# OFFICIAL UNDERGRADUATE COURSE OUTLINE

## CALENDAR DESCRIPTION:
In well over four hundred episodes, *The Simpsons* TV series has explored innumerable aspects of contemporary North American life, always with humour and often with profound insight. This course uses both the series and scholarly writings based on it to explore a diversity of social and cultural issues, focusing on such areas as education, family, the media, religion and work.

This course is offered as SOC 385 and MACS 385. Students may take only one of these for credit.

### PREREQUISITES:
- 45 credits, to include at least six credits of SOC and/or MACS

### COREQUISITES:

### SYNONYMOUS COURSE(S):
- (a) Replaces: SOC 399c
- (b) Cross-listed with: MACS 385
- (c) Cannot take: MACS 385 for further credit.

### TOTAL HOURS PER TERM: 60

### TRAINING DAY-BASED INSTRUCTION:
- Length of course: ____________________
- Hours per day: ____________________
- Maximum enrolment: 25
- Expected frequency of course offerings: Every other year

### OTHER:
- Every semester, annually, every other year, etc.

### WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)
- □ Yes  □ No

### WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)
- X Yes  □ No

### TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:
- □ Yes  □ No

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**Course designer(s):** Darren Blakeborough

**Department Head:  ** Eric Spalding

**Supporting area consultation (Pre-UPAC):**

**Curriculum Committee chair:**

**Dean/Associate VP:** Jacqueline Nolte

**Undergraduate Program Advisory Committee (UPAC) approval:**

**Date approved:** September 11, 2009

**Date of meeting:** October 30, 2009

**Date approved:** November 13, 2009

**Date approved:** November 13, 2009

**Date of meeting:** December 18, 2009
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:

- Locate *The Simpsons* within the political-economic context of its conditions of production;
- Evaluate *The Simpsons*’ particular contributions to contemporary popular culture;
- Analyze the meaningful social-commentary dimensions of *The Simpsons*;
- Outline controversial or socially detrimental aspects of *The Simpsons*;
- Assess central themes and ideas in sociology through the prism of *The Simpsons*;
- Evaluate, through the example of *The Simpsons*, how the media reflect and influence society.

METHODS: (*Guest lecturers, presentations, online instruction, field trips, etc.*)
Lectures, including films, slides, tapes and print materials; class and small-group discussions and student presentations.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):
☐ Examination(s) ☐ Portfolio assessment ☐ Interview(s)

☒ Other (specify): Methods will be considered on a case-by-case basis.

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS: [*Textbook selection varies by instructor. An example for this course might be:]*


SUPPLIES / MATERIALS:
No extraordinary supplies or materials required.

STUDENT EVALUATION: [*An example of student evaluation for this course might be:]*

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>10%</td>
</tr>
<tr>
<td>Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Book review</td>
<td>10%</td>
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<tr>
<td>Term paper</td>
<td>30%</td>
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<tr>
<td>Final exam</td>
<td>30%</td>
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</tbody>
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COURSE CONTENT: [*Course content varies by instructor. An example of course content might be:]*

1. The origins of *The Simpsons*.
2. In the eye of the storm: The Simpsons family.
3. Homer and Marge on love and marriage.
4. “Skinner!”: Critiquing the American educational system.
6. Protestantism and other religions in *The Simpsons*.
8. The bar set low: Physical and mental health in Springfield.
11. From Kent Brockman to Krusty the Clown: The media in *The Simpsons*.
13. “America Junior”: References to Canada in *The Simpsons*.
14. “The Simpsons are going to…”: How *The Simpsons* looks at other cultures.