Course Outline

World History Through Film

(13372) HIS K246

Tuesdays: 6:30 – 9:15 p.m.

Three Rivers Community College

Norwich, CT 06360

Instructor: Peter Patsouris

Email Address: ppatsouris@threerivers.edu

Office Phone: (860) 215-9462

Office Hours:

Monday: 2:00 - 3:00 p.m.

Tuesday: 2:00-4:30 p.m.

Wednesday: 2 – 3:00 p.m.

Or by appointment

Spring 2018

<u>Course Description:</u>

As primary documents of their time, films are studied to illuminate the historical era in which they are made. This course will look at the political, social and intellectual history of world societies reflected in the films of various countries.

<u>Learning Goals:</u>

At the end of the course, students will understand, synthesize and evaluate the history of societies from around the globe through the use of film. Students will also be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.

<u>Learning Objectives:</u>

1. Demonstrate competence in argumentation by identifying issues, evidence and reasoning processes: recognizing various types of arguments, analyzing components of arguments, and formulating good arguments, including a significant focus on inductive reasoning as outlined below:
   - Identify the presence of arguments, as distinguishable from explanations, illustrations, descriptions, or creative works.
   - Identify the components of an argument (premises/evidence and conclusion/thesis) and demonstrate an understanding of the relationship between these components.
   - Identify different types of reasoning (e.g., generalization, analogy, induction, deduction, and "reasoning to the best explanation").

2. Demonstrate competence in analysis by breaking subject matter into components and identifying their interrelations to ascertain the defining features of the work and their contributions to the whole as outlined below:
   - Distinguish fact from opinion.
   - Examine works in order to identify distinct elements, patterns, and their interrelationships and express their significance.

3. Demonstrate competence in identifying assumptions, assessing the quality and reliability of sources of evidence, and learning the criteria for evaluating the success of each kind of inference as outlined below:

- Assess the reliability, reasonableness, and perspective of the source of evidence
- Identify their own assumptions and minimize confirmation ("my-side") bias while considering viewpoints other than their own.

Required Books:

None

Method of Evaluation:

Film research essays– You will write approximately seven research essays (minimum of 5 pages) throughout the semester based on prompts that I will hand out every two weeks. Though summary and opinion are often good places to start, essays should reach beyond this level to reflect critical thinking about the films. What strikes you as strange – or particularly well done? How does this film accord with what you have learned about the historical area it treats? How does it compare with a similar film or other works about the same historical period that you may have seen?

The weekly assignments will make up the total of your grade for the semester, 700 points (100 points each essay)

Digication Statement

As a student you will maintain an online learning portfolio using a college-designed template in Digication. Through this electronic tool you will have the opportunity to monitor your own growth in college-wide learning. It may even help you determine a major that is best suited to you. You will be able to keep and maintain your learning portfolio after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve

the college experience for all. If your work is selected and reviewed for assessment purposes, it will remain anonymous and private. Digication provides a "place" where you will connect your learning from the classroom, college, and life in general. Sometimes when you review all of the work you have done and think about it, you end up learning something different and perhaps unexpected. Please review your course outlines to determine what assignments to upload into the TRCC Digication template and please post your own choices, as well. Have fun in learning!

Grading System:

A = 950-1000 points	C = 740-770 points
A- = 900-940 points	C- = 700-730 points
B+ = 880-890 points	D+ = 680-700 points
B = 840-870 points	D = 640-670 points
B- = 800-830 points	D- = 600-620 points
C+ = 780-790 points	F = Below 600 points

Paper Information

All written materials that are handed in must be typed, double-spaced and follow the writing rubric that is at the end of this syllabus. If you have any trouble with writing, I strongly advise you visit the writing center Furthermore, the following web site will help answer many, if not all of your questions on writing:

http://www.trcc.commnet.edu/Div_academics/TASC/WritingCenter/WritingCenter.shtml

Attendance:

Please look at the student handbook regarding the college's attendance policies. Because of the nature of this particular course, I will not tolerate lateness due to the showing of films.

Late Assignments

(Please note that none of following applies if we have made arrangements beforehand)

All homework and journal assignments are due at the beginning of the class it is due. My policy on late assignments for this course is as follows: I will accept the first late writing assignment within a week that it is due, and be penalized 20 points. The second and subsequent late assignments will be penalized a minimum of 30 points.

Disabilities Statement:

If you have a hidden or visible disability, which may require classroom or assignment modifications, you are obligated to come see me as soon as possible.

Academic Dishonesty:

Any form of cheating or plagiarism will be reported to the college immediately, and may result in the failure of an assignment or the course itself.

Essay and Research Paper Grading Rubric

	Excellent	Good	Needs Improvement	Poor	F
Overall Impression	Author directly addresses main question or issue, and adds new insight to the subject not provided in lectures, readings, or class discussions. The author has retained nearly all of the knowledge presented in class. He/She is able to synthesize this knowledge in new ways and relate to material not covered in the course.	Author competently addresses main question or issue, but does not add much new insight into the subject. That said, it is clear that the author has learned a great deal in class and is able to communicate this knowledge to others.	Author attempts to address main question or issue, but fails. The author has retained some information from the course, but does not fully understand its meaning or context and cannot clearly convey it to others.	Essay does NOT address main question or issue, and it is obvious that author has not retained any information from the course.	P L A G I A R I S M
Argument	Essay contains a clear argument—i.e., lets the reader know exactly what the author is trying to communicate.	An argument is present, but reader must reconstruct it from the text.	Author attempts, but fails, to make an argument (e.g., starts with a rhetorical question/statement or anecdote that is never put into context).	No attempt is made to articulate an argument.	
Evidence	Provides compelling and accurate evidence that convinces reader to accept main argument. The importance/relevance of all pieces of evidence is clearly stated. There are no gaps in reasoning—i.e., the reader does not need to assume anything or do additional research to accept main argument.	Provides necessary evidence to convince reader of most aspects of the main argument but not all. The importance/ relevance of some evidence presented may not be totally clear. Reader must make a few mental leaps or do some additional research to fully accept all aspects of main argument.	Not enough evidence is provided to support author's argument, or evidence is incomplete, incorrect, or oversimplified. Information from lectures and readings is not effectively used.	Either no evidence is provided, or there are numerous factual mistakes, omissions or oversimplifications. There is little or no mention of information from lectures and readings.	

	Excellent	Good	Needs Improvement	Poor	F
Counter-Evidence	The author considers the evidence, or alternate interpretations of evidence, that could be used to refute or weaken his/her argument, and thoughtfully responds to it.	Author acknowledges that counter-evidence or alternative interpretations exists, and lists them fully, but does not effectively explain to reader why his/her argument still stands.	Author acknowledges some of the most obvious counter-evidence and alternative explanations, but is not comprehensive in this task. There is little or no attempt made to respond to them.	No acknowledgement of counter-evidence or alternative interpretations.	
Sources **Note:** You should always consult the assignment description to find out what kinds of sources are required.	Evidence is used from a wide range of sources, including lectures and course readings. When required, author also consults scholarly books, websites, journal articles, etc. not explicitly discussed in class.	Evidence is used from many sources, but author relies heavily on a more limited set of sources. Some effort is made to go beyond material presented in class when required, but not much. If outside sources are used, they are primarily non-scholarly (i.e., intended for a general audience) and/or web-based.	Uses only a few of the sources provided in class, or does not go beyond what has been provided by professor when required to do additional research.	Does not use sources, only minimally uses sources provided by instructor, or relies exclusively on non-scholarly outside sources.	
Citations	All evidence is properly cited in footnotes or endnotes.	All evidence is cited in footnotes or endnotes, but there are some minor problems with completeness or format of some citations.	Some pieces are unreferenced or inaccurately referenced, and there are problems with completeness and format of citations.	No attempt is made to cite evidence.	

	Excellent	Good	Needs Improvement	Poor	F
Organization	Essay contains an intro, main body, and conclusion. Introduction lays out main argument and gives an outline of what the reader can expect in the essay. The conclusion brings everything together, acknowledges potential shortcomings of the paper, and gives the reader a sense of what further work might be done to advance the subject matter described in the paper.	Essay contains an intro, main body, and conclusion. The introduction lays out the main argument but gives the reader little idea of what to expect in the essay. The conclusion nicely summarizes the main argument and evidence, but does not move beyond what has already been presented in the paper.	Essay contains an intro, main body, and conclusion. The introduction gives the reader an idea of what to expect in the paper, but does not effectively lay out the main argument. It may begin with a set of rhetorical questions, or an anecdote that is never fully explained. The conclusion does little more than restate the problematic introduction. Intro and/or conclusion may be too wordy or short.	Essay has no clear organizational pattern.	
Clarity and Style	All sentences are grammatically correct and clearly written. No words are misused or unnecessarily fancy. Technical terms, words from other languages, and words from other historical periods are always explained. All information is accurate and up-to-date. Paper has been spell-checked AND proofread (ideally by you and somebody else), and contains no errors.	All sentences are grammatically correct and clearly written. An occasional word is misused or unnecessarily fancy. Technical terms, words from other languages, and words from other historical periods are usually, but not always, explained. All information is accurate and up-to-date. Paper has been spell-checked AND proofread, and contains no more than a few minor errors, which do not adversely affect the reader's ability to understand the essay.	A few sentences are grammatically incorrect or not clearly written. Several words are misused. Technical terms, words from other languages, and words from other historical periods are rarely explained. Not all information is accurate and up-to-date. Paper has been spell-checked AND proofread, but still contains several errors. Reader's ability to understand essay may be compromised by these errors.	Paper is full of grammatical errors and bad writing. Several words are misused. Technical terms, words from other languages, and words from other historical periods are rarely explained. Not all information is accurate and up-to-date. Paper has not been spell-checked or proofread, and contains numerous errors. Reader has a difficult time understanding essay because of errors.	