**COURSE DESCRIPTION**
We will explore the social, cultural, economic, and historical dimensions of theme parks (Disney, Six Flags, among others) from a global perspective. Through readings, discussion, films, short research projects, we will increase our understanding of theme parks at the beginning of the 21st century.

**COURSE GOALS**
- Improve critical thinking by developing evaluative, problem-solving, and expressive skills.
- Enhance group communication skills through discussions, small-group work, presentations or debates.
- Develop intellectual curiosity and better understand the role of a student in an academic community.

**SPECIFIC LEARNING OBJECTIVES**
Students should be able to offer a comprehensive social science based definition of a theme park. Students should be able to discuss the history of theme parks from the 16th century onward to the present.
Students should understand the underlying economics of the contemporary theme park industry including ownership structures, investment patterns, revenue streams, variable pricing models--with specific current data about industry leaders like Disney.
Students should understand the branding, marketing and merchandising processes of the theme park industry across multiple media and commodity platforms.
Students should understand critical cultural analyses of the narrative content of theme parks, including analyses of race and gender images and ideologies.
Students should understand the role of technological innovation in theme parks including roller coasters and other types of ride attractions, animatronics, utility corridors, crowd control and line management models, payment systems and IT.
Students should understand how theme parks create a fantasy recreation world for consumers with linkages to the larger corporate mediascape.
Students should understand the globalization of theme parks, mature versus developing theme park consumer markets, and the importance of both new and abandoned theme parks as part of capital accumulation and the built environment.

**HDV 102.21**
Theme Parks in the 21st Century
Spring 2014

**Meeting Day/Time:** Mondays 1:00-1:53 PM
**Location:** Melville Library W-3052

**Dr. David Maynard, Instructor**
E-mail: david.maynard@stonybrook.edu
Phone: 632-5723

**Derek Ling, Teaching Assistant**
E-mail: derek.ling@stonybrook.edu

**Your Faculty Director:** Deborah Firestone
**Your College Advisors:** Erika Benhardt and Joel Jiménez
**Your Quad Director:** TBA
More generally, the seminar should facilitate the development of research, critical thinking, writing and public presentation skill sets.

**COURSE REQUIREMENTS**

**Class Attendance and Participation:** This is a very important part of your grade (!)

**HDV Program Attendance Requirement:** HDV Students are required to attend at least one (1) HDV Academic Event and one (1) HDV Social Event during the Spring Semester. Reminders about upcoming events will be sent via email and posted on the HDV Facebook page: https://www.facebook.com/hdvcares Students can also check the HDV website for event updates and information: http://ucolleges.stonybrook.edu/hdv. HDV Students are also required to attend the Spring Commons Day Event being held on Wednesday, March 26, 2014 and The HDV End of Year Celebration on Thursday, May 1, 2014. **University Scholars students and Athletes are strongly encouraged to attend HDV programs, but are not required. Scholars have their own event requirement, which includes at least one Scholars (for-credit) event and one HDV (for-credit) event per semester, or two Scholars (for-credit) events.**

**Required Reading:** There is no assigned text. We will create our own set of customized readings based on our research and class discussions.

**Assignments:** Your final course grade will be based on attendance and participation (20%), a short research paper—about seven double spaced typed pages—on an approved topic related to the themes of the seminar (30%), your class presentation of that paper (20%), three short research homework assignments (30%). The grading system for this class is A-C or U.

**Spring Commons Day:** All students in a Freshman 102 Seminar are required to attend a Spring Commons Day Event on Wednesday, March 26, 2014. For more information about this day visit: http://ucolleges.stonybrook.edu/spring-commons-day

**Computer use:** Students are expected to regularly check Blackboard and their e-mail account for information and correspondence with the instructor and Undergraduate Colleges.

**SCHEDULE OF TOPICS and ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>January 27</td>
<td>Introduction to the class</td>
</tr>
<tr>
<td>February 3</td>
<td>What are theme parks?</td>
</tr>
<tr>
<td>February 10</td>
<td>Historical development of theme parks</td>
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<tr>
<td>February 17</td>
<td>Business dimensions of theme parks: ownership, revenue and profit</td>
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<tr>
<td>February 24</td>
<td>Discussion of research projects (one page proposal due in class)</td>
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<tr>
<td>March 3</td>
<td>Cultural analysis of theme parks</td>
</tr>
<tr>
<td>March 10</td>
<td>Technological innovation in theme parks</td>
</tr>
</tbody>
</table>
March 17  Spring Recess, no class meeting
March 24  Behavior, meanings and practices in theme parks
March 31  Cross-cultural and cross-national comparisons
April 7   Class presentations of research projects
April 14  Class presentations of research projects
April 21  Class presentations of research projects
April 28  Class presentations of research projects
May 5    Class presentations of research projects

**Academic Integrity**
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

**Americans with Disabilities Act**
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, Room 128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

**Critical Incident Management**
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.

**Course Evaluations**
Each semester Stony Brook University asks students to provide feedback on their courses and instructors through an online course evaluation system. The course evaluation results are used by the individual faculty, department chairs and deans to help the faculty enhance their teaching skills and are used as part of the personnel decision for faculty promotion and tenure. Stony Brook contracts with an outside vendor to administer the surveys and all results are completely anonymous. No individually identifiable data are ever reported back to the university or instructor. Students who have completed previous evaluations can view all faculty ratings at: tlt.stonybrook.edu/evaluate