

Fall 2024

HIST 390-101: Historical Problems Through Film, Fall 2024

Scott Kent

Follow this and additional works at: <https://digitalcommons.njit.edu/hist-syllabi>

Recommended Citation

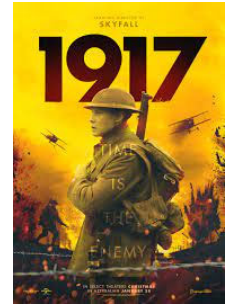
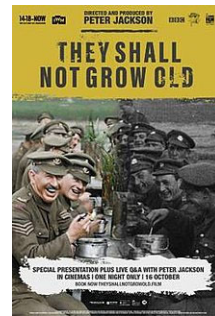
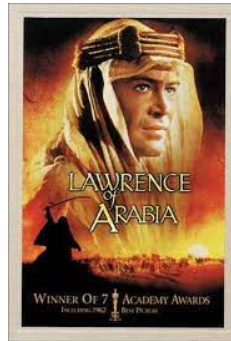
Kent, Scott, "HIST 390-101: Historical Problems Through Film, Fall 2024" (2024). *History Syllabi*. 150.
<https://digitalcommons.njit.edu/hist-syllabi/150>

This Syllabus is brought to you for free and open access by the NJIT Syllabi at Digital Commons @ NJIT. It has been accepted for inclusion in History Syllabi by an authorized administrator of Digital Commons @ NJIT. For more information, please contact digitalcommons@njit.edu.

NEW JERSEY INSTITUTE OF TECHNOLOGY

HIST 390 – 101

HISTORICAL PROBLEMS OF THE 20TH CENTURY THROUGH FILM: WORLD WAR ONE



FALL SESSION 2024

COURSE SYLLABUS*

INSTRUCTOR: DR. SCOTT L. KENT

EMAIL: [KENT@NJIT.EDU](mailto:kent@njit.edu)

OFFICE: ROOM #331 CULLIMORE HALL

OFFICE HOURS: MONDAY TO FRIDAY 9:00 AM TO 3:45 PM BY APPOINTMENT

PLUS, WEDNESDAY 5:00 PM TO 5:45PM

MODE OF INSTRUCTIONAL DELIVERY:

FACE-TO-FACE: DELIVERY OF INSTRUCTION IS STRUCTURED AROUND IN-PERSON CLASSROOM MEETING TIMES. INSTRUCTION IS DELIVERED IN PERSON AND STUDENTS ARE EXPECTED TO ATTEND CLASS. (SOMETIMES REFERRED TO AS TRADITIONAL CLASSROOM COURSES)

COURSE DESCRIPTION:

A STUDY OF SELECTED PROBLEMS IN THE 20TH CENTURY USING FILM AS A WINDOW INTO HISTORY. THE MATERIAL FOR THE COURSE WILL INCLUDE DOCUMENTARY FILMS, NEWSREELS, TV NEWS FILMS, AND THEATRICAL FEATURE FILMS AS WELL AS SELECTED READINGS. THIS COURSE MAY BE USED TO SATISFY A THREE CREDIT 300 LEVEL GER IN HISTORY AND HUMANITIES.

PREREQUISITES: HUM 102 WITH A GRADE OF C OR HIGHER, AND A COURSE FULFILLING THE HISTORY AND HUMANITIES GER 200 LEVEL COURSE WITH A GRADE OF C OR HIGHER.

COURSE OBJECTIVES:

KNOWLEDGE OF HISTORY IS OF THE GREATEST IMPORTANCE DUE TO THE FACT THAT THE WORLD WE LIVE IN TODAY IS THE DIRECT RESULT OF VARIOUS HISTORICAL DEVELOPMENTS. THE STUDENTS

OF THE COURSE WILL ANALYZE HISTORICAL EVENTS AND MOVEMENTS OF WORLD WAR ONE AND ASSESS THEIR SUBSEQUENT SIGNIFICANCE. STUDENTS WILL USE CRITICAL THINKING AND PROBLEM-SOLVING SKILLS TO ANALYZE INFORMATION AND DEVELOP THEIR WRITING SKILLS BY PRODUCING THREE SHORT REACTION PAPERS.

COURSE GOALS:

UPON COMPLETION OF THIS COURSE, STUDENTS SHOULD SPECIFICALLY BE ABLE TO DO THE FOLLOWING:

1. DEMONSTRATE KNOWLEDGE OF THE FUNDAMENTAL CONCEPTS AND HISTORICAL EVENTS AND IDEAS RELATED TO WORLD WAR ONE.
2. EVALUATE GLOBAL EXCHANGES AND PERSPECTIVES IN CONTEXT OF SOCIAL, POLITICAL, RELIGIOUS, AND INTELLECTUAL TRADITIONS OF THE GREAT WAR.
3. READ, ANALYZE, ORGANIZE AND SYNTHESIZE EVIDENCE, HISTORICAL PROBLEMS, AND INTERPRETATIONS CONNECTED TO THE HISTORY OF WORLD WAR ONE.

MEASURABLE COURSE PERFORMANCE OBJECTIVES (MPOs):

UPON SUCCESSFUL COMPLETION OF THIS COURSE, STUDENTS SHOULD SPECIFICALLY BE ABLE TO DO THE FOLLOWING:

1. DEMONSTRATE KNOWLEDGE OF SOME OF THE FUNDAMENTAL CONCEPTS AND THEORIES OF HISTORICAL EVENTS AND IDEAS RELATED TO WORLD WAR ONE.
 - 1.1 *IDENTIFY AND DESCRIBE KEY TERMS, NAMES AND PLACES OF MAJOR EVENTS OF THE HISTORY OF WORLD WAR ONE.*
 - 1.2 *EVALUATE THE VALIDITY OF VARIOUS INTERPRETATIONS OF HISTORICAL EVENTS AND INSTITUTIONS.*
 - 1.3 *CLARIFY AND SUMMARIZE INFORMATION PERTAINING TO HISTORICAL EVENTS AND IDEAS IN SHORT REACTION PAPERS.*
2. EVALUATE GLOBAL EXCHANGES AND PERSPECTIVES IN CONTEXT OF SOCIAL, POLITICAL, RELIGIOUS, AND INTELLECTUAL TRADITIONS.
 - 2.1 *IDENTIFY HISTORICALLY IMPORTANT PLACES AND NATION STATES ON HISTORICAL MAPS.*
 - 2.2 *DISCUSS SOCIAL STRUCTURES, RELIGIOUS IDEAS AND INSTITUTIONS, AND INTELLECTUAL TRADITIONS.*
3. READ, ANALYZE, ORGANIZE, AND SYNTHESIZE EVIDENCE, HISTORICAL PROBLEMS, AND INTERPRETATIONS CONNECTED TO THE HISTORY OF WORLD WAR ONE
 - 3.1 *USE PRIMARY AND SECONDARY SOURCES TO SHOW HOW HISTORICAL PROBLEMS ARE CONFRONTED.*
 - 3.2 *CONDUCT RESEARCH AND EXPLORE RELIABLE RESOURCES ON THE HISTORY OF WORLD WAR ONE.*

REQUIRED MATERIALS: TEXTBOOK

ALL OTHER MATERIALS FOR THIS CLASS ARE PROVIDED BY THE INSTRUCTOR, THIS INCLUDES THE MOVIES THEMSELVES, RECORDED LECTURES, PRIMARY AND SECONDARY SOURCE READINGS.

TEXTBOOK:

STONE, MARTIN. *WORLD WAR ONE: A SHORT HISTORY*. BASIC BOOKS: NEW YORK NEW YORK, 2007, 2009. ISBN: 978-0-465-01368-5

SUGGESTED READING:

GILBERT, MARTIN. *THE FIRST WORLD WAR: A COMPLETE HISTORY*. HENRY HOLT AND COMPANY: NEW YORK NEW YORK, 1994. ISBN: 0-8050-4734-4

CAPOZZOLA, CHRISTOPHER. *UNCLE SAM WANTS YOU: WORLD WAR I AND THE MAKING OF THE MODERN AMERICAN CITIZEN*. OXFORD UNIVERSITY PRESS: NEW YORK, NEW YORK, 2008. ISBN: 978-0-19-973479-5

COURSE REQUIREMENTS:

FIVE REACTION PAPERS: 3 TO 4 PAGES IN LENGTH VALUED AT 10% EACH	50%
A FINAL REACTION PAPER: 4 TO 5 PAGES IN LENGTH VALUED AT 15 %	15%
DISCUSSION GROUP POSTS, 6 AT 2.5% EACH	15%
MAP QUIZ OF EUROPE & THE MIDDLE EAST 4% EACH	8%
POP QUIZZES	2%
ATTENDANCE/ CLASS PARTICIPATION VALUED AT 10% *	<u>10%</u>
	100%

*ATTENDANCE/PARTICIPATION:

ATTENDANCE IS REQUIRED AND ATTENDANCE WILL BE TAKEN AT THE START OF EVERY CLASS. EACH STUDENT IS PERMITTED **TWO** ABSENCES DURING THE SEMESTER. ADDITIONAL ABSENCES WILL AFFECT THE STUDENT'S GRADE. UNEXCUSED LATENESS COUNTS AS 1/2 OF AN ABSENCE. LEAVING CLASS EARLY ALSO COUNTS AS 1/2 OF AN ABSENCE. THE **ATTENDANCE POLICY** WILL BE EXPLAINED IN DETAIL ON THE FIRST TWO DAYS OF CLASS. ANY STUDENT WITH MORE THAN FOUR (4) ABSENCES WILL HAVE THEIR GRADE LOWERED BY AT LEAST A FULL LETTER GRADE WHICH COULD RESULT IN AN "F" FOR THIS COURSE.

CELL PHONE USAGE:

CELL PHONE USAGE WILL NOT BE TOLERATED. PHONES MUST BE TURNED OFF OR PLACED ON VIBRATE BEFORE THE BEGINNING OF CLASS. TEXTING DURING CLASS IS ALSO STRICTLY PROHIBITED.

CLASSROOM DECORUM:

THERE SHALL BE NO FOOD OR EATING IN THE CLASSROOM. RUDE OR OBNOXIOUS BEHAVIOR WILL NOT BE TOLERATED, THE STUDENT WILL SIMPLY BE ASKED TO LEAVE THE CLASS.

LAP TOP USAGE:

LAPTOPS ARE **NOT** TO BE USED DURING CLASS, UNLESS THEY ARE USED FOR TAKING CLASS NOTES. IF THIS IS THE CASE, PLEASE SIT IN THE FRONT TWO ROWS OF THE CLASSROOM AND SEE ME FOR PERMISSION PRIOR TO USING YOUR LAPTOP.

GRADING:

- A-** 90-100% **SUPERIOR WORK:** DEMONSTRATES EXCELLENT WRITING, ANALYTICAL, AND INTERPRETIVE SKILLS.
- B-** 80-84% **ABOVE AVERAGE WORK:** DEMONSTRATES GOOD WRITING, ANALYTICAL, AND INTERPRETIVE SKILLS.
- B+** - (SAME AS ABOVE BUT WITH A SCORE OF 85 -89%)
- C-** 70-74% **AVERAGE WORK:** DEMONSTRATES WRITING, ANALYTICAL, AND INTERPRETIVE SKILLS THAT ARE AT A COLLEGE ENTRY LEVEL.
- C+** - (SAME AS ABOVE BUT WITH A SCORE OF 75-79%)
- D-** 60-69% **BELOW AVERAGE WORK:** DEMONSTRATES WRITING, ANALYTICAL, AND INTERPRETIVE SKILLS THAT ARE BELOW A COLLEGE ENTRY LEVEL.
- F-** BELOW 60% **FAILURE:** WORK THAT SHOWS LITTLE EFFORT OR THAT IS INCOMPLETE.

ACADEMIC INTEGRITY:

THE USE OF CHAT GPT, CPT-3, GRAMARLY, OR ANY OTHER FORM OF A.I. IS FORBIDDEN IN THIS CLASS. IT IS CHEATING PLAIN AND SIMPLE AND YOU WILL BE GIVEN AN "F" FOR PLAGIARISM AND REPORTED TO THE DEAN OF STUDENTS FOR POSSIBLE EXPLUSION FROM THE UNIVERSTIY.

PLAGIARISM IS PASSING OFF SOMEONE ELSE'S WORK AS YOUR OWN AND WILL NOT BE TOLERATED. STUDENTS ARE EXPECTED TO WRITE THEIR OWN ORIGINAL WORK AND TO GIVE CREDIT IN THE FORM OF FOOTNOTES (I.E., CITATIONS) FOR ANY MATERIAL THAT IS NOT THEIR OWN. PLAGIARIZED PAPERS WILL BE GIVEN AN AUTOMATIC "F" WITH NO POSSIBILITY OF A REWRITE. THIS MAY RESULT IN A FAILING GRADE FOR THE ENTIRE COURSE. VIOLATIONS WILL BE BROUGHT TO THE IMMEDIATE ATTENTION OF THE DEAN OF STUDENTS AND ADJUDICATED IN ACCORDANCE WITH THE NJIT HONOR CODE. A COPY OF THE HONOR CODE IS AVAILABLE AT:
WWW.NJIT.EDU/ACADEMICS/HONORCODE.PHP

SCHEDULE OF ASSIGNMENTS: *

SEPTEMBER 4TH



CLASS INTRODUCTION ASSIGNMENT

LECTURE: CLASS INTRODUCTION

REVIEW: CLASS SYLLABUS, HOW TO CITE A MOVIE, THE USE OF A.I.

MAP REVIEW: EUROPE

WATCH: OUR WORLD WAR, SEASON 1, EPISODE 1, THE FIRST DAY

**PHOTO: MY GREAT UNCLE CLAYTON C. MOORE, WHO DIED AT THE WESTERN FRONT IN SEPTEMBER 1918, AND TO WHOM THIS CLASS IS DEDICATED.*

SEPTEMBER 11TH & SEPTEMBER 18TH



ALL QUIET ON THE WESTERN FRONT -1930
(9/11/24)

LECTURE: WORLD WAR ONE (9/18/24)

MAP QUIZ OF EUROPE (9/18/24)

DISCUSSION POST #1 (9/18/24)

ALL QUIET ON THE WESTERN FRONT WAS BANNED IN MANY COUNTRIES, INCLUDING NAZI GERMANY, AUSTRALIA, ITALY, AUSTRIA, AND FRANCE.

WHAT IS IT ABOUT THIS MOVIE THAT MANY GOVERNMENTS (SOME OF WHOM WON WORLD WAR ONE) FOUND SO THREATENING?

REACTION PAPER #1: ALL QUIET ON THE WESTERN FRONT -DUE 9/25/24


WHAT WERE THE MAIN CAUSES OF WORLD WAR ONE? GIVE ME A MINIMUM OF THREE.


MAJOR HINT: THE ASSASSINATION OF ARCHDUKE FRANZ FERDINAND WAS NOT ONE OF THEM.

READING: HISTORY OF WWI (CHAPTER 3 OF FINDLEY TEXTBOOK) *ON CANVAS*

READING: LETTERS FROM THE WESTERN FRONT, ARTICLE FOR THE WWI CENTENNIAL COMMITTEE

READING: (TOTALLY OPTIONAL): LETTERS FROM THE WESTERN FRONT: THE CORRESPONDENCE OF AMERICAN DOUGHBOYS AND AMERICAN CENSORSHIP

	DURING THE GREAT WAR 1917-1918
	<p>OUR WORLD WAR IS A THREE-PART 2014 BRITISH TELEVISION DRAMA MINI-SERIES</p> <p>VIEWED ON 9/4, 10/2 & 10/16</p>

<p>SEPTEMBER 25TH & OCTOBER 2ND</p> 	<p>WINGS -1927 (9/25/24)</p> <p>LECTURE: WINGS-1927 (9/25/24)</p> <p>DISCUSSION GROUP #2: WINGS (10/2/24)</p> <p>MOST UNIVERSITY STUDENTS HAVE NEVER WATCHED A FULL-LENGTH SILENT FILM.</p> <p>WHAT ASPECTS OF WATCHING THE MOVIE WINGS DID YOU FIND MOST SURPRISING? MOST REWARDING? MOST CHALLENGING TO WATCH?</p> <p>REACTION PAPER #2: DUE 10/02/24 <i>WHILE, NO DOUBT, ONE OF THE GREATEST SILENT MOVIES EVER FILMED, WINGS IS ABOUT MUCH MORE THAN JUST WORLD WAR ONE. IT IS ALSO A TRAGIC LOVE STORY BETWEEN JACK, MARY, DAVID, AND SYLVIA. DESCRIBE THE MANY DIFFERENT LOVE TRIANGLES PORTRAYED IN THE FILM.</i></p> <p>TEXTBOOK READING: <i>STONE</i> CHAPTER #1 (10/2/24)</p> <p>READING: WINGS BY DINO EVERETT</p> <p>READING: MOVIE ANALYSIS WINGS (1927)</p> <p>READING: THE U.S. AIR SERVICE IN WWI, PARTS 1 AND 2.</p> <p>WATCH: OUR WORLD WAR PART 2: 'PALS' (10/2/24)</p>
--	---

OCTOBER 9TH AND OCTOBER 16TH



PATHS OF GLORY -1957 (10/09/24)

LECTURE: PATHS OF GLORY (10/09/24)

DISCUSSION GROUP #3 (10/16/24)

“PATRIOTISM IS THE LAST REFUGE OF THE SCOUNDREL.”

THIS QUOTE FROM PATHS OF GLORY MAKES ME WONDER IF CORPORAL PARIS, PRIVATE FERROL, PRIVATE ARNAUD, AND THE REST OF COMPANY B WERE TRULY GUILTY OF COWARDICE OR WITHER STANLEY KUBRICK IS SIMPLY MAKING US FEEL SORRY FOR THEM? DO YOU BELIEVE THESE MEN ARE COWARDS OR SIMPLY VICTIMS OF THE AMBITIOUS GENERAL MIREAU?

REACTION PAPER #3 DUE 10/16/24

PATRIOTISM IS THE LAST REFUGE OF THE SCOUNDREL.”

THIS QUOTE FROM PATHS OF GLORY MAKES ME WONDER IF CORPORAL PARIS, PRIVATE FEROL, PRIVATE ARNAUD, AND THE REST OF COMPANY B WERE TRULY GUILTY OF COWARDICE OR WITHER STANLEY KUBRICK IS SIMPLY MAKING US FEEL SORRY FOR THEM?

DO YOU BELIEVE THESE MEN ARE COWARDS OR SIMPLY VICTIMS OF THE AMBITIOUS GENERAL MIREAU?

TEXTBOOK READING: STONE: CHAPTER 2:
(10/16/24)

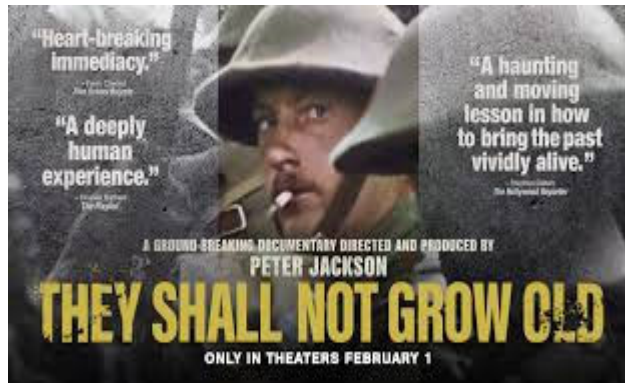
READING:

A REMEMBRANCE THEY'D RATHER FORGET WWI'S EXECUTED SOLDIERS.

READING: WHAT MAKES PATHS OF GLORY AN IMPORTANT FILM.

WATCH: OUR WORLD WAR EPISODE 3: WAR MACHINE (10/16/24)

OCTOBER 23RD & OCTOBER 30TH



THEY SHALL NOT GROW OLD -2018
(10/23/24)

LECTURE: THEY SHALL NOT GROW OLD
(10/23/24)

DISCUSSION GROUP #4 (10/30/24)

THEY SHALL NOT GROW OLD IS NOT A FULL-LENGTH HOLLYWOOD MOVIE, IT IS A DOCUMENTARY. WHAT MAJOR/MINOR DIFFERENCES DO YOU SEE BETWEEN THESE TWO FORMATS?

REACTION PAPER #4: DUE 10/30/24

STEPHEN DALTON OF *THE HOLLYWOOD REPORTER* STATED THAT *THEY SHALL NOT GROW OLD* "SUGGESTS NEW CINEMATIC METHODS OF RESCUING HISTORY FROM THE HISTORY BOOKS, HUMANIZING AND DRAMATIZING TRUE STORIES WITH A MODEST INJECTION OF MOVIE-WORLD ARTIFICE...AN IMMERSIVE PRIMER ON THE FIRSTHAND EXPERIENCES OF BRITISH SOLDIERS, THIS INNOVATIVE DOCUMENTARY IS A HAUNTING, MOVING AND CONSISTENTLY ENGAGING LESSON IN HOW TO BRING THE PAST VIVIDLY ALIVE." *WHAT EXAMPLES OF REAL LIFE IN THE TRENCHES REGISTERED WITH YOU THE MOST? AND WHY?*

TEXTBOOK READING: STONE CHAPTER 3
(10/30/24)

READING: A FEW THOUGHTS ON "*THEY SHALL NOT GROW OLD*."

READING: A STUNNING WORLD WAR I DOCUMENTARY.

WATCH: THE FIRST WORLD WAR: THE WAR TO END WAR | WWI DOCUMENTARY (10/30/24)

NOVEMBER 6TH & NOVEMBER 13TH



1917-2019 (11/6/24)

LECTURE: 1917 (11/6/24)

DISCUSSION GROUP #5 (11/13/24)

THE HORRORS OF TRENCH WARFARE:
1917 IS NOTED FOR ITS REALISTIC DEPICTION OF TRENCH WARFARE, WHAT EXAMPLES OF LIFE IN THE TRENCHES DID YOU FIND A LITTLE TOO REALISTIC/SHOCKING? DOES THIS DEPICTION OF WWI DIFFER FROM THE EARLIER FILMS WE HAVE WATCHED? AND HOW SO?

REACTION PAPER #5 DUE 11/13/24

1917 IS NOTED FOR ITS REALISTIC DEPICTION OF TRENCH WARFARE, WHAT EXAMPLES OF LIFE IN THE TRENCHES DID YOU FIND A LITTLE TOO REALISTIC/SHOCKING? DOES THIS DEPICTION OF WWI DIFFER FROM THE EARLIER FILMS WE HAVE WATCHED?

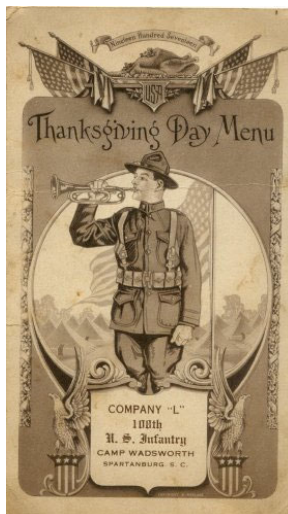
TEXTBOOK READING: STONE CHAPTER 4 (11/13/24)

READING: TRENCH WARFARE.

READING: THE TRUE HISTORY BEHIND THE "1917" MOVIE.

WATCH: THE BATTLE OF THE SOMME (11/13/24)

NOVEMBER 27TH



NO CLASS -FRIDAY CLASSES MEET.

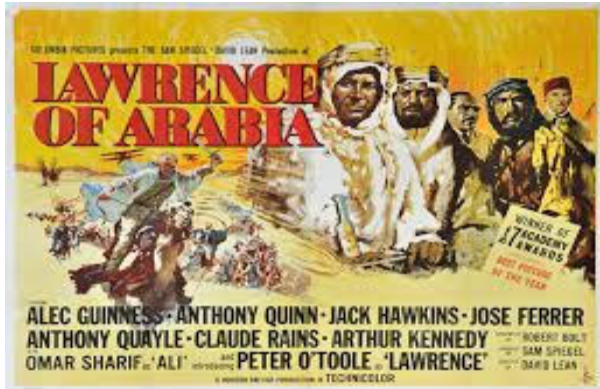
HAPPY THANKSGIVING



Thanksgiving 1918

NOTE: THIS IS OUT OF ORDER....

NOVEMBER 20TH, DECEMBER 4TH, AND DECEMBER 11TH



LAST DAY OF CLASS 12/11/24

LAWRENCE OF ARABIA -1962 (11/20/24) & (12/4/24)

LECTURE: THE MIDDLE EAST SINCE WWI (12/11/23)

LECTURE: LAWRENCE OF ARABIA (11/20/24)

DISCUSSION GROUP #6 (12/11/24)

THE FILM *LAWRENCE OF ARABIA* REMINDS US THAT WORLD WAR ONE WAS NOT JUST FOUGHT IN EUROPE. WHAT DEPICTIONS OF WAR IN THE DESERTS OF THE MIDDLE EAST DID YOU FIND AS DIFFERENT FROM THE TRENCH WARFARE WE SAW ON THE WESTERN FRONT (WHERE ALL OF OUR PREVIOUS FILMS HAVE TAKEN PLACE).

FINAL REACTION PAPER: DUE 12/11/24

RACISM AND WORLD WAR ONE:

DURING THE EARLY 20TH CENTURY, MOST EUROPEANS BELIEVED THAT THEY WERE RACIALLY SUPERIOR TO EVERYONE ELSE ON THE PLANET. WHAT EXAMPLES OF RACISM DO YOU SEE IN LAWRENCE OF ARABIA? DO YOU BELIEVE THAT T.E. LAWRENCE WAS HIMSELF RACIST? IS THIS A RACIST MOVIE OVERALL, OR A TRIUMPH OF THE ART OF CINEMA? WHAT OTHER FORMS OF RACISM DID YOU NOTE IN THE OTHER FILMS WE HAVE WATCHED IN THE CLASS?

MAP QUIZ: THE MIDDLE EAST (12/04/24)

TEXTBOOK READING: STONE CHAPTERS 5&6 (12/11/23)

READING: NEVER FORGET THAT WORLD WAR I WAS ALSO RACIST.

READING: RACIAL VIOLENCE IN FRANCE DURING WWI.



-GRADES DUE BY 12/23/24

*SUBJECT TO CHANGE

