First Amendment**

- ❑ WED: Activity 4.1: Reading Reflection
- ❑ SAT: Activity 4.1: Reading Reflection – Follow-Up Post

## **Week 5 – Identity & Censorship**

- ❑ WED: Activity 5.1: Reading Reflection
- ❑ SAT: Activity 5.1: Reading Reflection – Follow-Up Post

## **Week 6 – MPAA**

- ❑ WED: Activity 6.1: Reading Reflection
- ❑ SAT: Activity 6.1: Reading Reflection – Follow-Up Post
- ❑ SUN: Activity 6.2: Debate Group Surveys

## **Week 7 – Debate**

- ❑ WED: Activity 7.1: Group Statement
- ❑ WED: Activity 7.2: Debate – Initial Post
- ❑ SAT: Activity 7.2: Debate – Follow-Up Post

## **Tips for Success**

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

## **For More Information:**

Be sure to review the [Support, Policies, and Procedures](#) addendum.