GENERAL COURSE INFORMATION

Course Title: Bombs, Brawls and Romance: Irish Stereotypes in Film
Course ID: HI320 / IN350
CRN: TBA
Term: January Immersion 2018
Dates/Time: January 15 – 19, 2018
Time: 9 a.m.—4 p.m.
Location: TBA
Credit Hours: 3

INSTRUCTOR INFORMATION

Instructor: Dr. Bob Sampson
Office: 434 D Shilling
Phone: 424-6268
Email: rsampson@illinois.edu
Office Hours: NA

PURPOSE OF THE COURSE

Course Description:

HI 340—IN350—Ireland on Film

Subject to colonial rule for more than four centuries, its land largely expropriated by a foreign power from its residents, its cultural, religious, legal, and language institutions ruthlessly suppressed, Ireland presents a classic example of imperialism and/or colonialism in action. For decades, a popular culture image has been created in the United States that is often at variance with the reality of life in the “Emerald Isle.”

Colonialism, its practices and impacts, constitute a global issue that continues to resonate as once-colonial nations exercise their freedom and face challenges, sometimes with roots in exploitation and divide-and-conquer tactics of the colonial power once controlling them. Ireland presents a classic example of the policies, tactics, and actions that Great Britain would use in other countries around the globe.

This class will examine the history and culture of Ireland through motion pictures and lectures, focusing on broad themes such as the impacts of colonialism, resistance both violent and political, the social pressures unleashed by a combination of repressing, mass starvation, and mass migration and how popular culture, especially film, has
created, maintained, or in some cases undermined “traditional” views. Students will be encouraged to use ethical reasoning in considering these and other issues raised in the course.


In discussions following lectures and films, students will deal with the issues raised and consider the fundamental issues that have divided and united the Irish people, spawned their Diaspora, and shaped their response to challenges both in Ireland and abroad. In these discussions, students will be encouraged to approach the questions raised by use of ethical reasoning.

**Course Learning Goals, Outcomes & Objectives:**

Learning Goals: Students will be able to express in oral and written form their understanding of major issues and intellectual theories within the discipline of history. Students will demonstrate their ability to research and analyze objectively any historical or social and cultural topic and generate an independent and original point of view. Students will demonstrate a historical world view that examines causes and effects of particular events, ideas and time periods. Students will demonstrate their ability to their awareness of a global perspective and an appreciation of comparative models, diverse cultural traditions and universal patterns. Students will demonstrate their ability to utilize critical and analytical skills in application to any subject.

Each student will complete a paper, based on a film and or primary source readings to be announced. Students will be encouraged to consider other sources in considering the issues surrounding colonialism. These can include, but not be limited to, books, articles, and primary sources. In the essay you will have to address these questions focused around the idea of colonialism:

1. analyze colonialism as a topic of global importance and associated ethical and social justice issues through substantive research, including examination of primary sources;
2. reflect on how a topic of colonialism and its aftermath affects you as democratic citizens of a global community as well as how your behavior relates to the topic locally and globally; and
3. reflect upon activities characteristic of democratic citizenship in a global environment that can address colonialism and its aftereffects.

Your essay will be divided into three sections: 1. (Analysis) Analyzing the particular colonialism situation and its associated ethical and justice issues; 2. (Reflection-I) Reflections on how colonialism as examined in the course and the examples used for your essay affects citizens throughout the global community and how individual behavior can help or hinder reconciliation and progress; and 3. (Reflection-II) what can citizens in other countries do through peaceful, democratic method to address the challenges left by colonialism on these societies.

**Department and/or University Studies Learning Goals:**

International Cultures and Structures (ICS) requirement learning goals are that students will be able to:

1. analyze culturally diverse points of view through examination of primary sources;
2. comprehend cultures and/or social structures of countries outside the United States; and
3. compare cultural and/or social structures found in countries outside the United States to those found in US.

IN350 Global Issues requirement are that students will be able to:
1. Analyze a topic of global importance through the use of discipline-appropriate sources.
2. Use ethical reasoning to make a judgment about some aspect of a global issue.
3. Reflect on your responsibilities as a democratic citizen in a global environment.

LEARNING ENVIRONMENT

Immersion classes meet for only a week and regular attendance is absolutely necessary to successfully complete the work. An unexcused absence during the week may result in failure to pass the course.

Required Books from the bookstore:

(1) NA
(2) NA

Course Materials from the department:

NA

COURSE SCHEDULE & PLANS

Course Organization

Class Schedule:

Day One: Lecture, Films: To be Announced (TBA)
Day Two: Lecture, Films: TBA
Day Three: Lecture, Films: TBA
Day Four: Lecture, Films: TBA
Day Five: Lecture, Films: TBA
   Paper Due
   Final Exam

Landmark Events & Due Dates

Paper is due at start of class on January 20
Final Exam is administered in class on January 20

HOW LEARNING WILL BE ASSESSED

Assignments & Semester Grading Weight

Points:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>100</td>
</tr>
<tr>
<td>Paper</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
</tr>
</tbody>
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One or more students may be assigned to lead the discussion on each film after the first day of class. This will be a significant part of the class participation grade, not only for the discussion leaders but the other students as well.

Grading Scale & Methods:

90 percent and above—A
89 to 80 percent—B  
79 to 70 percent—C  
69 to 65 percent—D  
64 percent and lower—F

**Attendance & Participation**

Class attendance is required as is participation. Failure to attend or participate will likely result in lower grade.

**Missed Assignments**

Missed assignments not covered by university-approved excuses will result in failing grade.
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 Staley Library 014.

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> 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 wealth of services devoted to academic support. The Office of Student Success serves as the hub for these services. The Office of Student Success is located on the lower level of Staley Library. Services include:

- 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 and Math Centers (both located in Staley Library) offer students intensive support in these subject areas.

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.

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 <http://www.millikin.edu/handbook>.

**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 on a temporary basis and referred to Student Development.

**NO CELL PHONE USE PERMITTED IN CLASS. FAILURE TO COMPLY WITH POLICY MAY RESULT IN EXPULSION FROM CLASS.**

**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 will receive a refund of charges assessed by the University through the refund schedule posted in the Academic Bulletin. After week six of any given semester, there is no refund. 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 environment and students should feel comfortable giving thoughtful, honest feedback without fear of retaliation.