Course Title: Hollywood Cinema
Course ID: CO 306/IN 250
CRN: XXXXX
Term: January Immersion 2018
Dates/Time: SMTWRFS
Time: 10:00 AM – 5:00 PM
Location: Kirkland 128
Credit Hours: 3

INSTRUCTOR INFORMATION
Instructor: Sam Meister, M.A.
Office: UC 352 (WJMU Office)
Phone: Office (217) 424-6345; Cell by Request
Email: smeister@millikin.edu
Office Hours: By appointment

Required Books from the bookstore:
None

Course Materials from the department:
Packet from the instructor
PURPOSE OF THE COURSE

Course Description:

The purpose of this course is to immerse students in American studio cinema produced at the outset of the second half of the 20th century. During that time period the movies aided in shaping our evolving cultural identity as a nation, contributing to beliefs, norms, and ideals. Throughout the course students are expected to actively engage in both absorbing and dissecting these texts through viewing, critical analysis, and peer discussion. Films, both fiction and non-fiction, are historical texts that inevitably display elements of the society in which they were created and initially viewed. As such, movies have the power to reveal, create, and critique social norms. By studying films and film criticism produced in the United States 60 years ago, we develop a more complex understanding of that time period, and foster further examination through juxtaposition of our contemporary worldview.

Course Learning Goals, Outcomes & Objectives:

1. Students will view and discuss popular and enduring film texts spanning the 10-year period from 1950 to 1959.
2. Students will be able to critically analyze film texts through a mass communication perspective.
3. Students will understand the role played by the film industry in developing the cultural viewpoint of 20th Century America.
4. Students will analyze various texts of film criticism which reflect this viewpoint to determine a motion picture’s effectiveness in communicating its producers’ desired message to its audience.
5. Students will understand the relationship between the developing motion picture themes of the period and the resulting changes within the medium as both an artistic outlet and commercial enterprise.

Department and/or University Studies Learning Goals:

For Communication majors and minors, this course fulfills the elective credit requirements within the department.

For University Studies students, this course may fulfill a U.S. Cultures requirement.

Communication Department Learning Goals:

1. Students will demonstrate the ability to communicate in personal, scholarly, and professional contexts thorough appropriate verbal, nonverbal and mediated formats before diverse and varied audiences.
2. Students will distinguish the theories pertinent to communication studies and demonstrate the skills needed to create, present, analyze, and evaluate messages in relevant contexts.
3. Students will demonstrate critical thinking skills when generating, consuming, and evaluating messages in relevant communication context.

US Cultural Studies Learning Goals:

1. Analyze diverse cultures in the United States through the use of discipline-appropriate sources.
2. Use ethical reasoning to make a judgment about some aspect of the culture of the United States.
3. Reflect on your responsibilities as a democratic citizen in the United States.

LEARNING ENVIRONMENT

This course engages students as audience members, asking them to reflect and comment on 1950s cinema in a critical manner. Students must attend screenings and discussions to fully participate in this course.

Moodle

I typically avoid Moodle but will keep you posted on important information that may be added to this site. If you have any questions, Please consult a classmate or an instructor.
COURSE SCHEDULE & PLANS

See Course Schedule (final page)

HOW LEARNING WILL BE ASSESSED

Assignments & Semester Grading Weight

Film Responses

Throughout the term students are responsible for five (5) 1-2-page responses to the texts we will be viewing. These reactions can cover anything from the technical aspects of a motion picture to the social values and their context that it portrays, but should always incorporate a critically developed viewpoint. These pieces will require you to do some extra research about the film, and the context in which it was made, but aren’t necessarily research papers. They should reflect your opinion as well as incorporate information supplemental to what is discussed in class.

National Film Registry Advocacy Letter

In 1988 Congress passed the National Film Preservation Act which established the National Film Registry. Since that time, a 44 member commission has annually selected up to 25 titles for inclusion in the Registry. Included in the canon is everything from Hollywood classics to independent shorts to early footage of sporting events. In December of 2017, the newest editions to the Registry were announced, and the submission process for 2018 nominations began. You will write a letter of nomination to the National Film Registry Board advocating for an American film not already included in the list that was created between 1950 and 1959. More information, including a list of titles not yet included, is available at http://www.loc.gov/film/vote.html. This process is an excellent way to practice citizenship as both an American and a film lover. Find the film. Watch it, and then compose your 1-page letter. It is due on the final full day of class (Friday).

Issue-oriented Paper

Between 1950 and 1959 the United States experienced unprecedented economic prosperity. The decade of Eisenhower also gave rise to the explosion of television, and the homogenized version of culture that it brought into nearly every American household. As such, this televised version of the 1950s has led to a stereotype of the decade as overwhelmingly conservative and conformist. However, even a quick look at Hollywood films produced during the era tells a different story. As the movies attempted to differentiate themselves from the content of television, subjects that had previously been taboo and production methods that were considered too costly prior to that time were suddenly featured on theatre screens nationwide. Elements such as the Cold War, racial tension, rock n’ roll and youth counterculture, and the red scare were being shown in widescreen and Technicolor. Evidence shows that every Hollywood genre began to address darker subject matter, some of which would lead to reexaminations of cultural norms. This 6-8 page paper is to be an in-depth exploration of how motion pictures of the period addressed and affected cultural change. Students can focus on one issue, or discuss several, but in either case should research as well as reference texts that are peripheral to those distributed and viewed in class.

Ethical Reasoning Appendix

The first attachment to the Issue-oriented Paper is a 3-4 page appendix directed toward the ethical reasoning regarding one specific issue. This appendix will include an ethical evaluation of the values portrayed in the films’ text as well as the zeitgeist during which it was produced. These elements will then be juxtaposed with a contemporary ethical viewpoint. The appendix will also include a discussion of relevant cultural changes as they pertain to values which will be based on this juxtaposition.

Democratic Citizenship Appendix

The second attachment to the Issue-oriented Paper is a 4-5 page appendix directed toward an evaluation of the issue from the standpoint of democratic citizenship. It will include a discussion of a political viewpoint, a law or legal case, or a public policy that concerns the issue. Students will summarize the available material and then express their own thoughts concerning the matter. The appendix should include a description of how the student’s opinion was formulated as well as elements of critical reasoning that express the validity of the opposing position.
Grading Scale & Methods:

Evaluation

There will be 500 total points for the course. Extra credit may be offered at any time by the instructor.

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tr>
<td>Participation and Attendance</td>
<td>50 points</td>
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<tr>
<td>Film Responses</td>
<td>100 points (5 at 20 points each)</td>
</tr>
<tr>
<td>Issue-oriented Paper</td>
<td>100 points</td>
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<tr>
<td>Ethical Reasoning Appendix</td>
<td>100 points</td>
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<tr>
<td>Democratic Citizenship Appendix</td>
<td>100 points</td>
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<tr>
<td>NFR Advocacy Letter</td>
<td>50 points</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>500 points</strong></td>
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The grading scale is as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100%</td>
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<tr>
<td>A-</td>
<td>90 - 92%</td>
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<tr>
<td>B+</td>
<td>87 - 89%</td>
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<tr>
<td>B</td>
<td>83 - 86%</td>
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<tr>
<td>B-</td>
<td>80 - 82%</td>
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<tr>
<td>C+</td>
<td>77 - 79%</td>
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<tr>
<td>C</td>
<td>73 - 76%</td>
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<tr>
<td>C-</td>
<td>70 - 72%</td>
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<td>D+</td>
<td>67 - 69%</td>
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<tr>
<td>D</td>
<td>63 - 66%</td>
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<tr>
<td>D-</td>
<td>60 - 62%</td>
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<td>F</td>
<td>0 - 59%</td>
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Attendance & Participation

Student Responsibility

It is the responsibility of all students to attend class ready to learn and participate. This means completing the readings as well as other assignments on time. Being prepared will not only enhance the quality of individual work, but will also create a more positive learning climate.

As Millikin University students, everyone is expected to engage in critical thought, speech, and listening. Students should carefully process information and maintain high expectations of themselves, classmates, and the instructor.

Students are asked to practice in ethical communication within the classroom. This means being respectful of others with your comments while allowing classmates to voice their opinions. Everyone should be constructive with any criticism offered.

Attendance and Punctuality

“Eighty percent of success is showing up.” – Woody Allen

Attendance is mandatory for success in this course as in life. Students are required to be present both physically and mentally to receive attendance credit. Active participation is mandatory to be considered “present.” You will be allowed one “unexcused” absence during the term. Any homework due on the day of an absence will be subject to late grading if not dropped off in my campus mail box or to my WJMU office by 5pm. Any further absences must be confirmed through the university or a doctor’s note. Absences due to university activities should be cleared in advance through email in order to be considered “excused.”

Attendance will be taken at the beginning of each class period. Failure to arrive to class before attendance is taken will result in a “tardy”. Two recorded incidents of tardiness will result in one recorded unexcused absence. Perpetual tardiness and/or more than three unexcused absences will result in a deduction from your final grade.
The attendance policy goes into effect immediately.

"Don't Be That Guy" Policy

Everyone is familiar with students such as this, but I strongly advise you to "don't be that guy (or girl)." College life is about the most freedom you're ever bound to have, but it does entail personal responsibilities, and Millikin University is meant to be a training ground for "real world" experiences. Coasting through, like Daniel here, is not the best way to engage this preparatory experience, and the instructor has little sympathy for those who aspire to such mediocre heights.

Cell phones & Texting

Once class begins, all cell phones should be turned off or to "silent". Texting or taking calls during class is strictly prohibited. If you are waiting on an EMERGENCY message, please talk to me before the start of class.

Food and/or Drink

Reasonable food and drink (that means mid-day snacks, not pizzas) are permitted on the condition that you remember that you are adults and should be able to clean up after yourselves. No one in this classroom is your personal maid, least of all the instructor.
**Missed Assignments**

All assignments will receive a 10% grade reduction for each calendar day they are late.

YOU ARE RESPONSIBLE for any handouts, readings, or assignments due, or given during the time of your absence.

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**Millikin University Syllabus Student Guidelines for All Courses**

**TECHNICAL, CLASSROOM, AND COLLEGE POLICY INFORMATION**

**Disability Accommodation Policy**

Please address any special needs or special accommodations with me at the beginning of the semester or as soon as you become aware of your needs. If you are seeking classroom accommodations under the Americans with Disabilities Act, you should submit your documentation to the Office of Student Success at Millikin University, currently located in University Commons 312.

**Distance Delivery Components**

Millikin University is committed to providing support for students using technology resources in pursuit of academic success. The Department of Information Technology resides in Shilling Hall and offers walk-in support. Please visit [http://millikin.libguides.com/ed-tech](http://millikin.libguides.com/ed-tech) for link, resources, and additional information that aid in the use of technology in distance/hybrid delivery and technology policies.

**University Commitment to Student Success**

Millikin University is committed to the success of all students. As such, the University provides a variety of services devoted to academic support of both undergraduate and graduate students, although some service provision may vary by degree level. The Office of Student Success serves as the hub for these services. Services include, but are not limited to, the following:

- Tutoring
- Supplemental Instruction
- Study Skill Assistance
- One on One Advising
- Major Change Assistance
- Development of Personalized Academic Growth and Success Plans
- Support of Exploratory Studies majors
- Support for students on Academic Probation or Progress Warning
- Accommodations for Students with special learning needs
- Online Resource Library

In addition to the Office of Student Success, the University Writing (UC 338) and Math (UC 336) Centers offer students intensive support in these subject areas. Undergraduate students who are in need of additional academic assistance are also assigned a Student Development Advisor. These advisors work with academic advisors to ensure students receive the attention they need in all aspects of their University experience.

**Inclusive Excellence**

Every student in this classroom, regardless of background or identity categories, is a valued member of this group. We all come from different experiences, but no one experience has more value or importance than another. I encourage every student to share your own experiences as they are relevant to the course, but I also stress that no student in this course is ever presumed to speak for anything more than your own experience or point of view. Furthermore, in this classroom, you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronoun you wish. You have the right to adjust those things at any point in your education. If there are aspects of the instruction of this course that result in barriers to your inclusion or a sense of alienation from course content, please contact me privately without fear of reprisal.

**Sexual Misconduct**

Millikin University is committed to creating a campus culture of respect and intellectual, creative discourse that promotes the best outcomes of a university education and is free from sex discrimination and sexual misconduct.

Sexual misconduct is unlawful and cannot be tolerated. Title IX of the Federal Education Amendments of 1972 makes it clear that violence and harassment based on sex and gender are subject to the same rights and support
as other protected categories. If you or someone you know is a victim of sexual misconduct, or you know of an alleged incident of sexual misconduct, you can speak to someone CONFIDENTIALLY by contacting Millikin University Counseling Services @ 217.424.6360, and can file a report directly to any one of the following:

- Diane Lane, Director, Human Resources/Title IX Coordinator at diane@millikin.edu 217-362.6416
- Tammy Maxwell, Assistant Director, Human Resources/Deputy Title IX Coordinator for Employees at rmaxwell@millikin.edu 217.362.6416
- Raphaella Prange, Dean of Student Development/Deputy Title IX Coordinator for Students at rpalmer@millikin.edu 217.424.6395
- Campus Conduct Hotline, an anonymous reporting line, at 866.943.5787

**Academic Integrity Standards**

The intellectual and moral integrity of an academic community depends upon an uncompromising commitment to honesty which guides the actions of all its members. Any disregard for this threatens the unrestricted and honest exchange of knowledge. The Faculty has the right and the responsibility to hold students to high ethical standards in conduct and in works performed, as befits a scholar at the university. Violations of academic integrity include, but are not limited to:

- Cheating
- Collusion
- Electronic Dishonesty
- Grade Falsification
- Plagiarism

Faculty members have the responsibility to investigate all suspected breaches of academic integrity that arise in their courses and shall have the authority to decide whether the student(s) has violated the Academic Integrity Policy. If it is determined that the violation occurred, the faculty member will decide the consequences, taking into account the severity and circumstances surrounding the violation, and will inform the student in writing, forwarding a copy of the letter to the Registrar and to the Dean of Student Development.

Consequences to an academic integrity violation include, but are not limited to:

- A letter in the student’s academic file
- Failure on assignment(s)
- Failure in the course
- Issuance of an XF for the course
- Conduct hearing with Student Development

If a student received an XF, this remains as a permanent grade and cannot be removed from the official transcript. Some programs and majors have more explicit ethical standards, which supersede this Policy, and violation of which may result in dismissal from some programs or majors within the University. The complete policy may be found at <https://www.millikin.edu/student-development/student-handbook>.

**Instructor’s Academic Honesty Policy**

If the instructor suspects or finds evidence of academic dishonesty, the student in question will receive a copy of the suspected document with a zero (0) recorded for the assignment. The student will meet with the instructor to discuss the document and the (suspected) infraction. The original document, as well as any additional evidence of plagiarism or cheating (such as printed source material) will go into a file here on campus. The matter will then be closed provided that the student passes the course* and that no subsequent academic honesty issues arise in regard to said student. If a further issue does arise, evidence of the original infraction, as well as the subsequent violation, will be sent to the office of the dean, and then to the disciplinary committee.

*If the student does not pass the course, an ”XF” will be issued, as detailed in the University Academic Honesty Policy (above). Academic Honesty infractions are a serious matter, and follow students from course to course. Any subsequent violation, in this course or another, will result in evidence of both incidents being forwarded to the office of the dean.

**Disruptive Behavior Policy**

Students who exhibit behaviors that are considered to obstruct or disrupt the course goals or learning environment are subject to student conduct action per the University Standards of Conduct. Behaviors that are considered disruptive include, but are not limited to: tardiness, sleeping, inappropriate use of mobile or electronic devices, use of language that is offensive or discriminatory, excessive interruption, and/or repeated violation of faculty or classroom expectations which are stated in the course syllabus. Students who exhibit such behavior may be dismissed from the class and referred to Student Development.
Dropping a Course and the University Withdrawal Policy

There is an add/drop deadline for each academic term. During the allowed period, students may elect to add or drop courses by completing the proper form and requesting signature from the instructor or department chair as required. (Forms are available in Registrar’s Office). Faculty members reserve the right to permit dropping or adding courses after the set deadline. Courses dropped during the appropriate period result in a W on the student transcript. Courses dropped after this period will result in the earned grade at the time of drop.

Students who leave the University during or at the end of the semester must report to the Registrar’s Office to complete the necessary procedures and forms. Students who withdraw from the University may be eligible to receive a refund of charges assessed by the University in accordance with the refund schedules (undergraduate traditional, accelerated, or graduate) posted in the Academic Bulletin. Students may also be involuntarily withdrawn if they engage or threaten to engage in behavior which poses a danger of causing physical harm to self or others. The Involuntary Withdrawal Policy may be found in the Student Handbook.

Course Evaluations

Millikin University utilizes online course evaluations which are available beginning in the last week of each course term. Students may log into their MyMillikin portal to complete course evaluations. Evaluations are considered an important part of the teaching and students should feel comfortable giving thoughtful, honest feedback.
COURSE SCHEDULE

Section 1: US media cultures from the Baby Boom era

S- Introduction
   *Sunset Boulevard* (1950) and the death of silent cinema

M- *Ace in the Hole* (1951) and “The Big Carnival” controversy
   *Singin’ in the Rain* (1952) and the last gasp of old Hollywood

Section 2: Ethical decisions in a changing democracy

T- *On the Waterfront* (1954) and the HUAC allegory
   *Rear Window* (1954) and the feeling of being watched

W- *Rebel without a Cause* (1955) and the birth of the American teenager
   *Kiss Me Deadly* (1955) and the fear of the Bomb
   *Night of the Hunter* (1955) and “Love and Hate”

Issue-oriented Paper Due

Section 3: Democratic Citizenship in the McCarthy era

R- *The Searchers* (1956) and a rebuke of racism
   *The Killing* (1956) and Stanley Kubrick
   *The Sweet Smell of Success* (1957) and the price of fame

F- *Vertigo* (1958) and “the greatest film of all time”
   *Touch of Evil* (1958) and the crooked cops

Film Advocacy Letter Due

S- *Anatomy of a Murder* (1959): the movies grow up

Ethical Reasoning Appendix Due

Saturday Jan. 27th Democratic Citizenship Appendix Due

Assignments, readings, and discussions may be subject to date changes at the behest of the instructor.