



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number HIS 110	Course Title Film and History	Credits 3
Hours: Lecture/Lab/Other 3	Co- or Pre-requisite None	Implementation Semester & Year Fall 2022

Catalog description:

An analytical and topical study of 20th century American social, cultural, economic, and political history as represented in film

General Education Category:
Not GenEd

Course coordinator:
Dr. Craig R. Coenen, x3533, coenenc@mccc.edu

Required texts & Other materials:

Appropriate readings to be selected to accompany films.

List of possible film titles to be used:

“All Quiet on the Western Front”	“The Grapes of Wrath”
“Mr. Deeds Goes to Town”	“Casablanca”
“The Maltese Falcon”	“Rebel Without a Cause”
“On The Waterfront”	“How to Marry a Millionaire”
“Dr. Strangelove”	“Easy Rider”
“Guess Who’s Coming to Dinner”	“Bonnie and Clyde”
“The Graduate”	“Network”
“Ordinary People”	“Wall Street”
“Pulp Fiction”	

And others at the discretion of the instructor.

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. to read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context. (ILG 1, 5, 6, 7, 8, 9, 10, 11)

2. to use information technologies in acquiring new knowledge and perspective. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
3. to construct an historical essay that presents a clear thesis, a persuasive argument, and well-researched supporting data. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
4. to identify major personalities of Film and American History. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
5. to describe major movements, trends, and developments of Film and American History. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
6. to discuss with authority, either in writing or verbally, the historical forces (e.g., religion, economics, politics, social stratification, gender, individual actors, technology, nature, intellectual and aesthetic thought, etc.) behind the major movements, trends, and developments of Film and American History. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
7. to analyze other time periods and cultures with little or no ethnocentrism, thus displaying a sense of informed perspective and a deeper appreciation of the common threads of human nature. (ILG 1, 5, 6, 7, 8, 9, 10, 11)

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Units of study in detail – Unit Student Learning Outcomes:

The units of study listed below do not correspond to chapters in a textbook. Rather, the broad units, and the student learning outcomes associated with each unit, are universal for Mercer's United States history survey courses.

1. Introduction to the course and Film in Modern America (SLO 1-7)

Learning Objectives: *The student will be able to*

- * Explain the meaning of film to both shape and reflect American values
- * Demonstrate an understanding of the periodization and chronology of the course.
- * Identify primary vs. secondary sources and discuss the uses and limitations of each.
- * Evaluate a film in its historical period to understand its cultural meaning to American audiences then and today.

2. Early Film and American before the Great Depression (SLO 1-7)

Learning Objectives: *The student will be able to*

- * Describe World War I and the public sentiments about war which arose out of the conflict
- * Summarize the Roaring 1920s.
- * Define disillusionment
- * Explain how major nations of the world tried to outlaw war
- * Analyze how and why some suffered economically during the 1920s and how they reverted back to a pro-war culture
- * Understand the meaning and implications of appeasement

3. The Great Depression (SLO 1-7)

Learning Objectives: *The student will be able to*

- * Examine the reasons why the Great Depression occurred
- * Define the depth and breadth of the Depression
- * Evaluate what was done and what could have been done to alleviate the human suffering during the Depression
- * Assess the growing anger and radicalism of Americans in the early Depression
- * Analyze the New Deal and the creation of the positive state and its impact on re-affirming American support in its institutions

4. World War II America (SLO 1-7)

Learning Objectives: *The student will be able to*

- * Explain isolationism and how and why Americans adhered to it
- * Describe important events of the 1930s that led the world to drift quickly to war
- * Assess the role of women and minorities in the war
- * Describe the effects of events, such as Pearl Harbor, that made us get involved in the war
- * Examine the ideals for which we fought
- * Assess the results of the war and the permanent changes in American foreign policy

5. Cold War Paranoia, 1945-1955 (SLO 1-7)

Learning Objectives: *The student will be able to*

- * Explain why the Cold War started
- * Trace the events that led to the Cold War and define what was the Cold War
- * Analyze how Americans responded at home to the threat of atomic war with the Soviets
- * Understand how this paranoia led to the loss of civil liberties
- * Assess the real and perceived threats during the Cold War

6. Women in post-World War II America (SLO 1-7)

Learning Objectives: *The student will be able to*

- * Understand the historical place that women held in American society
- * Explain the successes and failures women encountered leading up to the 1950s
- * Evaluate the 1950s woman as a symbol of American society in the Cold War
- * Discuss the myths of the 1950s women
- * Describe how women shed the 1950s image, at least in part, to continue progressing to a more equal status
- * Assess the place women hold in our nation today

7. Civil Rights and Integration (SLO 1-7)

Learning Objectives: *The student will be able to*

- * Explain the plight of African Americans in American history
- * Describe the events that aid in the creation of an African American community
- * Assess the origins of the Civil Rights Movement
- * Discuss the successes and failures in Civil Rights into the early 1960s
- * Identify major individuals and events of the Civil Rights movement
- * Analyze how the movement fragments by the end of the 1960s

8. Disillusionment with Cold War Ideologies (SLO 1-7)

Learning Objectives: *The student will be able to*

- * Analyze the political problems America encountered in the 1950s and 1960s and how they affected people's perceptions of our government and its policies
- * Describe sources of dissent with the 1950s consensus
- * Assess the controversies surrounding those who criticized Cold War policy
- * Explain resentment with intervention in Vietnam
- * Examine how and why this distrusting, skeptical sentiment grew and is firmly entrenched in American society today.

9. The Counterculture (SLO 1-7)

Learning Objectives: *The student will be able to*

- * Describe the origins of the New Left
- * Understand the ideas and ideals of the New Left
- * Address how these ideas manifested itself in an entire social and cultural movement
- * Describe how the counterculture reflected both hope in a better future and excess
- * Analyze how society at large viewed and treated members of the counterculture
- * Assess the impact of the counterculture in the 1960s and since

10. The Media's Influence on the Public (SLO 1-7)

Learning Objectives: *The student will be able to*

- * Discuss the media's role to inform the public from a historical standpoint
- * Assess the way technological advances enabled the media to penetrate deeper into the lives of Americans
- * Describe the ways in which the media tries to control the information we receive
- * Explain how the media markets itself and even creates news
- * Analyze the impact of the media in contemporary America

11. The Greedy 1980s (SLO 1-7)

Learning Objectives: *The student will be able to*

- * Define the me generation and Yuppies
- * Discuss the role of big business in American society and economics
- * Assess the ethics in business
- * Describe how these business ideas carried over into other areas of American culture
- * Explain the continuing legacy of the greedy 1980s

Evaluation of student learning:

Examinations and Required Work. Describe general guidelines for course work, assignments, tests. Explain how assignments (quizzes, tests, essays, projects, portfolios, practicums, etc.) are designed to evaluate the course objectives.

Instructors have some discretion in determining the format and content of required work. However, written and verbal assignments in any history course should be designed to help students develop the General Education skills (historical perspective, critical thinking, information literacy, writing, and public speaking) listed above. Instructors should emphasize these goals in their assignments and should state them in their written and verbal instructions to the students.

History courses must, therefore, utilize essay examinations, written reports and oral presentations as standard methods of assessing student learning. Below are the parameters within which instructors may operate:

Reading Assignments

- ♦ Textbook as well as primary documents should be clearly assigned to the students

Exams & Quizzes

- ♦ At least two (2), one-hour exams
- ♦ A Final Exam
- ♦ Exams must include an essay component.

Writing Assignments (to assess discipline specific knowledge, communication skills, and critical thinking skills). Students are expected to develop the ability to construct narratives—written or verbal or both—that clearly present their own thesis based on solid evidence that has been thoroughly and critically evaluated. Students are directed in developing competencies in accumulating evidence from a variety of sources, assessing the validity of the evidence, and extracting substantive generalizations from what they have discovered (Information Literacy).

- ♦ At least two (2), but preferably three (3), writing assignments
- ♦ At least one (1) essay should concentrate on the primary documents
- ♦ At least one (1) one assignment should incorporate library or internet research or both; this assignment may be a term paper or group presentation or some other type of project
- ♦ Length of the essays may be determined by the instructor; short (e.g., two-page) essays are acceptable

Course content related assessments should comprise at least 50% of graded assignments.