

# World, Text, and Image IV

HNRS 2352-001

Mondays, 6:00-8:45 PM

Online Course [Synchronous]

3 Credit Hours

Dr. Colin Snider – Dept. of History, CAS 118

Office Hours:

Mondays, 9:00-10:00 (Zoom)

Tuesdays, 1:00-3:00 (Zoom)

Or by Appointment

[csnider@uttyler.edu](mailto:csnider@uttyler.edu) [preferred contact]

Prof. Michael Ward

Phone: 903-504-3881

[Cell phone # to be used  
only in emergencies]

[mward@uttyler.edu](mailto:mward@uttyler.edu)

## Course Description

This course is designed to help students further their own analytical skills while also employing the interdisciplinary methods common not only to a liberal arts education, but increasingly, to issues in the professional world today. This honors course combines the genres of film and history, using the theme of human rights as a lens to understand the impact of history on cultural production and cultural production on history. In the process, students will use a variety of collaborative, written, oral, and visual methods of learning and instructing as they simultaneously develop a more nuanced understanding of the relations between fields both in an academic setting and in their everyday lives.

## Objectives

This course focuses on the Cold War era to help students consider media, history, and the world around them from a multidisciplinary standpoint that allows them to engage the past and the present from a critical perspective appropriate to an Honors Program. In the course of the semester, students will

- Develop critical thinking skills that reflect an ability to analyze, synthesize, and evaluate information while improving creative thinking, innovation, and inquiry.
- Develop communication skills that reflect the ability to develop, interpret, and express their own ideas through written, oral, and visual communication.
- Develop a sense of social responsibility that reflects intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in local, regional, national, and global communities.
- Develop a sense of personal responsibility that the ability to connect individual choices, actions, and consequences to ethical decision-making.

More specifically, in accordance with the Student Learning Outcomes as they pertain to the material in this course, this course will teach students to:

- Identify key events, people, intellectual currents, and events in the Cold War period from an international perspective.
- Trace the cultural, social, and political development and events of the Cold War through film.
- Trace the cultural, social, and political portrayal of the Cold War era through contemporary film and through retrospective reflections of Cold War themes.
- Trace the cultural, social, and political transformations in Cold War societies in the United

States and in the global arena.

- Develop an understanding of different forms of visual rhetoric and their impact in our understanding of events.
- Develop a broader understanding of the diversity of visual, discursive, and technical forms of expression in film.
- Assess the impact of the historical development of the Cold War era on society in the late twentieth and early twenty-first centuries.
- Assess the role of individuals in social changes and processes in local, national, and international settings.
- Evaluate the impact of culture, gender, race, and politics in a global setting.

### Course work

#### *Films*

Students will be required to watch a film each week. Some films can be found on Youtube. Remaining films will need to be purchased through either Amazon instant play, streamed on Hulu Plus, streamed on Google Play, streamed on Netflix, or borrowed through Netflix DVD. For students not wishing to purchase these films, the films will be shown on Thursday evenings in the Honors Lounge. All films must be viewed by Saturday of each week to ensure prepared participation in other assignments.

(In Order)

Atomic Café  
The Death of Stalin  
The Motorcycle Diaries  
Good Night, Good Luck  
Invasion of the Body Snatchers [the 1956 version, NOT the 1978 remake]  
Lumumba  
Dr. Strangelove  
Once Upon a Time in Hollywood  
Hearts and Minds  
Machuca  
The Black Power Mixtape  
The Thing [the 1982 version, NOT the 2011 remake]  
Goodbye Lenin

#### *Quizzes*

In order to gauge students' familiarity with the films upon viewing, students will take a quiz over the film each week before class. These quizzes will be available on Canvas and will be opened every Monday before class. The quizzes will be brief and will be made up of some mixture of multiple choice, matching, or/and short answer questions. There will be a quiz for every movie every week, and there will be **no makeup opportunities** in the event a student misses a quiz. These quizzes will collectively make up 20% of the student's final grade.

#### *Groups*

Each week a group will be assigned one of the following topics.

1. Production & Critical Response
2. (Re)Presentation and Emotion/Affect
3. Themes and Motifs

#### 4. Historical significance

The group's leader for the week will give a 10-15 minute presentation on assigned subject for the film. The group leader will change each week so that each student will be the group leader at least 2 times over the semester. However, each student must participate and provide input for each presentation (to be documented in presentation). While only one person will present every week, *every* student must contribute to the presentation slides. As a result, students must email a copy of their information/slides to the leader **and they must copy that email to Dr. Snider and Prof. Ward.** Failure to do so will result in a 0 for the student for that week.

There is a file on Canvas that provides questions you may want to consider as you do your presentations. Groups will be assigned for the first half of the semester and will change for the second half. It is encouraged that you share email addresses and meeting outside of class is encouraged. Powerpoints, Prezi, or handouts are required for each presentation. The presentation need to be emailed to instructors by class time each week. These presentations make up 20% of each student's final grade.

#### *Paper*

There will be a research paper due by **Friday, April 16**. In terms of length, this paper **must be 3500-4000 words**. The paper should explore film and the Cold War. It can be over a single film that situates that film in its broader historical context; a comparison of films; or a collection of films to draw out a larger argument regarding film and Cold War. Your paper **cannot** be over one of the films that have been selected for the class; if you are doing a broader comparison of more than 2 films, you may bring in one of the films from the course, but it should not be the main focus of your paper. The instructors are open to ideas and concepts for papers, and you are free to pick a topic/film(s) that most fit your own interests as it pertains to the course. The abstract will be worth 5% of the student's final grade.

An abstract (250-350 words) for the paper is due by **Monday, February 22** [Week 7] for approval. These may be turned in early. Papers should be written in the standard format - 12 point font, one-inch margins, and double-spaced. This paper will be worth 35% of the student's Final Grade.

#### *Attendance & Participation*

This class meets once a week synchronously (in real-time) online, and online attendance is required. One absence will result in no penalty. 2 absences will result in a drop of a letter grade. 3 absences will result in a drop of 2 letter grades. 4 absences or more will result in a failure for the class.

Learning is a process that takes place over days, weeks, months, and years in a variety of ways. One of the most rewarding parts of the learning process is the student's direct engagement with learning via classroom interactions and discussions. It is imperative that you participate in your own educational experience; to choose not to do so is to undertake the more tedious parts of learning without enjoying its rewarding parts. Therefore, student attendance and participation are required, and make up 20% of the Final Grade. **Please Note:** failure to attend a part of an individual class for other courses or commitments will result in an absence for that class.

## **Grades**

Below is the breakdown of how grades will be determined, based on a standard grading scale (A, 90-100; B, 80-89; C, 70-79; D, 60-69; F, 59 or lower):

Quizzes on films	20%
Group Presentations	20%
Attendance and Participation	20%
Paper Abstract	5%
<u>Final Research Paper (3500-4000 words)</u>	<u>35%</u>
<b>TOTAL</b>	<b>100%</b>

## **A Note on Films**

Given the nature and subject matter of this course, as well as the cultural context in which films were made, some films have subject matter that may feature anachronistic terminologies, vulgar language, and/or scenes of violence, nudity, or overt sexuality. Such films were not selected for controversial reasons or with the intention of causing discomfort, but because the subject-matter taps into important elements and components of questions over the reach and limits of human rights in cultures, societies, and politics around the world. It is understood that, by agreeing to attend this class, you, as adults, are aware of the films and their subject matter, and view them accordingly, with the understanding that the films were picked for the insights they offer into the course content, and not for any reasons of controversy or provocation.

## **Life in the Time of COVID-19**

As we are all aware, things have fundamentally changed and altered our lives on a daily basis since the spread of the world's largest pandemic in over a century. This class was originally designed as a face-to-face class, and as much as we love seeing students in a face-to-face environment and interacting directly with you, we also know that it is better for your health, your families' health, and my health if we do our best to learn online while the world adapts in the mid-term. However, just because this class is online does not mean that we have sacrificed the rigor of the course, nor have we sacrificed our passion for the subject-matter or desire to help each of you do the best you can and to succeed this semester.

Because these are such unusual times, and because COVID-19 is such a serious illness, we are aware that health can interrupt students' educational experiences. We acknowledge the need for flexibility as we all continue to have to adapt on the fly to constantly-shifting circumstances. We have built flexibility into our approach and attitude this semester so that students are given the best chance to succeed, but in return we ask that you not exploit that flexibility.

As a result, students are expected to attend the weekly online meetings and discussions discussed above. If for health reasons you cannot attend, we understand; however, students who miss a class will be expected to submit a short (500-750 word) reflection on the films and their historical context in order to provide their own contribution on the material and to illustrate the ways they are engaging with, thinking about, and learning about the Cold War through film.

For our Zoom meetings, we will always send a link for our class meeting well in advance through email, and we will also make the link available on Canvas. When you log into Zoom,

**you must use your Patriots account; students trying to access the meeting from their phones will be unidentifiable, and thus you will be expelled from the class and will be counted absent for the day.** You can log into Zoom through your Patriots ID. These meetings will **not** be recorded, and students' privacy and FERPA rights will remain protected. Again, these meetings are for us to meet and talk like students and historians normally would in times outside of a pandemic.

Finally, because these are live discussions, when you join on Zoom, we ask that you have your camera on. While this is not required, it allows your peers to "read" your body-language; additionally, as Zoom's audio occasionally has "hiccups," it helps us to make sure everybody gets a chance to speak and have their questions answered. You need not worry about appearance – we expect students to look no differently than they would if they were coming to class on campus. Do be mindful of your surroundings and ensure that they are not inappropriate. For those of you living with family, do not worry – there is a mute button so we can't hear what's going on around you until you unmute to talk. And do not worry about pets making sounds (indeed – we *especially* welcome people "sharing" their pets on Zoom).

As mentioned above, the purpose here is to ensure you have the best opportunities to engage with and succeed in the class, so if you have any concerns, please do not hesitate to reach out to us by email or during office hours (which will also be conducted by Zoom).

### **Online Etiquette**

As most of us know, one of the challenges of the internet is that anonymity and having an audience can lead to bad behavior, bad-faith arguments, and incivility online. As a result, this class insists that students practice "netiquette," or online etiquette, that maintains courtesy, empathy, and willingness to listen respectfully to the arguments and ideas of your colleagues, even if you are not fully in agreement.

"But what do you mean by courtesy, empathy, or respectfully?" you might be asking yourself. Good question! In this online class, all comments – electronic or otherwise – must be classroom appropriate.

"OK, but what is 'classroom appropriate'?" Another good question! First, let's go over what it does *not* mean. It does not mean that students cannot express unpopular arguments and ideas. It does not mean that there cannot be disagreement in the class. It does not mean that class must engage in groupthink. It does not mean that students should blindly parrot what they read or hear.

What it *does* mean is practicing reasoning and logical argumentation. It means being civil and listening with respect. Insults, snide comments, name-calling, cutting someone off, derogatory tones, sarcasm, ridicule, vulgarity, personal attacks, racial slurs, misogynistic remarks, etc. will not be allowed. If you are unsure about what counts as disrespectful, consult the instructor or simply recall the Golden Rule: treat others as you would want to be treated. The instructor will act as the final word on what is or is not classroom appropriate.

As scholars and honors students, it is our duty to try to understand differing viewpoints from the past as we come to a broader understanding of human societies, cultures, institutions, and

behaviors. But our task does not stop in the past or in other societies and cultures – the same effort to understand and empathize must be applied to our colleagues and peers in the present as well. Failure to follow netiquette guidelines for the class will negatively affect students’ attendance and participation grade, and violators may be ejected from the class and its online forums. You may also consult UT-Tyler’s policies and guidelines for netiquette at <https://uttyler.instructure.com/courses/9399/pages/netiquette>.

### **Extra Credit**

Students who are concerned about their quiz scores have the option of an extra credit assignment. Students may watch up to (but no more than) two of the films listed below and write a 750-1000 word review of the film. [Note: this is a review, and **not** a summary of the film.] Students may then submit that review, and the grade will replace two quiz scores, for a total possible replacement of four quiz scores (two films watched and reviewed x two quiz scores replaced per review).

*The Look of Silence*

*Top Gun*

*State of Siege*

*Spies Like Us*

## **Course Schedule**

### **Week 1 (January 11) - Introduction**

Watch – *Atomic Café*

### **Week 2 (January 18) Martin Luther King Jr. Day - NO CLASS**

### **Week 3 (January 25)**

Discuss – *Atomic Café*

Watch – *The Death of Stalin*

### **Week 4 (February 1)**

Discuss – *The Death of Stalin*

Watch – *The Motorcycle Diaries*

### **Week 5 (February 8)**

Discuss – *The Motorcycle Diaries*

Watch – *Good Night, Good Luck*

### **Week 6 (February 15)**

Discuss – *Good Night, Good Luck*

Watch – *Invasion of the Body Snatchers* (the 1956 version)

### **Week 7 (February 22)**

Discuss – *Invasion of the Body Snatchers*

Watch – *Lumumba*

***Paper proposal due by Monday, February 24***

### **Week 8 (March 1)**

Discuss - *Lumumba*  
Watch - *Dr. Strangelove*

**Week 9 (March 8) - SPRING BREAK [No Class]**

**Week 10 (March 15)**  
Discuss - *Dr. Strangelove*  
Watch - *Once Upon a Time In Hollywood*

**Week 11 (March 22)**  
Discuss - *Once Upon a Time In Hollywood*  
Watch - *Hearts and Minds*

**Week 12 (March 29)**  
Discuss - *Hearts and Minds*  
Watch - *Machuca*

**Week 13 (April 5)**  
Discuss - *Machuca*  
Watch - *The Black Power Mixtape*

**Week 14 (April 12)**  
Discuss - *The Black Power Mixtape*  
Watch - *The Thing*  
***Final Research Paper due Friday, April 16***

**Week 15 (April 19)**  
Discuss - *The Thing* (the 1982 version)  
Watch - *Good Bye Lenin*

**Finals Week (April 26)**  
Discuss - *Good Bye Lenin*

## Classroom Etiquette

While college can be a fun environment, it is also a learning environment, and a place where certain precepts of etiquette should be followed out of respect for your peers. In general, if you are in class, you are here to learn, not to focus on other matters; if you do not want to be there, then you should reconsider whether or not you should be enrolled in school. With that in mind, please:

- **Be on time:** Sometimes something happens that delays your arrival to class (scheduling, distance between buildings, etc.), but in general, habitual lateness is distracting to your colleagues. Students who are habitually tardy will be counted as absent for the day and will have their tardiness factored into their attendance and participation grade.
- **Do not leave early:** Once you are in the classroom, you should plan on staying through the class – departing because you feel like it is both disrespectful and distracting to your colleagues. If you think you may have to leave early, please sit near the door and leave in a quiet fashion.
- **Be civil:** Given the importance of discussion to the class, and the heterogeneity of views of people, be civil in conversation. Disagreement will be tolerated, but it should be rooted in evidence and interpretation of evidence, and not on extraneous factors. All are welcome to express their ideas in class, and none should feel excluded or shut down in conversations and discussions. If students turn towards aggression, hostility, or antagonism, the professor reserves the right to remove them from the class and/or factor their behavior in their final attendance and participation grade.
- **Computer use:** Some students have become accustomed to using computers in the class. However, they are also an easy distraction for those in the classroom. This has included using social media, playing video games, and even watching movies in class. Unfortunately, as a result, based on the past experiences and actions of students in class, **the use of laptops, tablets, and other devices is COMPLETELY PROHIBITED** without prior consultation with the professor.

## Attendance and Makeup Policy

Students must make every effort to be in class regularly. As outlined above, attendance in the class is **mandatory**, and more than four unexcused absences will result in a failing grade on attendance and participation (10% of the total grade), and students who arrive tardy more than twice will be counted as absent. In cases of **emergency** (e.g., serious illness, family emergencies, etc.), however, an absence may be excused. The student should make sure to consult with the professor as soon as possible in order to provide advance warning of absences where possible. It is in the professor's purview to determine what does or does not constitute an emergency. Students must also provide documentation in order for an absence to be excused. At the professor's prerogative, makeup exams will be available in the case of an emergency. Students also must put forth every effort to submit their papers on time. Each day the paper is late will result in a reduction of one letter-grade from the student's paper. If the paper is one week late, it will not be accepted, and the student will receive an **automatic zero** for the assignment. In the event a student needs a paper extension due to serious illness, family emergency, etc., they

must make every effort to speak with the professor in advance, keeping in mind that paper extensions remain the professor's prerogative.

### **Syllabus Notice**

The instructor reserves the right to alter the syllabus; however, students will be given ample warning to any possible changes.

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

### **Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

### **UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during

their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.



### **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### **Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### **Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

### **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
  - copying from another student's test paper;
  - using, during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
  - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;

- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

### **UT Tyler Resources for Students**

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)