

Eastern Illinois University  
Revised Course Proposal  
EIU 4170G, History on Film

Agenda Item #14-119  
Effective Spring 2015

**Banner/Catalog Information (Coversheet)**

1.  New Course or  Revision of Existing Course
2. **Course prefix and number:** EIU 4170G
3. **Short title:** History on Film
4. **Long title:** History on Film
5. **Hours per week:** 3 Class  Lab 3 Credit
6. **Terms:**  Fall  Spring  Summer  On demand
7. **Initial term:**  Fall  Spring  Summer Year: 2015
8. **Catalog course description:** Through an investigation of the problems with and possibilities of cinematic depictions of the historical past, this course will explore the ways in which film uses historical images to project social ideals. Special attention will be placed on developing a method by which to critique the historicity of historical films. History majors are excluded. WI

**9. Course attributes:**

General education component: Senior Seminar

Cultural diversity  Honors  Writing centered  Writing intensive  Writing active

**10. Instructional delivery**

**Type of Course:**

Lecture  Lab  Lecture/lab combined  Independent study/research  
 Internship  Performance  Practicum/clinical  Other, specify: blog discussion

**Mode(s) of Delivery:**

X Face to Face X Online  Study Abroad  
 Hybrid, specify approximate amount of on-line and face-to-face instruction\_\_\_\_\_

**11. Course(s) to be deleted from the catalog once this course is approved.**  None

**12. Equivalent course(s):**  None\_\_\_\_\_

a. **Are students allowed to take equivalent course(s) for credit?**  Yes  No

**13. Prerequisite(s):**  Completion of 75 semester hours. \_\_\_\_\_

a. **Can prerequisite be taken concurrently?**  Yes  No

b. **Minimum grade required for the prerequisite course(s)?**

c. **Use Banner coding to enforce prerequisite course(s)?**  Yes  No

**d. Who may waive prerequisite(s)?**

No one     Chair     Instructor     Advisor     Other (specify)

**14. Co-requisite(s):**  None \_\_\_\_\_

**15. Enrollment restrictions**

**a. Degrees, colleges, majors, levels, classes which may take the course:** All, but History majors

**b. Degrees, colleges, majors, levels, classes which may not take the course:**  None \_\_\_\_\_

**16. Repeat status:**  May not be repeated     May be repeated once with credit

**17. Enter the limit, if any, on hours which may be applied to a major or minor:** \_\_\_\_\_

**18. Grading methods:**  Standard     CR/NC     Audit     ABC/NC

**19. Special grading provisions:**

Grade for course will not count in a student's grade point average.

Grade for course will not count in hours toward graduation.

Grade for course will be removed from GPA if student already has credit for or is registered in:  
\_\_\_\_\_

Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: \_\_\_\_\_

**20. Additional costs to students:**

Supplemental Materials or Software  None \_\_\_\_\_

Course Fee  No  Yes, Explain if yes \_\_\_\_\_

**21. Community college transfer:**

A community college course may be judged equivalent.

A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

## **Rationale, Justifications, and Assurances (Part I)**

1.  Course is required for the major(s) of \_\_\_\_\_  
 Course is required for the minor(s) of \_\_\_\_\_  
 Course is required for the certificate program(s) of \_\_\_\_\_  
 Course is used as an elective
2. **Rationale for proposal** : The course revision will permit the course to be offered as an online course. As the topic of the course requires the watching of films and these films may be distributed to students using Kaltura, the online format is ideal for this course so that students may watch the films at their convenience without having to share a single copy in the library or having to use large amounts of class time.

### **3. Justifications for (answer N/A if not applicable)**

Similarity to other courses: N/A

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: History majors may not take this Senior Seminar, as per Senior Seminar guidelines

Writing active, intensive, centered: The course will require a written paper that will be revised and re-written. The course will also require response papers to various films. Written assignments will constitute more than 35% of the student's final grade.

### **4. General education assurances (answer N/A if not applicable)**

General education component: Senior Seminar

History on Film will meet the following University Learning Goals:

#### **Critical Thinking (CT)**

2. Seeking and gathering data, information, and knowledge from experience, texts, graphics, and media.

Students will gather data from films and from film criticism.

3. Understanding, interpreting, and critiquing relevant data, information, and knowledge

Students will interpret films set in various historical context to analyze how the films produce the appearance of historical truthfulness and how the films reflect changing values in their depiction of the past.

4 and 6 Synthesizing and integrating data, information, and knowledge to infer and create new insights; Creating and presenting defensible expressions, arguments, positions, hypotheses, and proposals.

Students will prepare a comparative analysis of two films on a similar historical theme, determining how each film creates the appearance of presenting a true historical past and determining which film more effectively establishes the appearance of a true past.. Students will present their conclusions in a written paper and in an oral presentation.

#### **Writing and Critical Reading (WCR)**

1, 2, 3, and 4 Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions; crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues; producing documents that are well-

organized, focused, and cohesive; using appropriate vocabulary, mechanics, grammar, diction, and sentence structure.

Students will write a series of response papers to historically-themed films and write a comparative analysis paper. Papers will require a clear argument, supported by abundant evidence in a clear format and demonstrating use of standard American English.

5 and 6 Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources; evaluating evidence, issues, ideas, and problems from multiple perspectives.

Students will analyze films and film criticism.

### **Speaking and Listening (SL)**

1. Collecting, comprehending, analyzing, synthesizing and ethically incorporating source material.

Students will analyze the visual and aural aspects of films, in addition to plot, characterization and other matters.

2 and 3 Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose; developing and organizing ideas and supporting them with appropriate details and evidence

Students will prepare oral presentations in which they provide a comparative analysis of the “truth-effect” in two historically-themed films.

4-6

Students will be assessed on the effectiveness of their oral presentations in terms of presentation style, body language, and the other material covered on the require form for Senior Seminars.

### **Responsible Citizenship (RC)**

1. Engaging with diverse ideas, individuals, groups, and cultures.

Students will analyze historically-themed films from diverse cultures, social classes, and gender perspectives.

2. Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.

Students will analyze films to understand the historical claims made by historically-themed films in order to assess them films in relationship to their claims.

4. Applying knowledge and skills to new and changing contexts within and beyond the classroom.

Students will analyze films from different historical, social, and cultural contexts

### **Senior Seminars**

Students will work at the cross-roads of media studies and history, analyze one of the major forms of narrative (film) that shape our understanding of the past.

Students will demonstrate Senior Seminar Points 1-4 through the preparation of written analysis and discussion of films and film criticism and oral presentations on their written work.

Students will demonstrate Senior Seminar Points 5-7 through the diverse skills honed in disciplines requiring aural, oral, textual, and quantitative analysis brought to bear on the analysis of films and the issues that films raises about cultural images of the past.

Curriculum: Students will be presented with different modes of analysis for historically-themed films. They will write response papers, engage in discussions, and prepare an oral

report in which they apply different modes of analysis for different films or examples of film criticism. (CT 2,3, 4 and 6)(WR 1-6)(SL1-6)(RC 1, 2, and 4)

Instruction: All of class time and all activities “directly deliver instruction to help students learn the skills of the goals or sub-goals.”

Assessment: Students written assignments are assessed on their ability to analyze and critique the creation of the appearance of historical verisimilitude in historically-themed films. Such assessment is the primary determiner of student grades.

## **5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification:

Instruction:

The student assignments in the online course will be identical to those in the traditional course. Students will write a series of papers on historically-themed films and the critical response to those films (some written jointly and others written as part of small groups) in which the films are analyzed. Each student will also write a longer comparative paper on two historically-themed films and record an oral presentation (uploaded to youtube) in which the student presents the conclusions of his or her research. Students will also participate in blog discussions in which issues related to analysis of historically-themed films are discussed interactively.

Integrity: Each student will turn in his or her research paper to turnitin.com. In the context of group work, students will assign grades individually to the other members of their groups based upon each students’ participation in the group. These student-assigned grades will be used by the instructor to assign final grades on projects and serve to allow the professor to intercede with students not actively participating. Online blog discussions require consistent participation that diminishes the likelihood of academic dishonesty.

Interaction: Course will include occasional video conferencing of all students and instructor, active blog discussions in which instructor raises questions and guides discussion. Small group projects in which students will collaborate on papers.

## **Model Syllabus (Part II)**

Please include the following information:

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3. Course Learning objectives:
  1. Students will investigate and analyze how historically-themed films create the appearance of depictions of a true historic past in a series of short papers and one research paper. (CT 2, 3, 4, and 6; WR 1, 2, 3, 4, 5, and 6; SL 1, 3; RC 1 and 4).
  2. Students will learn how historically-themed films reflect cultural values from era in which they were produced. (CT 4 and 4; WR 5 and 6; RC 1, 2, and 4)
  3. Students will analyze how historically-themed films entered into contemporary social and political debates. (CT 1, 3, and 5; WR 5 and 6; RC 1, 3, and 4)

4. Students will present an oral presentation on their analyses of two historically-themed films. (CT 2, 3, and 4; SL 1, 3, 4, 5, and 6).

4. Course materials: All course materials will be provided through D2L, including films to watch and a collection of short pieces of film criticism and film reviews.

Films (sample list)

*Le Retour de Martin Guerre*

*Somersby*

*Braveheart*

*Bonnie and Clyde*

*1492*

*The Discovery*

*Gone with the Wind*

*Spartacus*

*Beloved*

*Burn*

*12 Years a Slave*

*The Molly Maguires*

*Matewan*

*Blackrobe*

*The Mission*

Supplemental Readings (sample list)

Packet of Newspaper Editorials on 500<sup>th</sup> Anniversary of Columbus' Voyage

Selected Film Reviews from Various Internet Sites

"A Conversation between Eric Foner and John Sayles," in *Past Imperfect: History According to the Movies*, ed. Mark C. Carnes (New York: Holt and Co., 1995).

Daniel Blake Smith, "The (Un)Making of a Historical Drama: A Historian/Screenwriter Confronts Hollywood," *The Public Historian* 25:3 (2003): 27-44.

Natalie Zemon Davis, "Film as Historical Narrative," in *Slaves on Screen: Film and Historical Vision* (Cambridge, Mass.: Harvard Univ. Press, 2000).

Joseph Roquemore, *History Goes to the Movies: A Viewer's Guide to the Best (and Some of the Worst) Historical Films Ever Made* (New York: Double Day, 1999) (selected examples of film criticism).

5. Weekly outline of content:

Week 1 Why historically-themed films?

Week 2 The Truth-Effect: The Aural and Visual

Week 3 The Truth Effect: The Thematic

Week 4 When the Truth-Effect Works...and when it doesn't

Week 5 Two Films, One Story

Week 6 A True Past, or a Truthful Past

Week 7 Historically-Themed Films in Contemporary Debate

Week 8 Columbus and the Fate of the Amerindians

Week 9 Historically-Themed Films as Markers of Change

Week 10 Slavery in Historically-Themed Films (Pre-World War II)

Week 11 Slavery in Historically-Themed Films (1950s-1970s)

Week 12 Slavery in Historically-Themed Films (1980s-present)

Week 13 Oral Presentations

Week 14 Oral Presentations

Week 15 Oral Presentations

Week 16 Final Exam

**6. Assignments and evaluation, including weights for final course grade:**

Research Paper	25%
Blog Discussion Participation	30%
Response Papers (Individual and Group)	35%
Oral Presentation	10%

**7. Grading scale.**

A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	59% and under

**8. Correlation of learning objectives to assignments and evaluation.**

	<b>Research Paper</b>	<b>Blog Discussion</b>	<b>Response Papers</b>	<b>Oral Presentation</b>
<b>Learning Obj 1 (CT)</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>Learning Obj 2 (WCR)</b>	<b>X</b>	<b>X</b>	<b>X</b>	
<b>Learning Obj 3 (SL)</b>		<b>X</b>	<b>X</b>	
<b>Learning Obj 4 (RC)</b>				<b>X</b>

**Date approved by the department or school: Nov. 14, 2014**

**Date approved by the college curriculum committee: Dec. 3, 2014**

**Date approved by the Honors Council (if this is an honors course):**

**Date approved by CAA: Dec. 11, 2014 CGS: Not Applicable**