COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIS 110</td>
<td>Film and History</td>
<td>3</td>
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<tr>
<th>Class or Lecture Hours</th>
<th>Laboratory Work Hours</th>
<th>Clinical or Studio Hours</th>
<th>Practicum, Co-op, Internship</th>
<th>Course Length</th>
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<tr>
<td>3</td>
<td></td>
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<td>15 weeks</td>
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Not Applicable

Performance on an Examination/Demonstration
(Placement Score (if applicable); minimum CLEP score)

None

Alternate Delivery Methods
(Online, Telecourse [give title of videos])

Required Materials:

Appropriate readings to be selected to accompany films.

List of possible film titles to be used:

“All Quiet on the Western Front”
“Mr. Deeds Goes to Town”
“The Maltese Falcon”
“On The Waterfront”
“Dr. Strangelove”
“Guess Who’s Coming to Dinner”
“The Graduate”
“Ordinary People”
“Pulp Fiction”

And others at the discretion of the instructor.

Catalog Description:

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

Prerequisites: None

Corequisites: None

Latest Review: Fall 2021

Course Coordinator (name, email, phone extension): Craig R. Coenen, coenenc@mccc.edu, ext. 3533.

Available Resources: (Identify library resources relevant to the course, including books, videos, journals, electronic databases, recommended websites.) None.
Learning Center Resources: (Are there tutors for the discipline? Study groups?)
No tutors or study groups as of now.

Course Objectives. List 5-8 overall objectives for your course. Objectives (or competencies) are statements that describe the specific, measurable knowledge, skills, and values that the student is expected to exhibit after completion of the course.

The student will be able to:
• to use information technologies in acquiring new knowledge and perspective.
• to construct an historical essay that presents a clear thesis, a persuasive argument, and well-researched supporting data.
• to identify major films and their relationship to American history.
• to describe major movements, trends, and developments of American history through film.
• to discuss with authority, either in writing or verbally, the historical forces (e.g., religion, economics, politics, social stratification, gender, individual actors, technology, intellectual and aesthetic thought, etc.) behind the major movements, trends, and developments of American history through film.
• to be able to describe and analyze the important role of film in shaping and reflecting American values.

General Education Objectives. If the course is submitted for Gen Ed approval, the Gen Ed objectives must be listed separately from the course objectives. (Consult the Gen Ed Policy for Gen Ed objectives – e.g., Communication skills, Problem-solving and Critical Thinking, Information Literacy skills, etc.)

• Gen Ed Mission:
  ▪ Students will be competent in critical…thinking;
  ▪ Students will be immersed in the critical study of what it means to be human;
  ▪ Students read, evaluate, appreciate and write about a wide range of texts and experiences;
  ▪ Students will learn how to integrate their learning into a lifelong process of understanding themselves, others, and the world

• Communication: Students will communicate effectively in both speech and writing.
  1.1. Students will comprehend and evaluate what they read, hear and see.
  1.2. Students will state and evaluate the views and findings of others.
  1.3. Students will write and speak clearly and effectively in standard American English.
  1.4. Students will logically and persuasively state and support orally or in writing their points of view or findings.

• Critical thinking and Information Literacy: Students will use critical thinking and problem solving skills in analyzing information gathered through different media [or presented to them by the instructor] and from a variety of sources.
  3.2. Students will use appropriate library tools to access information in reference publications, periodicals, bibliographies and databases.
  3.5. Students will recognize weaknesses [and bias] in arguments such as the use of false or disputable premises, suppression or contrary evidence, faulty reasoning, and emotional loading.
  3.a. Students will distinguish between facts, opinions, and generalizations.
  3.b. Students will access and evaluate primary and secondary sources to understand multiple causation
• **Historical perspective:** Students will analyze historical events and movements in western societies and assess their subsequent significance

  9.1. Students will state the causes of a major historical event and analyze the impact of that event on a nation or civilization.

  9.2. Students will show how writers’ interpretations of historical events are influenced by their time, culture, and perspective.

  9.3. Students will discuss a major idea, movement, invention or discovery, and how it affected the world or American society.

• **Diversity and global perspective:** Students will analyze the implications of commonalities and differences among culturally diverse peoples.

  10.1. Students will link cultural practices and perspectives with the geographical and/or historical conditions from which they arose.

  10.4. Students will recognize the needs and concerns common to culturally diverse peoples.

  10.5. Students will recognize contributions made by people from various cultures.

• **Ethical dimension**

  4.2. Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation.

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**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 should, 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 one midterm exam
- A Final Exam
- Exams should include at least a short 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 three (3), but preferable four (4), writing assignments
• At least one (1) 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

**Academic Integrity Statement:** [Include a statement affirming the college’s Academic Integrity policy and any specific implications for the course. See http://mlink.mccc.edu/omb/0403_academic_integrity_OMB210.pdf.]

Students who cheat or plagiarize on any assignment in this class will receive a “0” on that assignment which may result in the failure of the course and will be subject to further disciplinary action as deemed appropriate by MCCC’s Academic Integrity Committee. Cheating and Plagiarizing are the witting or unwitting use of answers to exams or quizzes from any source other than your brain (i.e. cheating with the aid of unauthorized aids), the copying or use of another’s words for a paper or other written assignment, and the paraphrasing, quoting, or use of not generally known ideas and concepts without proper citations of that material.

**Units of Study in Detail.** [List the units of study according to the general topics or themes by which the course is organized. Units of study are not chapter titles, but should be seen as independent of the selected textbook. For each unit, identify specific learning objectives. These unit learning objectives should stem from the overall course objectives and applicable General Education objectives. Unit learning objectives should state (in terms that can serve as the frame of reference for ongoing assessment of both student achievement and of the course’s effectiveness) what successful students will be able to demonstrate, perform or exhibit at the end of the unit. The suggested format is advisory; faculty members are free to modify it consistent with these guidelines.]

1. **Introduction to the course and Film in Modern America**

   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**

   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

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

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

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

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

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

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

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

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

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