

HIST 375: Hollywood and History
May 8 to 26, 2023
Instructor: Dr. Karina Esposito
Instructor Email: kfgarcia@mix.wvu.edu

Day/Time/Location: All class activities will take place online, through WVU's e-Campus portal (accessed at <http://ecampus.wvu.edu>). Please note that this is an online course and that you are responsible for having access to the internet and the necessary computer skills required to complete class assignments.

Communications: In this course, my primary means of communicating with students will be through e-campus message, and my WVU mix email (kfgarcia@mix.wvu.edu). You can find the e-campus email under the "course messages" tab on the left-hand side of your e-campus screen when you are logged into our course.

I strongly encourage you to contact me as soon as possible if you have any questions about the material, assignments, or the course in general. I will monitor emails and assignments at least twice daily. I will generally grade your assignments within two days of when a discussion or assignment closes. If you would like to get help on an assignment ahead of the deadline, please email me. I will be glad to give preliminary feedback and/or answer questions.

COURSE OBJECTIVES

This course is designed to make students conversant with the history of the United States using films as both primary sources and secondary sources. When used as a primary source, movies can help us understand American society during the period that the movie was made. For example, how can a movie made in the 1960s about World War II help us understand how society interpreted the history of World War II in the 1960s? How can a movie made in the 1990s about World War II help us understand how society interpreted the history of WWII in the 1990s? Movies can also serve as a secondary source, which offer information about an event after it has occurred. Most history books and articles are secondary sources. For example, how can you learn the history of World War II by watching a movie on this topic? Hence, this class will focus on refining students' visions of the American past, specifically how World War II, the Cold War, and the Vietnam War have been interpreted through film and in the historiography. By watching, discussing, and writing about these films while also incorporating information from our assigned readings, we will examine how motion pictures contribute to our understanding of modern American society and help us appreciate the distinction between the film's presentation of these topics as well as the underlying factual reality.

Throughout the course, we will focus on two Course Learning Objectives (CLO):

CLO 1: How do films provide a window into the cultural, social and political history of the United States in a particular era?

CLO 2: Identify the distinction between the film presentation of American history and the underlying factual reality.

PRE-REQUISITE KNOWLEDGE

I would hope that students taking this course have a good understanding of important events that occurred in the U.S. after 1920s. I will include some additional notes on Twentieth U.S. history in general on e-campus for reference.

REQUIRED TEXTS

1. Christian G. Appy, *Working-Class War, American Combat Soldiers and Vietnam*, University of North Carolina Press, 1993
2. Kenneth Rose, *Myth and the Greatest Generation, A Social History of Americans in World War II*, Routledge Publisher, 2007

In addition, I will put some pages from another source on the WVU e-reserves. All movies assigned for the course will also be available on e-reserves through the WVU library website. You log in using your WVU log in information:

<https://reserves.lib.wvu.edu/>

COURSE REQUIREMENTS

GRADES: Grades will be calculated according to the following formula:

Discussion Posts = 10 points each week, (40% of your final course grade).

Unit Papers = 2 @ 100 points each (30% each; 60% total of your final course grade)

Descriptions of each of the above components follow:

1. **Discussion Posts** (10 points each; 40% of your final course grade)—Each week, you will be required to post two well-reasoned, well-written items on that week's course material in the discussion forum on e-Campus. Specifically:

- **For your first post each week**, you must respond thoughtfully to the questions posted by the instructor on the week's assigned readings and films.

Your posts in response to the instructor's questions must be at least one paragraph in length for each question, with a paragraph consisting of between 8-10 well-developed, clearly written sentences, using specific examples from the readings (with page numbers), and films. I included a sample discussion post on e-campus (click on *Course Content < Module One*)

- **For your other post each week**, you must respond thoughtfully to one post made by a classmate.

This post should be at least one paragraph in length (with a paragraph consisting of 8-10 well-developed, clearly written sentences), and should either elaborate on or challenge your fellow students' thinking on the issues at hand, using specific examples from the reading and films.

Module 3: you do not have to respond to a classmate on Module 3.

NOTE: These discussion posts are designed to create a dialogue between the instructor and your classmates about the material covered in class. This is your chance to express what you learned from each week's readings and films. Your posts will be evaluated using three criteria: First, I will look to see that you completed it on time. Second, I will assess the strength of each post's content. To do this, I will be looking to see whether you responded directly and thoughtfully to the instructor's questions and a classmate's post, using specific examples from the readings (with page numbers), and films, and met the length requirement as well. And third, I will look to see whether your post was well-written (grammatically sound and generally free of careless errors).

- 2. Unit Papers:** (60% of your final course grade). You are required to write 2 Unit papers this semester. The Units you will be required to write a paper on are below:

Paper#1 is on Unit One: World War II (30%)

Paper#2 is on Unit Two: The Vietnam War (30%)

I will be glad to read a draft of your papers before you turn them in. If you choose to send me a draft, be sure to do so at least one day before the paper is due to give me time to read it and offer you some feedback. Specific information for each Unit paper is at the end of the syllabus.

Suggestions:

When completing the discussion posts, instead of reading entire chapters, look at the discussion questions and identify pages you need to read to help you respond the questions.

Essentially, your discussion responses are the building blocks for your two papers. I recommend reading the guidelines for the Unit papers right away so you can start working on that as you complete the discussion assignments each week.

Read the sample discussion post under Module One so you know exactly what I am looking for in terms of paragraph length and specific examples from the books and movies

I know this is a fast-paced course, so I try my best to respond to all emails right away.

Please note that all assignments have due dates. They may be completed any time before their due date. This is 3-week course, but still a 3-credit course. We will have a substantial amount of readings each week, in addition to 2-3 movies each week. Time management will be extremely important. Please contact me right away if you have any questions about any of the assignments or their due dates.

COURSE POLICIES

GRADING: We will use a 10-point grading system in this course:

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: 0-59

Late Submissions:

All work must be completed and submitted by the deadlines specified above. I do not accept late work.

Syllabus Statement: The instructor reserves the right to make changes in the course schedule when necessary to meet learning objectives, to compensate for missed classes, or to address similar challenges. Students are obligated to adjust to any new requirements

Academic Integrity Statement

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, instructors will enforce rigorous standards of academic integrity in all aspects and assignments of their courses. For the detailed policy of West Virginia University regarding the definitions of

acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University [Academic Standards Policy](http://catalog.wvu.edu/undergraduate/coursecredittermsclassification) (<http://catalog.wvu.edu/undergraduate/coursecredittermsclassification>). Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see your instructor before the assignment is due to discuss the matter.

Academic Standards Policy, including Academic Dishonesty

The WVU Catalog contains the full [Academic Standards Policy](#).

- [Resources for Faculty and Students for Reporting and Appealing Violations of Academic Standards](#)

Adverse Weather Statement

In the event of inclement or threatening weather, everyone should use his or her best judgment regarding travel to and from campus. Safety should be the main concern. If you cannot get to class because of adverse weather conditions, you should contact your instructor as soon as possible. Similarly, if your instructor(s) are unable to reach the class location, they will notify you of any cancellation or change as soon as possible, using agreed upon methods to prevent students from embarking on any unnecessary travel. If you cannot get to class because of weather conditions, instructors will make allowances relative to required attendance policies, as well as any scheduled tests, quizzes, or other assessments. [adopted 9-8-2014]

Attendance Policy

The WVU Catalog contains the full [Attendance Policy](#).

Campus Safety Statement

The WVU Police are committed to creating and maintaining a safe learning environment for all students, faculty, and staff. Part of this mission includes educating the campus community on how to respond to potential campus threats, such as the threat of an active shooter on campus or other suspicious behaviors. Fortunately, WVU Police offer training - both online and in-person - on how to handle a variety of campus safety scenarios. All students are encouraged to visit the [WVU Police](https://police.wvu.edu/) (<https://police.wvu.edu/>) webpage, in particular the content under the [Active Shooter](https://police.wvu.edu/training) (<https://police.wvu.edu/training>) training program. Students are also encouraged to report any suspicious behaviors on campus using the [Report a Threat](https://police.wvu.edu/emergency-management/threat-assessment) (<https://police.wvu.edu/emergency-management/threat-assessment>) portion of the webpage.

Inclusivity Statement

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and

inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in your classes, please advise your instructors and make appropriate arrangements with [the Office of Accessibility Services](https://accessibilityservices.wvu.edu/). (<https://accessibilityservices.wvu.edu/>)

More information is available at the [Division of Diversity, Equity, and Inclusion](https://diversity.wvu.edu/) (<https://diversity.wvu.edu/>) as well. [adopted 2-11-2013]

Incomplete Policy

The WVU Catalog contains the full [Incomplete Policy](#).

Sale of Course Material Statement

All course materials, including lectures, class notes, quizzes, exams, handouts, presentations, and other course materials provided to students for their courses are protected intellectual property. As such, the unauthorized purchase or sale of these materials may result in disciplinary sanctions under the [Student Conduct Code](https://studentconduct.wvu.edu/policies-and-procedures). (<https://studentconduct.wvu.edu/policies-and-procedures>) [adopted 5-11-2015]

Sexual Misconduct Statement

West Virginia University does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or relationship violence [[BOG Rule 1.6](#)]. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of university administration, faculty, or staff; keep in mind that they have an obligation to report the incident to the [Title IX Coordinator](https://titleix.wvu.edu/staff). (<https://titleix.wvu.edu/staff>)

If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the [Carruth Center](#), 304-293-9355 or 304-293-4431 (24-hour hotline), and locally within the community at the [Rape and Domestic Violence Information Center](#) (RDVIC), 304- 292-5100 or 304-292-4431 (24-hour hotline).

For students at WVU-Beckley, contact the [Women's Resource Center](#) at 304-255-1585 (toll free at 1-888-825-7836) or [REACH](#) at 304-340-3676. For students at WVU-Keyser, contact the WVU-Keyser [Psychological Services Office](#) at 304-788-6976, and locally in Keyser, the [Family Crisis Center](#), 304-788-6061 or 1-800-698-1240 (24-hour hotline).

For more information, please consult [WVU's Title IX Office](https://titleix.wvu.edu/confidential-resources) (<https://titleix.wvu.edu/confidential-resources>).

Student Evaluation of Instruction Statement

Effective teaching is a primary mission of West Virginia University. Student evaluation of instruction provides the university and the instructor with feedback about your experiences in the course for review and course improvement. Your participation in the evaluation of course

instruction is both strongly encouraged and highly valued. Results are strictly confidential, anonymous, and not available to the instructor until after final grades are released by Admissions and Records. Information about how you can complete this evaluation will be provided by your instructor. [adopted 4-14-2008]

COVID-19 Syllabus Statement

WVU is committed to maintaining a safe learning environment for all students, faculty, and staff. Should campus operations change because of health concerns related to the COVID-19 pandemic, it is possible that this course will move to a fully online delivery format. If that occurs, students will be advised of technical and/or equipment requirements, including remote proctoring software. In a face-to-face environment, our commitment to safety requires students, staff, and instructors to observe the social distancing and personal protective equipment (PPE) guidelines set by the University at all times. While in class, students will sit in assigned seats when applicable and wear the required PPE. Should a student forget to bring the required PPE, PPE will be available in the building for students to acquire. Students who fail to comply will be dismissed from the classroom for the class period and may be referred to the Office of Student Conduct for further sanctions. If a student becomes sick or is required to quarantine during the semester, they should notify the instructor. The student should work with the instructor to develop a plan to receive the necessary course content, activities, and assessments to complete the course learning outcomes.

COURSE AGENDA

MODULE 1: May 8-15

Last Day to Drop: May 10, 2023, by 11:59 p.m.

Topics	UNIT ONE: World War II
Week's Readings and Films	Readings: Instructor's notes; Book: <i>Myth and the Greatest Generation</i> (Introduction, and pages 45-77, 81-159, 163-183, Chapter 10, and Conclusion) Documentary: <i>Life and Times of Rosie the Riveter</i> Films: <i>Saving Private Ryan</i> and <i>Swing Shift</i>
Discussion Posts	Initial post in response to instructor's questions due by Saturday, May 13 One post in response to your classmates' posts due by 11:59pm Monday, May 15

MODULE 2: May 16-22

Last Day to Withdrawal with a W: May 19, 2023, by 11:59 p.m.

Topics	UNIT TWO: The Vietnam War
Week's Reading and Films	Readings: Appy, <i>Working Class War</i> : Chapters 1-9 Films: <i>Green Berets</i> and <i>Platoon</i>
Discussion Posts	Initial post in response to instructor's questions due by 11:59pm Saturday, May 20 One post in response to your classmates' posts due by 11:59pm Monday, May 22
Paper #1 on UNIT ONE-World War II	Due by 11:59pm Thursday, May 18

MODULE 3: May 23-26

Topics	UNIT THREE: The Cold War and McCarthyism
Week's Reading	Readings: Instructor's notes, and <i>Nightmare in Red</i> , chapter 5 (available on eReserve) Films: <i>Big Jim McLain</i> and <i>Guilty by Suspicion</i>
Discussion Posts	Initial post in response to the instructor's questions due by 11:59pm Wednesday, May 24 No other posts this week
Paper #2 on UNIT TWO-Vietnam War	Due by 5pm Friday, May 26

UNIT PAPER GUIDELINES

There will be 2 Unit papers this semester. Unit papers must be at least 1750 words each (7-9 pages; you may write more than 9 pages), double spaced, and should contain a strong introduction, detailed body, and conclusion that clearly summarizes your thesis. You are responsible for proper citation, as well as understanding what constitutes plagiarism. Papers will be due through "turn it in" on e-campus. Make sure you cite your sources, and turn in a

bibliography. **All Unit papers must contain specific examples from the movies and readings assigned for that paper. You may use other sources, but you must include the sources already assigned for the Unit. You must link the films and readings.**

PAPER#1: UNIT ONE: “World War II” due by 11:59pm Thursday, May 18

Saving Private Ryan, *Swing Shift*, and *Life and Times of Rosie the Riveter*, portray combat and the Homefront during World War II. **Using *Myth and the Greatest Generation* and the three assigned films**, examine how World War II has been portrayed in film. First: Using *Saving Private Ryan*, *Myth and the Greatest Generation* (chapters 2 and 3), what are some of the differences you identify between the film and readings? What are some of the similarities? Consider such themes as the battle experience, comradeship, and motivation to fight. Second: Using *Swing Shift*, *Life and Times of Rosie the Riveter*, and *Myth and the Greatest Generation* (chapters 4, 5, and 6), what are some of the differences you identify between the documentary, the film and the assigned readings? What are some of the similarities? Consider themes such as women’s experience in the workplace and society, challenges, accomplishments, racism, and war-time propaganda.

PAPER#2: UNIT TWO: “Vietnam War” due by 5pm Friday, May 26

Green Berets and *Platoon* present two very different interpretations of the Vietnam War. Drawing on *Working Class War*, compare and contrast these two films. You might want to focus on two themes to make your argument stronger and more concise. Theme suggestions: reasons for fighting in Vietnam (motivation and goals); the combat experience and depiction of the American soldiers and their character, both enlisted and officers (and relationship between officers and men); attitude towards the treatment of Vietnamese civilians; depiction of National Liberation Front (Viet Cong) or the South Vietnam Army. Finally, conclude your paper with an explanation for why these two films present such different interpretation of the war.

The WVU History Chicago Manual of Style Quick Guide for Citation in Research Papers (adopted from Chicago Manual of Style Online Guide):

http://www.chicagomanualofstyle.org/tools_citationguide.html

As you write papers in your history courses, you must acknowledge the sources of all your information and any ideas you have taken from other works. These references are placed into notes, with a bibliography at the end of the paper that lists all works used.

