

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA  
ACADEMIC SENATE

**GENERAL EDUCATION COMMITTEE**  
**REPORT TO**  
**THE ACADEMIC SENATE**  
**GE-028-156**

**HST 3373 – History and Hollywood (GE C4)**

**General Education Committee**

**Date: 02/4/2016**

**Executive Committee  
Received and Forwarded**

**Date: 05/25/2016**

**Academic Senate**

**Date: 06/01/2016  
First Reading  
08/31/2016  
Second Reading**

BACKGROUND:

The History Department introduced a new upper division synthesis course for Area C4.

RESOURCES CONSULTED:

Faculty  
Department Chairs  
Associate Deans  
Deans  
Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the ECO for this course and found it to satisfy the GE SLO's and other requirements for Area C4.

RECOMMENDATION:

The GE Committee recommends approval of GE -028-156: History and Hollywood for GE Area C4

**Print Options**

## HST - 3373 - History and Hollywood

### C. Course - New General Education\* Updated

**General Catalog Information**

- College/Department

**History**

- Semester Subject Area

**HST**

Semester Catalog Number

3373

- Quarter Subject Area

**None Selected**

Quarter Catalog Number

- Course Title

History and Hollywood

- Units\*

**(3)**

- C/S Classification\*

**C-02 (Lecture Discussion)**

- To view C/S Classification Long Description click: [http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix\\_C\\_CS\\_Classification.pdf](http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf)

- Component\*

**Lecture**

- Instruction Mode\*

**Asynchronous Local****Face-to-Face****Fully Asynchronous****Fully Synchronous****Hybrid w/Asynchronous Component****Hybrid w/Synchronous Component****Synchronous Local****Web-Assisted**

- Grading Basis\*

**Graded Only**

- Repeat Basis\*

**May be taken only once**

- If it may be taken multiple times, limit on number of enrollments

**1**

- Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)

- Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)

- Choose appropriate type(s) of course(s)\*

 Major Course

- Service Course
- GE Course
- None of the above

○ **General Education Area / Subarea\***  
**C4**

- To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.

○ **I. Catalog Description**

○ **Catalog Description**

Assesses the relationship of classic Hollywood movies to the political, social, and cultural history of 20<sup>th</sup> century America. Analyzes different modes of interpreting film's impact on popular understandings of American history. Evaluates the extent to which American movies have expressed or challenged the dominant political themes and social and cultural values of a particular historical era. Critical examination of different modes of interpreting American history and of film's impact on popular understandings of history.

○ **II. Required Coursework and Background**

○ **Prerequisite(s)**

Completion of all GE Area A (A1, A2, and A3); GE Area subareas C1, C2, and C3; and HST 2202 or permission of instructor

○ **Corequisite(s)**

○ **Pre or Corequisite(s)**

○ **Concurrent**

○ **III. Expected Outcomes**

- **List the knowledge, skills, or abilities which students should possess upon completing the course.\***

**Departmental Outcome 1: Knowledge**

- Acquire knowledge of major people, movements, and events in American film history
  - Discuss the evolution of the American movie-goer over time
  - Explain the changes in the American film industry over time
  - Recognize how different film makers have addressed issues of race, gender, class, and other historical variable through film
  - Develop an appreciation of themselves and of others through the study of the past in local, regional, national and global contexts.
- **If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.**

**Departmental Outcome 2: Analysis**

- Evaluate narratives of past events that participants and observers produced and examine their content for historical information.
- Critically evaluate sources in American film history

- Discuss the methodologies of American film history

### **Departmental Outcome 3: Representation**

- Argue historically and critically in discussions, presentations, and assignments.
- Practice the methods of historical research, including the development of research topics, the gathering and evaluation of evidence, and the presentation of research findings to a wider audience.

### **Departmental Outcome 4: Pre-Credential Training**

- Enhance content knowledge in the areas identified by the Board of Education of the State of California as essential for secondary school teachers.
- Experience distinct, varied, and effective teaching methods.

\* Gain exposure to distinct, varied, and effective teaching methods.

- **Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.**

This course on History and Hollywood fits within Area C: The Humanities because it demonstrates the continuity between historical and contemporary life as well as the relationships among the arts, the humanistic disciplines, self and society. HST 3373 also reflects the contributions to knowledge and civilization that have been made by both men and women, and by different cultural groups in the world.

- **Describe how these outcomes relate to the associated GE Learning Outcomes listed below.\***

B: As a General Education sub-area C4 course, also discuss how the course addresses the following associated GE Student Learning Outcomes:

Ia: Write effectively to various audiences.

Students write essays and position papers related to film history, from the nineteenth century to the present.

Ib: Speak effectively to various audiences.

Students participate in class discussions and debates and present before the class. Class discussion formats range from groupwork, larger class discussions, organized debates based on formal positions, to formal presentations.

Ic: Find, evaluate, use, and share information effectively and ethically.

Students engage in debates, class discussion, and writing assignments geared toward critical and original analysis of course materials and outside materials that they themselves bring into class. Students analyze social, economic, political, and historical issues using the assigned readings as well as materials found through online web and databases searches. They are required to cite sources and information selected. They share findings through class discussions and debates, online exchanges, and class presentations.

Id: Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

All assignments, both written and oral, require students to structure their ideas with a core thesis, including key points and evidence to substantiate their argument.

I**ib**: Analyze major literary, philosophical, historical or artistic works and explain their significance in society.

In class discussions and papers, students analyze key texts of history, literature, law, politics, and more, as well as artistic, photographic, and popular images, songs, and film clips. The class also reconsiders familiar and iconic films through the lens of American history

II **d**: Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

Students draw on concepts, examples, and theories from a variety of disciplines in the humanities and social sciences (and more), including psychology, art history, philosophy, political science, economics, law, visual arts, and more in analyzing sources, in papers, and in class discussions.

III**a**: Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

In papers, exams, and discussions, students are asked to detail information and analyses of the diverse populations that came together to produce American history and American film. A core theme for the course is how American films have historically reflected issues of race, ethnicity, class, and sexuality. Readings, assignments, and discussions call upon students to see these how these intersections have developed over time. Students will also explore the role film has played in shaping individual and popular understandings of American history and society.

○ **General Education Outcomes\***

**Ia. Write effectively for various audiences**

**Ib. Speak effectively to various audiences.**

**Ic. Find, evaluate, use, and share information effectively and ethically.**

**Id. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.**

**I**ib**. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.**

**I**Id**. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.**

**III**a**. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.**

○ To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

○ **IV. Instructional Materials**

- **Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.**

○ **Instructional Materials\***

Texts such as the following may be used:

Mark C. Carnes, ed., Past Imperfect: History According to the Movies (1995)

Michael Chopra-Gant, Cinema and History: The Telling of Stories (2008)

Robert A. Rosenstone, History on Film/Film on History (2012)

Robert Brent Toplin, *Reel History: In Defense of Hollywood* (2002)

Additional readings such as the following may be assigned:

Jim Cullen, 'Screening the Book: The Civil War of Margaret Mitchell's *Gone With the Wind*' in *The Civil War in Popular Culture: A Reusable Past* (1995)

Leonard J. Leff, 'David O. Selznick's *Gone With the Wind*: "The Negro Problem"' in *The Georgia Review* 38:4 (1984)

Trevor B. McCrisken and Andrew Pepper, eds., 'From Civil Rights to Black Nationalism: Hollywood v. African Americans' in *American History and Contemporary Hollywood Film* (2005)

Patrick McGee, 'The Glorious Truth about Inglorious History in Quentin

Tarantino's *Inglourious Basterds*' in *Bad History and the Logics of*

Blockbuster Cinema (2011)

Anna Martin, 'Arthurian Myths and Modern Tellings,' in *Bringing History to Life through Film: The Art of Cinematic Storytelling* (2013)

Robert A. Rosenstone, 'The History Film as a Mode of Historical Thought' in *A Companion to the Historical Film* (2013)

Robert Brent Toplin, 'Ken Burns' *Civil War* as an Interpretation of History' in *Ken Burns' Civil War: Historians Respond* (1996)

- **Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>**
- **V. Minimum Student Material**
- **List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.**
- **Minimum Student Material\***

Paper, pen, computer, Internet access, textbook, and supplementary readings.

- **VI. Minimum College Facilities**
- **List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.**
- **Minimum College Facilities\***

Smart classroom, chalkboard or whiteboard, library

- **VII. Course Outline**
- **Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.**
- **Course Outline\***

- Cinematic history vs. academic history: Contextual Debates
- Myth and Mythology: The Stories We Tell about American History
- Film and Race 1: The Antebellum US South and Slavery
- Film as Historical Propaganda: Case Studies from WW2
- From *High Noon* to *Invasion of the Body Snatchers*: McCarythism and the Cold War on Film
- Is War Hell? American Wars on Film from the Civil War to Iraq
- “Reel” Men and Women: Gender Politics in American Film
- “Ronald Reagan? The Actor?!” Film and Contemporary Politics
- Film and Race 2: Colonization, Colonialism, and Contemporary Historical Debates

○ **VIII. Instructional Methods**

- **Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.**
- **Instructional Methods\***

Lecture, whole group and small group discussion, film screening and discussions, face-to-face or online.

○ **IX. Evaluation of Outcomes**

- **Describe the methods to be used to evaluate students’ learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.\***

Short essays will be based on analysis of primary and secondary sources, including films, assigned for class, and students will be given feedback on their writing for the purpose of improvement. Book reviews will require students to come up with an argument and to express themselves clearly and grammatically. Students will be required to write midterm and final exams.

- **Describe the meaningful writing assignments to be included.\***

short essays; long essays; midterm, final, and/or research paper

- **Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.\***

Method of Assessment	Knowledge	Analysis	Representation	Pre-Credential Training
Exams	X			X
Short Essays	X	X	X	X
Long Essay or book review	X	X	X	X
Participation	X		X	X
Quizzes	X	X		X



- **If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.\***

1a: Write effectively to various audiences.

There are several writing assignments that reflect different levels of engagement in the writing process, as the difference between an exam and a take-home essay shows. Students will take a midterm and a final that test their grasp of the material. The different writing assignments train students to write historically.

1b: Speak effectively to various audiences.

Students will participate in class discussions. Oral presentations may also be required.

1c: Find, evaluate, use, and share information effectively and ethically.

The writing assignments require research in a variety of databases, some will be suggested and others will be located by the students on their own. Student will use the appropriate databases and locate and use the information to complete the assignments. These assignments will adhere to the highest ethical standards of using and sharing copyrighted material.

1d: Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

There are various short essay assignments that could be assigned. As such, students must construct their arguments based on the evidence they encounter and present it in an appropriate fashion. Essay will adhere to the good essay format.

2b: Analyze major literary, philosophical, historical or artistic works and explain their significance in society.

Students complete written assignments based on studying passages from primary and secondary texts. Students analyze these documents and discuss how they are significant to their respective societies.

2d: Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

Student written assignments and discussions draw on concepts, examples, and theories from a multitude of disciplines such as Film Studies, Art History, and more.

3a: Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

Students will analyze the historical development of the United States' film industry and the role film had played in shaping individual and popular understandings of American history and society.

Assessment methods aligned with GE SLOs:

Method of Assessment	SLO Ia	SLO Ib	SLO Ic	SLO Id	SLO IIb	SLO IIId	SLO IIIa
Exams	X			X		X	X
Short Essays	X		X	X	X	X	X

<b>Long essay or book review</b>	X		X	X	X	X	X
<b>Participation</b>		X	X	X	X	X	X
<b>Quizzes</b>	X			X			X

**X. This OPTIONAL Section is for describing Course/Department/College specific requirements.**

- **Department/ College Required ECO Information (Optional)**