Moberly Area Community College  
Common Syllabus  
HST221 America On Screen II  
Current Term

Instructor:  
Office number:  
Office hours:  
Contact information:  
Classroom number:  
Class days and time:  

Catalog Description:  HST221 America On Screen II (3-0-3)  
This course explores the portrayal of American history and culture in the movies from the Great Depression to recent history and future visions of America and the world. (SP)

Prerequisite/Co-requisite:  HST105, HST106, PSC103, or PSC105 with a grade of C or above; a good background in American history is encouraged.

Texts:  The text is an ebook included with the class. There is no print option available in the MACC bookstore.  
Title:  The American Journey Combined Volume  
Author:  Goldfield  
Publisher:  Pearson

Other Required Materials:  Per instructor’s policy

Purpose of course:  America On Screen II is designed to provide a broader understanding of our American history, culture, and politics through the medium of film. Through readings, short lectures, and viewing of films, students will develop analytical thinking, reading, and writing skills as they explore how visual artistry in filmmaking portrays the American experience.

Course Objectives:  Upon successful completion of this course, students will be able to:  
- Demonstrate knowledge of the impact of film both as a reflection of American culture and shaper of it.  
- Explain reasons why “fact” and “fiction” are often intertwined in historical movies.  
- Understand how films have portrayed various events, movements, and eras in American history and politics, including which time periods or events have received the most coverage, the least coverage, the most accurate coverage, and the least accurate coverage.  
- Demonstrate basic skills in critical thinking and reading.  
- Write college-level English.
Course Content: Changes in the movie industry from the 1930s to the present.
1. The Great Depression
2. World War II / 1940s Life
3. The Korean War / Cold War Culture
4. The Fabulous 50s? / Sensational Sixties
5. Civil Rights / Vietnam
6. The “We” Decade (1970s) / The “Me” Decade (1980s)
7. Life in the 90s / Future Visions of America and the World

Assessment of Student Learning: Student outcomes of the above objectives will be measured through interpretive essay assignments and essay examinations. Class participation is used only in determining borderline grades; this participation is measured by attendance and by participation in class discussions.

Grading Scale:
- A = 90% 450 - 500 points
- B = 80% 400 – 449 points
- C = 70% 350 – 399 points
- D = 60% 300 – 349 points
- F = below 60% Below 300 points

You are responsible for any assigned text material as well as lecture materials and videos for exams. I strongly encourage you to take notes. If you miss class, please see me or one of your classmates to find out what you missed.

Although no pop quizzes are listed on the syllabus, they are always an option, so it pays to be prepared. Read your assigned text before coming to class; this will also help you to understand the material better.

Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

HELPFUL HINTS AND STUDY SKILLS
   - A. Mark any needed changes and/or due dates on your syllabus. If it gets too messy, you'll still have an extra copy for reference.
2. Read Your Text Before Coming To Class.
   - A. Read material on the chapter in the table of contents first, before reading the entire chapter. This will give you an idea how the chapter is organized and what topics will be discussed.
   - B. Read the chapter through once before doing any highlighting or note taking. If you are highlighting, ideally only 10-15% of the material should be highlighted.
   - C. Go back and highlight or take notes on the main ideas.
   - D. Jot down any terms or ideas you don't understand and bring this list to class. If lecture does not eliminate your confusion, please see me -- don't put this off.
3. **Taking Notes During Class.**
   A. Do not try to write down every single thing your instructor says. Usually, I will repeat important points at least once. You can fill in details later when reading your book again.
   B. Tape recorders are fine with me.
   C. Some students like to divide their paper in half and take class notes on the left half of the paper. Then, they fill in other important details from the book on the right half of the paper.

4. **Proofread Assignments Before Turning Them In.**
   A. Have a friend or the Learning Center proofread you papers. While I do not grade strictly on grammar, numerous grammatical and typographical errors will bring your grade down, especially if these mistakes make it difficult for me to understand the content of your paper.

5. **Study A Little At A Time, Not Just The Night Before The Test.**
   A. Construct a regular study schedule -- the Learning Center can help you with this, along with other study techniques.

6. **Don't Forget To Have Fun!**
   A. Build some unplanned time into your schedule for errands and fun. This helps reduce your stress level and especially, test anxiety.

**Description of Major Assignments / Projects:**

**CLASS STRUCTURE:**
Each class will have 7 units of 2 weeks each. In weeks 2-15 of class, a film will be shown and discussed each class period (2 films per unit). Students will be given a list of the films to be shown on the first night of class. They must write interpretive essays on 4 of the films shown in class (one from each of four different units). They must also write essays on 3 more films not shown in class (one from each of the remaining 3 units). These films must be viewed independent of class time and will be available in the library.

**INTERPRETIVE ESSAY FORMAT (7 ESSAYS 50 POINTS EACH – A TOTAL OF 350 POINTS):**
1) Name of movie / Year of Release
2) Key Historical/Political Event, Movement, or Era
3) Film Synopsis
4) Observations about historical/cultural/political accuracy of the film. Why is the film accurate or inaccurate? If inaccurate, why do you think the filmmakers chose to portray things inaccurately?
5) Student reaction to the film – good and bad points.

**FINAL EXAM:**
Choices of several essay questions about the films shown in class. Students must write 3 essays @ 50 points each – a total of 150 points.

**Schedule of Student Assignments / Activities:**
**Week 1**
Introduction / Syllabus
Changes in the Movie Industry Since The 1930s
-- use of sound, color, ratings system, etc. – growth of the industry

UNIT 1 - THE GREAT DEPRESSION
Week 2
All the King’s Men (1949)
Week 3
The Grapes of Wrath (1940)
Other Film Choices for Unit 1:*
Bonnie and Clyde (1967)
Modern Times (1936)
The Sting (1973)
They Shoot Horses, Don’t They? (1969)
To Kill A Mockingbird (1962)

** Interpretive essay assignments are due at the class period following the unit’s completion. For example, the assignment for Unit 1 (weeks 2 & 3) is due in Week 4.

UNIT 2 - WORLD WAR II - 1940s LIFE
Week 4
The Best Years of Our Lives (1946)
Week 5
The Pawnbroker (1965)
Other Film Choices for Unit 2:
The Big Red One (1980)
Fat Man & Little Boy (1989)
From Here to Eternity (1953)
The Longest Day (1962)
Patton (1970)
Saving Private Ryan (1998)
A Soldier’s Story (1984)

UNIT 3 - THE KOREAN WAR - COLD WAR CULTURE
Week 6
Mash (1970)
Week 7
The Manchurian Candidate (1962)
Other Film Choices for Unit 3:
Battle Hymn (1957)
Pork Chop Hill (1959)
The Day after (1983)
Dr. Strangelove (1964)
Fail-Safe (1964)
Guilty By Suspicion (1991)

UNIT 4 - THE FABULOUS FIFTIES? - SENSATIONAL SIXTIES
Week 8
Quiz Show (1994)
Week 9
Easy Rider (1969)
Other Film Choices for Unit 4:
Black Like Me (1964)
Diner (1982)
The Last Picture Show (1971)
The Man in The Gray Flannel Suit (1956)
Pleasantville (1998)
Rebel Without A Cause (1955)
American Graffiti (1973)
The Big Chill (1983)
The Graduate (1967)
Guess Who’s Coming to Dinner (1967)
The Outsiders (1983)
Thirteen Days (2000)

**UNIT 5 - CIVIL RIGHTS - VIETNAM**

**Week 10**
Mississippi Burning (1988)

**Week 11**
Platoon (1986)

Other Film Choices for Unit 5:
The Long Walk Home (1990)
Malcolm X (1992)
Apocalypse Now (1979)
Born on The Fourth of July (1989)
The Deer Hunter (1978)
Go Tell the Spartans (1978)

**UNIT 6 - THE “WE” DECADE (THE 1970s) - THE “ME” DECADE (THE 1980s)**

**Week 12**
All The President’s Men (1976)

**Week 13**
Do the Right Thing (1989)

Other Film Choices for Unit 6:
Apollo 13 (1995)
Kramer vs. Kramer (1979)
Norma Rae (1979)
Remember the Titans (2000)
Saturday Night Fever (1977)
The Stepford Wives (1975)
The Milagro Beanfield War (1988)
Wall Street (1987)
War Games (1983)

**UNIT 7 - LIFE IN THE 90s - FUTURE VISIONS FOR AMERICA AND THE WORLD**

**Week 14**
Philadelphia (1993)


Week 15

Fahrenheit 451 (1967)
Other Film Choices for Unit 7:
American Beauty (1999)
Disclosure (1994)
Get on the Bus (1996)
Gattaca (1997)
Logan’s Run (1976)
The Planet of the Apes (1968)
Soylent Green (1973)
The Time Machine (1960)

A REMINDER: In 4 of the 7 units, you must choose one of the two films shown in class for that unit to write about. In the other 3 units, you must choose from the list of other films shown for that unit and view that film outside of class time. Films are available for viewing in the library but may not be checked out. You must have your student ID with you in order to use these materials. In order to help you choose which films to write about, a book of short plot summaries will be available in both the library and in my office.

Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education Outcomes, the student who successfully completes this course will be able to:

- **Higher Order Thinking:** Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.

- **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

- **Managing Information:** Students will demonstrate the ability to discern when there is a need for information; and to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

- **Valuing:** Students will demonstrate the ability to understand the moral and ethical values of a diverse society; and to appreciate the values of diversity, equity, and sustainability.

**College / Instructor Policies:**

**Academic Dishonesty:** MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not
be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook, M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Attendance Policy:** Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

- **16-week:** Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.
- **8-week:** Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.
- **4-week:** Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.
- **Intersession:** Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.
Definition of Course Attendance

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<tr>
<th>Course Type</th>
<th>Description</th>
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<tbody>
<tr>
<td>In Seat Course</td>
<td>Physically attending scheduled, face-to-face, class meetings</td>
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<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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| Hybrid Course | Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:  
  • Completion of quizzes or exams during class meetings and online  
  • Submission of assignments during class meetings and online  
  • Participation in discussions during class meetings and online |
| Online Course | Active participation in an online course includes the following:  
  • Completion of quizzes or exams  
  • Submission of assignments  
  • Participation in threaded discussions |

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (*Policy Handbook*, I.090 & M.095)

**Tardiness:** I realize you might be late for a class for various reasons, but please do not walk in 4 or 5 minutes late every day; it's very disruptive and annoying, not only to me but to your fellow classmates. Repeated tardies will result in the student being counted absent. Please turn cell phones/pagers off while in class (for exceptions to this rule, see me).

**Make up and late work:** Work must be turned in by class time on the due date unless there is a justifiable reason for you to miss class that day. If your excuse is acceptable, then you may turn the work in the following class period with no penalty. Other than that, *I will accept late work only up to 1 week after the due date, but it will have points deducted.*

**Extra-credit work:** Any opportunities for extra credit will be assigned during the course of the semester and would involve things such as writing summaries of documentary videos or investigating articles/books related to class and writing summaries of those materials. Extra credit chances, if given, will amount to a maximum of 20 points.

**Student Email:** MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online
learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:** Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).

**Title IX Statement:** MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.