

# World, Text, and Image IV

HNRS 2352-001

Mondays, 6:00-8:45 PM

SCOB 112

3 Credit Hours

Dr. Colin Snider – Dept. of History, CAS 118

Office Hours:

Mondays & Wednesdays, 11:15-12:15

Fridays, 8:30-9:30

Or by Appointment

[csnider@uttyler.edu](mailto:csnider@uttyler.edu) [preferred contact]

Prof. Michael Ward

Phone: 903-504-3881

[Cell phone # to be used  
only in emergencies]

[mward@uttyler.edu](mailto:mward@uttyler.edu)

## Course Description

This course is designed to help students further their own analytical skills while also employing the interdisciplinary methods common not only to a liberal arts education, but increasingly, to issues in the professional world today. This honors course combines the genres of film and history, using the theme of human rights as a lens to understand the impact of history on cultural production and cultural production on history. In the process, students will use a variety of collaborative, written, oral, and visual methods of learning and instructing as they simultaneously develop a more nuanced understanding of the relations between fields both in an academic setting and in their everyday lives.

## Objectives

This course focuses on the Cold War era to help students consider media, history, and the world around them from a multidisciplinary standpoint that allows them to engage the past and the present from a critical perspective appropriate to an Honors Program. In the course of the semester, students will

- Develop critical thinking skills that reflect an ability to analyze, synthesize, and evaluate information while improving creative thinking, innovation, and inquiry.
- Develop communication skills that reflect the ability to develop, interpret, and express their own ideas through written, oral, and visual communication.
- Develop a sense of social responsibility that reflects intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in local, regional, national, and global communities.
- Develop a sense of personal responsibility that the ability to connect individual choices, actions, and consequences to ethical decision-making.

More specifically, in accordance with the Student Learning Outcomes as they pertain to the material in this course, this course will teach students to:

- Identify key events, people, intellectual currents, and events in the Cold War period from an international perspective.
- Trace the cultural, social, and political development and events of the Cold War through film.
- Trace the cultural, social, and political portrayal of the Cold War era through contemporary film and through retrospective reflections of Cold War themes.
- Trace the cultural, social, and political transformations in Cold War societies in the United States and in the global arena.

- Develop an understanding of different forms of visual rhetoric and their impact in our understanding of events.
- Develop a broader understanding of the diversity of visual, discursive, and technical forms of expression in film.
- Assess the impact of the historical development of the Cold War era on society in the late twentieth and early twenty-first centuries.
- Assess the role of individuals in social changes and processes in local, national, and international settings.
- Evaluate the impact of culture, gender, race, and politics in a global setting.

### **Course work**

#### *Films*

Students will be required to watch a film each week. Some films can be found on Youtube. Remaining films will need to be purchased through either Amazon instant play, streamed on Hulu Plus, streamed on Google Play, streamed on Netflix, or borrowed through Netflix DVD. For students not wishing to purchase these films, the films will be shown on Thursday evenings in the Honors Lounge. All films must be viewed by Saturday of each week to ensure prepared participation in other assignments.

(In Order)

*Atomic Café*

*Invasion of the Body Snatchers* [the 1956 version, **NOT** the 1978 remake]

*Dr. Strangelove*

*The Manchurian Candidate* [the 1962 version, **NOT** the 2004 remake]

*Easy Rider*

*The Green Berets*

*Hearts and Minds*

*The Black Power Mixtape*

*I Am Cuba* [*Soy Cuba*]

*State of Siege*

*The Thing* [the 1982 version, **NOT** the 2011 remake]

*Red Dawn* [the 1984 version, **NOT** the 2012 remake]

*Spies Like Us*

#### *Quizzes*

In order to gauge students' familiarity with the films upon viewing, students will take a quiz over the film each week before class. These quizzes will be available on Canvas and will be opened every Monday before class. The quizzes will be brief and will be made up of some mixture of multiple choice, matching, or/and short answer questions. There will be a quiz for every movie every week, and there will be **no makeup opportunities** in the event a student misses a quiz. These quizzes will collectively make up 20% of the student's final grade.

#### *Groups*

Each week a group will be assigned one of the following topics.

1. Production & Critical Response
2. (Re)Presentation and Emotion/ Affect
3. Themes and Motifs
4. Historical significance

The group's leader for the week will give a 10-15 minute presentation on assigned subject for the film. The group leader will change each week so that each student will be the group leader at least 2 times over the semester. However, each student must participate and provide input for each presentation (to be documented in presentation). While only one person will present every week, *every* student must contribute to the presentation slides. As a result, students must email a copy of their information/slides to the leader **and they must copy that email to Dr. Snider and Prof. Ward.** Failure to do so will result in a 0 for the student for that week.

There is a file on Canvas that provides questions you may want to consider as you do your presentations. Groups will be assigned for the first half of the semester and will change for the second half. It is encouraged that you share email addresses and meeting outside of class is encouraged. Powerpoints, Prezi, or handouts are required for each presentation. The presentation need to be emailed to instructors by class time each week. These presentations make up 20% of each student's final grade.

### ***Paper***

There will be a research paper due by **Friday, April 15**. In terms of length, this paper **must be 3500-4000 words**. The paper should explore film and the Cold War. It can be over a single film that situates that film in its broader historical context; a comparison of films; or a collection of films to draw out a larger argument regarding film and Cold War. Your paper **cannot** be over one of the films that have been selected for the class; if you are doing a broader comparison of more than 2 films, you may bring in one of the films from the course, but it should not be the main focus of your paper. The instructors are open to ideas and concepts for papers, and you are free to pick a topic/film(s) that most fit your own interests as it pertains to the course.

An abstract (250-350 words) for the paper is due by **Monday, February 21** [Week 7] for approval. These may be turned in early. The abstract will be worth 5% of the student's final grade.

The final papers should be written in the standard format - 12 point font, one-inch margins, and double-spaced. The final submitted version of your paper will be worth 35% of the student's Final Grade.

### ***Attendance & Participation***

This class meets once a week, and attendance is required; your presence and engagement will constitute 20% of your final grade. One absence will result in no penalty. Two (2) absences will result in a drop of a letter grade. Three (3) absences will result in a drop of 2 letter grades. Four (4) absences or more will result in a failure for the class.

Learning is a process that takes place over days, weeks, months, and years in a variety of ways. One of the most rewarding parts of the learning process is the student's direct engagement with learning via classroom interactions and discussions. It is imperative that you participate in your own educational experience; to choose not to do so is to undertake the more tedious parts of learning without enjoying its rewarding parts. Therefore, student attendance and participation are required, and make up 20% of the Final Grade. **Please Note:** failure to attend a part of an individual class for other courses or commitments will result in an absence for that class.

### ***Grades***

Below is the breakdown of how grades will be determined, based on a standard grading scale (A, 90-100; B, 80-89; C, 70-79; D, 60-69; F, 59 or lower):

Quizzes on films	20%
Group Presentations	20%
Attendance and Participation	20%
Paper Abstract	5%
Final Research Paper (3500-4000 words)	35%
<b>TOTAL</b>	<b>100%</b>

### ***A Note on Films***

Given the nature and subject matter of this course, as well as the cultural context in which films were made, some films have subject matter that may feature anachronistic terminologies, vulgar language, and/or scenes of violence, nudity, or overt sexuality. Such films were not selected for controversial reasons or with the intention of causing discomfort, but because the subject-matter taps into important elements and components of questions over the reach and limits of human rights in cultures, societies, and politics around the world. It is understood that, by agreeing to attend this class, you, as adults, are aware of the films and their subject matter, and view them accordingly, with the understanding that the films were picked for the insights they offer into the course content, and not for any reasons of controversy or provocation.

### ***Life in the Time of COVID-19***

As we are all aware, things have fundamentally changed and altered our lives on a daily basis since the spread of the world's largest pandemic in over a century. As much as we love seeing students in a face-to-face environment and interacting directly with you, we also know that each of us is subject to real health risks, even when mitigated by factors such as shots.

Because these are such unusual times, and because COVID-19 is such a serious illness, we are aware that health can interrupt students' educational experiences. We acknowledge the need for flexibility as we all continue to have to adapt on the fly to constantly-shifting circumstances. We have built flexibility into our approach and attitude this semester so that students are given the best chance to succeed, but in return we ask that you not exploit that flexibility.

As a result, students are expected to attend the weekly class meetings and discussions as discussed above. If for health reasons you cannot attend, we understand; however, students who miss a class will be expected to submit a short (500-750 word) reflection on the films and their historical context in order to provide their own contribution on the material and to illustrate the ways they are engaging with, thinking about, and learning about the Cold War through film.

If health conditions dictate, we also are prepared to find alternate ways of offering the class in the event that face-to-face meetings become untenable for students' and our own health.

### **Extra Credit**

Students who are concerned about their quiz scores have the option of an extra credit assignment. Students may watch up to (but no more than) two of the films listed below and write a 750-1000 word review of the film. [Note: this is a review, and **not** a summary of the film.] Students may then submit that review, and the grade will replace two quiz scores, for a total possible replacement of four quiz scores (two films watched and reviewed x two quiz scores replaced per review).

*The Look of Silence*

*The Death of Stalin*

*The Motorcycle Diaries*

*Good Bye, Lenin!*

### **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
  - copying from another student's test paper;
  - using, during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
  - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;

- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

## Course Schedule

### **Week 1 (January 10) - Introduction**

Watch - *Atomic Café*

### **Week 2 (January 17) Martin Luther King Jr. Day - NO CLASS**

### **Week 3 (January 24)**

Discuss - *Atomic Café*

Watch - *Invasion of the Body Snatchers* (the 1956 version)

### **Week 4 (January 31)**

Discuss - *Invasion of the Body Snatchers* (the 1956 version)

Watch - *Dr. Strangelove*

### **Week 5 (February 7)**

Discuss - *Dr. Strangelove*

Watch - *The Manchurian Candidate* (the 1962 version)

### **Week 6 (February 14)**

Discuss - *The Manchurian Candidate* (the 1962 version)

Watch - *Easy Rider*

### **Week 7 (February 21)**

Discuss - *Easy Rider*

Watch - *The Black Power Mixtape*

***Paper proposal due by Monday, February 21***

### **Week 8 (February 28)**

Discuss - *The Black Power Mixtape*

Watch - *The Green Berets*

### **Week 9 (March 7) - SPRING BREAK [No Class]**

### **Week 10 (March 14)**

Discuss - *The Green Berets*

Watch - *Hearts & Minds*

### **Week 11 (March 21)**

Discuss - *Hearts & Minds*

Watch - *I Am Cuba*

### **Week 12 (March 28)**

Discuss - *I Am Cuba*

Watch - *State of Siege*

### **Week 13 (April 4)**

Discuss - *State of Siege*

Watch - *The Thing* (the 1982 version)

**Week 14** (April 11)

Discuss - *The Thing* (the 1982 version)

Watch - *Red Dawn* (the 1984 version)

***Final Research Paper due Friday, April 15***

**Week 15** (April 18)

Discuss - *Red Dawn* (the 1984 version)

Watch - *Spies Like Us*

**Finals Week** (April 25)

Discuss - *Spies Like Us*