

**Marshall University**  
**FYS 100 Syllabus**

<b>Course Title/Number</b>	First Year Seminar: Propaganda in the Movies
<b>Semester/Year</b>	Spring 2016
<b>Days/Time</b>	Monday/Wednesday/Friday 9:00-9:50
<b>Location</b>	SH 263
<b>Instructor</b>	Dr. Stephen M. Underhill
<b>Office</b>	Smith Hall 248
<b>Phone</b>	(304) 696-3020
<b>E-Mail</b>	underhills@marshall.edu
<b>Office Hours</b>	M: 12:00-2:00; 3:30-5:30 W: 12:00-2:00 F: 12:00-4:00 Please e-mail me in advance of your arrival, if possible.
<b>University Policies</b>	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to <a href="http://www.marshall.edu/academic-affairs">www.marshall.edu/academic-affairs</a> and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to <a href="http://www.marshall.edu/academic-affairs/policies/">www.marshall.edu/academic-affairs/policies/</a> . Academic Dishonesty/Excused Absence Policy for Undergraduates/Computing Services Acceptable Use/Inclement Weather/Dead Week/Students with Disabilities/Academic Forgiveness/Academic Probation and Suspension/Academic Rights and Responsibilities of Students/Affirmative Action/Sexual Harassment

**Course Description: From Catalog**

Students will learn integrative/critical thinking skills integral to life-long learning through discussion, interaction, discovery, problem solving, writing, research, reflection, and examination of multicultural/international issues.

**Course Theme**

In this section of FYS 100, we will examine how the Pentagon helps shape Hollywood movies. We will consider what and how meaning is made in rhetorical, historical, political, sociological, and anthropological contexts and more.

We will discuss a different film each week, and students will submit written reflection papers that analyze those films in a variety of contexts: rhetorical, historical, political, sociological, anthropological, and more. Rather than apply one context per film, we will consider the intersectionality of contexts in the films we study.

The overall goal of this class is to start practicing using the tools and skills that any college graduate will need in work and in life. By the time you graduate from Marshall University, you will be a much better problem solver than you are now. You will have expertise in using nine major tools (alone or together) to understand an issue, accomplish a complex task, or fix a problem. The nine tools (aka the Marshall University Learning Outcomes) are:

- Communication fluency
- Creative thinking
- Ethical and civic thinking
- **Information literacy** ←
- **Inquiry based thinking** ←
- **Integrative thinking** ←
- **Intercultural thinking** ←
- **Metacognitive thinking** ←
- Quantitative thinking

In this class, you will dig in and practice using five of the above tools right away (the ones in bold):

<b>Learning Outcome</b>	<b>How you will practice the outcome in this course</b>	<b>How your achievement of the outcome will be assessed</b>
<p><u>Information Literacy</u>: You will</p> <ul style="list-style-type: none"> <li>- <b>revise</b> your search strategies and <b>employ</b> appropriate research tools,</li> <li>- <b>integrate</b> relevant information from reliable sources,</li> <li>- <b>question and evaluate</b> the complexity of the information environment, and</li> <li>- <b>use</b> information in an ethical manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Researching a film and its historical context</li> <li>• Learning how to use library resources</li> <li>• Learning about Alternative types of sources</li> <li>• Weekly reflection papers</li> </ul>	<ul style="list-style-type: none"> <li>• Final exam</li> </ul>
<p><u>Inquiry Based Thinking</u>: You will</p>		

<ul style="list-style-type: none"> <li>- <b>formulate</b> focused questions and hypotheses,</li> <li>- <b>evaluate</b> existing knowledge,</li> <li>- <b>collect</b> and <b>analyze</b> data, and</li> <li>- <b>draw</b> justifiable conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Reflection Papers</li> </ul>	<ul style="list-style-type: none"> <li>• History of “Film” Assignment</li> </ul>
<p><u>Integrative Thinking:</u> You will</p> <ul style="list-style-type: none"> <li>- <b>make connections</b> among varied disciplines, domains of thinking, experiences, and situations.</li> <li>- <b>Transfer skills</b> and <b>learning</b> among varied disciplines, domains of thinking, experiences, and situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Reflection Papers</li> <li>• Collaborative group work for singular holistic analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Final exam</li> </ul>
<p><u>Intercultural Thinking:</u> You will</p> <ul style="list-style-type: none"> <li>- <b>evaluate</b> generalizations about cultural groups,</li> <li>- <b>analyze</b> how cultural beliefs might affect communication across cultures,</li> <li>- <b>evaluate</b> how specific approaches to global issues will affect multiple cultural communities, and</li> <li>- <b>untangle</b> competing economic, religious, social or geographical interests of cultural groups in conflict.</li> </ul>	<ul style="list-style-type: none"> <li>• Research both domestic and international reactions to films in multifaceted contexts</li> <li>• Weekly Reflection Papers</li> </ul>	<ul style="list-style-type: none"> <li>• History of “Film” Assignment</li> </ul>
<p><u>Metacognitive Thinking:</u> You will</p> <ul style="list-style-type: none"> <li>- <b>evaluate</b> the effectiveness of your project plan or strategy, and</li> <li>- <b>determine</b> the degree of improvement in your knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Reflection Papers</li> </ul>	<ul style="list-style-type: none"> <li>• History of “Film” Assignment</li> </ul>

**Required Texts, Additional Reading, and Other Materials**

1. *FYS recommended readings and resources related to the five learning outcomes:*  
<http://www.marshall.edu/fys/textbook-readings-and-resources/>
2. Ch 5 (CTIC): "The Marshall Experience" <http://www.marshall.edu/fys/textbook-readings-and-resources/>
3. Robb, David L. *Operation Hollywood: How the Pentagon Shapes and Censors the Movies*. New York. Prometheus Books. 2004.

### Course Requirements/Due Dates

1. History of "Film" Assignment
2. Weekly Critical Reflection Papers (10)
3. Midterm
4. GEAR Upload (more information to come)
5. Final Exam: May 6, 2016: 8:00-10:00 a.m.

### Grading Policy

I will calculate your final grade using the following weights:

History of "Film" Assignment 25%  
Weekly Reflection Papers 50%  
Midterm Exam: 10%  
Final Exam: 15%

GEAR Upload: CR/NC (students earning NC for the GEAR upload will receive an Incomplete for the course)

Percentage ranges for final grades are as follows:

A = 90-100%      B = 80-89%      C = 70-79%      D = 60-69%      F = 0-59%

### Attendance Policy

Regular attendance in this class is crucial to your success as a student. The only way to benefit from class discussions and hands-on learning activities is to be here. Being present and on time for all class meetings is expected. Period.

#### **EXCUSED ABSENCES**

1. University-sponsored academic activities (performing arts, debate and individual events, honors classes, ROTC); official athletic events; other university activities (student government).
2. Student Illness or Critical Illness/Death in the Immediate Family: "Immediate Family" is defined as a spouse/life partner, child, parent, legal guardian, sibling, grandparent or grand- child.  
**\*Routine doctor appointments are not excused. Appointments should be scheduled around your classes.**

3. Short-Term Military Obligation
4. Jury Duty or Subpoena for Court Appearance
5. Religious Holidays

#### **Student's Responsibility**

- Provide appropriate documentation to Dean of Student Affairs for excused absence. Learn how the process works here: [http://www.marshall.edu/catalog/undergraduate/ug\\_10-11\\_published.pdf](http://www.marshall.edu/catalog/undergraduate/ug_10-11_published.pdf)
- Request opportunity to complete missed work **immediately upon return to class.**
- Be aware that excessive absences—whether excused or unexcused—may affect your ability to earn a passing grade.
- Regardless of the nature of the excused absence, you are responsible for completing all coursework **prior to the end of the semester.**

#### **Make-up work for Excused Absences**

Because FYS is an interactive class, students who miss class due to University-excused activities will be provided with an alternative assignment that connects to the activities in the missed class session.

#### **UNEXCUSED ABSENCES**

- If you miss two classes, I will issue a warning.
- If you miss a third class:
  - You will receive an automatic one letter grade deduction in the course.
  - We will conference to discuss your standing and develop a plan of improvement. If you meet its criteria, you may have the chance to earn back the letter grade deduction.
- If you miss a fourth class, the previous letter grade deduction stands, regardless of improvement plan results.
- Subsequent missed classes will result in an additional letter grade deduction for each absence.

### **ASSIGNMENTS**

#### **History of "Film" Assignment**

**250 points**

**DUE: Week 3**

This section of FYS is based around weekly critical reflections that prompt students to think about movies from a Freedom of Information Act request in different ways. In the first weeks of the semester, you must choose three films from the posted/distributed list of Pentagon supported films. Choose three films from three different genres (for example: action/romance/science-fiction). The first written assignment asks you to complete background research on your films of interest and discuss their strategic value to the Pentagon. At least one of your selected films should be discussed in David L. Robb's *Operation Hollywood*. Other sources of background

material may be found in newspaper and magazine articles. We will work together to locate such material when we attend a library seminar on information literacy. I encourage you to also look at Facebook pages of films and other promotional websites that post “fan pages,” these will allow you to examine fan and hostile feedback to your films. You will write a two page synopsis for each film (so six pages altogether). Address 1) Who are the characters involved? 2) What events happen in the film? 3) Where key events happen? 4) When do key events happen? 5) How is action deployed? What kind of action? 6) Why is the action necessary? What did film critics say about the film? What did fans say about the film? Was there any controversy about the film? This assignment will provide you with the requisite background material for the rest of the semester. You must turn in a citation page, correctly using a style of your preference. **If you do not cite at least fifteen news sources between all three films, you will get a zero for this assignment!**

### **Weekly Reflection Paper**

**50 points each (500 points all**

**together)** Each week thereafter, you will analyze your films through different disciplinary lenses in ten separate critical reflection papers (length: 1.5 pages). By the end of the semester, you will have written over fifteen pages of material that builds upon itself. Rather than create ten separate documents, you will create one document that will serve as a journal with ten separate entries, a journal that you will reference as you advance throughout the semester. For full credit, students should intelligently (and briefly) quote their selected films as well as David L. Robb’s *Operation Hollywood* and other sources that you find about your films (from the History of “Film” Assignment, and more). Use these quotes to analyze the films. You may either focus on one film or explain how the readings inform two or more films. You will cite the readings, Facebook pages, etc. with footnotes. At the end of the semester, you will upload the full document to a Marshall webpage called GEAR. You must complete this final step to complete the class. Each week, I will assign a writing prompt in class on Thursday and you will upload your full journal to Blackboard by the following Tuesday night at 11:59 pm. We will discuss your reflections in class on Thursdays.

CLASS SCHEDULE  
Reading/Assignment Due

**CR=Critical Reflection**

**Week 1**

- Monday, 1/11 Introduction
- Wednesday, 1/13 Documentary- Arte France & Les Films d'Ice, "Operation Hollywood: How The Pentagon Shapes And Censors The Movies" (2012);
- Friday, 1/15 **Have Read Robb, pp. 25-27.**

**Week 2**

- Monday, 1/18 Martin Luther King, Jr. Holiday - University closed
- Wednesday, 1/20 **Have Read Robb, pp. 29-52**
- Friday, 1/22 Documentary- Newsworld, "Hollywood and The Pentagon: A Dangerous Liaison" (2003)

**Week 3**

- Monday, 1/25 **Have Read Robb, pp. 53-76.** **History of "Film" Assignment**
- Wednesday, 1/27 "Independence Day"
- Friday, 1/29 Interest Group Meeting 1

**Week 4**

- Monday, 2/1 **Have Read Robb, pp. 77-100.** **CR1**
- Wednesday, 2/3 "Pearl Harbor"
- Friday, 2/5 Interest Group Meeting 2

**Week 5**

- Monday, 2/8 **Have Read Robb, pp. 101-122.** **CR2**
- Wednesday, 2/10 "The Tuskegee Airmen";
- Friday, 2/12 Interest Group Meeting 3

**Week 6**

- Monday, 2/15 **Have Read Robb, pp. 123-152.** **CR3**
- Wednesday, 2/17 "The Sum of All Fears"
- Friday, 2/19 Interest Group Meeting 4

<b>Week 7</b>		
Monday, 2/22	<b>Have Read_Robb, pp. 153-176</b>	<b>CR4</b>
Wednesday, 2/24	“The Hunt for Red October”	
Friday, 2/26	Interest Group Meeting 5	
<b>Week 8</b>		
Monday, 2/29	<b>Have Read_Robb, pp. 177-204</b>	<b>CR5</b>
Wednesday, 3/2	“Top Gun”	
Friday, 3/4	<b>Midterm</b>	
<b>Week 9</b>		
Monday, 3/7	<b>Have Read_Robb, pp. 205-227</b>	
Wednesday, 3/9	“Good Moring, Vietnam”	
Friday, 3/11	Interest Group Meeting 6	
<b>Week 10</b>		
Monday, 3/15	<b>Have Read_Robb, pp. 228-261</b>	<b>CR6</b>
Wednesday, 3/16	“Heartbreak Ridge”	
Friday, 3/18	Interest Group Meeting 7	
<b>Week 11</b>		
Monday, 3/21	Spring Break: Classes dismissed	
Wednesday, 3/23	Spring Break: Classes dismissed	
Friday, 3/25	Spring Break: Classes dismissed	
<b>Week 12</b>		
Monday, 3/28	<b>Have Read Robb, pp. 267-286</b>	<b>CR7</b>
Wednesday, 3/30	“Maria’s Lovers”	
Friday, 4/1	Interest Group Meeting 8	

<b>Week 13</b>		
Monday, 4/4	<b>Have Read Robb, pp. 287-306</b>	<b>CR8</b>
Wednesday, 4/6	“Battle Cry”	
Friday, 4/8	Interest Group Meeting 9	
<b>Week 14</b>		
Monday, 4/11	<b>Have Read Robb, pp. 307-334</b>	<b>CR9</b>
Wednesday, 4/13	“Hellcats of the Navy”	
Friday, 4/15	Interest Group Meeting 10	
<b>Week 15</b>		
Monday, 4/18	<b>Have Read Robb, pp. 335-369</b>	<b>CR10</b>
Wednesday, 4/20	“Patton”	
Friday, 4/22	COLA CONFERENCE	
<b>Week 16</b>		
Monday, 4/25	<b>Smith, “The Marshall Experience”</b>	
Wednesday, 4/27	<b>Smith, “The Marshall Experience”</b>	
Friday, 4/29	<b>Smith, “The Marshall Experience”</b>	
<b>Final Exam</b>		
	<b>Friday, May 6. 8:00-10:00</b>	



