

# Syllabus Details

## Hollywood and History: Nazi Germany (History 270-02)

Fall 2023

Meeting Room: t.b.a.

Meeting Times: 3:30-4:45 PM Tu/Th

(31798) Syllabus updated on 3 August 2023

[Hollywood & History Webpage](#)

Dr. Stallbaumer-Beishline

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### Student Drop-in Hours (251 AAB)

Mondays: 1:30-2:45 PM

Tuesdays: 2:00-3:15 PM

Wednesdays: 1:30-2:45 PM

Thursdays: 2:00-3:15 PM

Happy to schedule appointments outside these times as well; just contact me.

### Email Etiquette:

- always include the topic of your email in the memo line
- never send an assignment by email unless specifically instructed to do so
- never assume that I read my email more than once a day, or that I will respond immediately when you send a message
- the lack of planning on your part does not constitute an emergency on my part

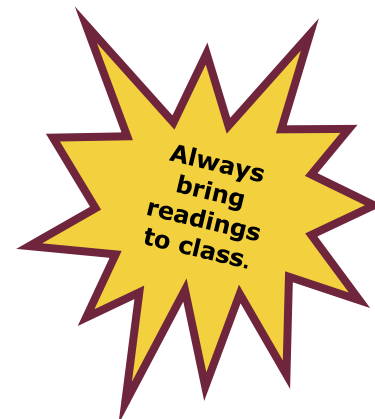
## Career-Readiness – yes, “even in a history course” 😊

Career-ready skills are developed in a general education course if you actively engage with the lectures, readings, discussions, and assessments. The National Association of Colleges and Employers (NACE), identifies eight career readiness competencies that **employers** look for in university graduates. In this course, several behaviors that you can develop that improve your career-readiness are “display curiosity; seek out opportunities to learn;” “understand the importance of and demonstrate verbal, written, non-verbal/body language, abilities;” “Employ active listening, persuasion and influencing skills;” “Be present and prepared;” “Plan, initiate, manage, complete and evaluate projects” i.e. assignments; “Consistently meet or exceed goals and expectations;” “Show a high level of dedication toward doing a good job;” “Have an attention to detail, resulting in few if any errors in their work;” and “Accurately summarize and interpret data [i.e. historical evidence and interpretations] with an awareness of personal biases that may impact outcomes.”<sup>1</sup>

## Learning and teaching is a shared responsibility between the professor and the students. My responsibility as the teacher is to provide expert knowledge and a stimulating environment in which to learn, identify learning goals and help you achieve them, and to offer timely, useful feedback on your progress as you test your competencies. Your responsibility as the learner is to always be prepared for class, successfully complete assignments in a *timely and thoughtful manner*, and to learn, that is to create new pathways in your brain that allow you to recall lessons and apply to real life situations years into the future.

<sup>1</sup> <https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/> accessed on 23 January 2022

**Rationale for this course:** Films and documentaries are the most frequent contact that you (and the public) have with history. Filmmakers, therefore, have a tremendous influence on public understanding of historical events and individuals, thereby shaping collective, public memories. The making of film and the study of history appear at odds. Filmmakers must invent characters, dialogues, events; they must compress timelines; they must displace, alter, and eliminate events and characters. The medium of film demands these adaptations; films tell stories through visual representation. On the other hand, historians' written text is based on archival research and their publications offer heavily documented footnote trails. If they omit essential facts or ignore evidence, they are violating the standards of their profession. Films and documentaries are works of art that bring filmmakers into conflict with the ethos of professional historians; historians reject inventions that inevitably occur in films and documentaries. What is more, filmmakers offer interpretations of history that are far less complex, even misleading, though easy to consume. Historians fear losing control of the content to audiences who think that they have learned all there is to know from having watched a feature film or documentary.



The conflict between the professional ethos of filmmakers and historians drives the analysis built into the course. We will "read" historical interpretations in dramatic films, and compare them to the historical record, to develop appreciation for the limits and possibilities of "Hollywood's" artistic interpretation of the past. To analyze artistic expressions that make a claim to be "doing history" and have the power to shape the collective, public memory of the past is a life-long learning skill. To make this "reading" possible, we will often read sources that inspired filmmakers to contemplate and evaluate their artistic choices.

### Communication:



All course materials are found in **Brightspace** (formerly BOLT)

<https://commonwealthu.brightspace.com/d2l/login>. All written communication is completed through your BU email address so you must access that account routinely. Any alterations to the course syllabus, meeting times, etc. will be announced as a news item in BRIGHTSPACE and with a group email

@huskies.bloomu.edu. Please ask questions if any instruction is ever unclear. I maintain a web site on learning and teaching history: <http://facstaff.bloomu.edu/lstallba>. You will find useful tutorials about how to write history essays, reading tips, etc. In addition, I will have the most updated syllabus available there in case you are having difficulty accessing it through BRIGHTSPACE.



### Required Text

Photocopy packet, Hollywood and History, History 270, Nazi Germany in University Store listed under Stallbaumer-Beishline, Lisa M. **MAKE SURE TO PICK UP THE CORRECT ONE.** You are enrolled in **HISTORY 270-02 Hollywood and History-Nazi Germany.**

**Effective Reading:** "...knowing how to read something results almost automatically from knowing why we are reading, and without some purpose, reading is an aimless activity." ~ Katherine Gottschalk and Keith Hjortshoj<sup>1</sup>

**Deep Reading:** "As Maryanne Wolf puts it, 'Reading is ultimately about an encounter between a reader and another mind that leads to thinking beyond ourselves.' When we read actively, we consider not just our own positionalities, but

we imagine ourselves applying what we're learning perhaps to ourselves, but also to places beyond us." Jenae Cohn<sup>2</sup>



- Because our readings are available in a photocopy packet, bring the relevant readings to class. Feel free to mark up the pages since you won't be able to sell it back to the store.
- Numerous studies show that reading from print increases retention. However, I will make these readings available as a PDF in BRIGHTSPACE out of convenience, and if you read digitally, develop a system of making notes and close all other browsers on your device to reduce distractions.
- Always bring a hard copy to class! Discussions are facilitated by getting us "all on the same page." As you contribute to discussion, you are going to be asked to share page numbers, read passages, etc.

### Legal Access to Films

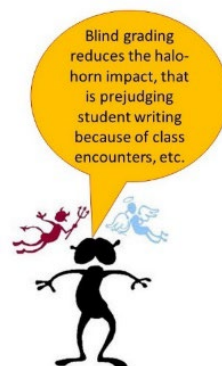
- Some assignments require you to view or complete viewing **movies outside of class**. These films are available through **BRIGHTSPACE**. (The movies available through BRIGHTSPACE require a good internet connection with powerful streaming.) However, you may also have access to these films through streaming services to which you subscribe.
- **Viewer suggestion:** video streaming on small laptops, smart phones, etc. is becoming quite popular, yet be aware how the device may affect your experience. Some films should just be seen on a big screen especially if that was how they were originally released!

## Assessment of Student Learning



### Deadlines are listed in the Calendar of Learning & Teaching Activities

- Submit all assignments as a hard copy and upload to the BRIGHTSPACE assignment folders.
- Never** write your name on the pages that I read. I prefer to read assignments blindly.
- Avoid cover pages or using a sheet of paper for your name; it's a waste of paper.



### Overview of Assessment

**Participation Grades** – contribute to discussion of readings; learn by advancing claims and by hearing a variety of perspectives.

**Writing to Learn (WTLs)** – informal writing that asks you to write through to think through; total of three.

**Ticket Outs** – collected when completing a film; asks open-ended questions about film perceptions; approximately seven.

<sup>2</sup> Jenae Cohn, *Skim, Dive, Surface: Teaching Digital Reading* (Morgantown, WV: West Virginia University Press, 2021), 128.

**Quizzes**

Ask you to recall essential foundational knowledge for practicing history and filmmaking gained from readings and lectures

**Two film history essays –**

these are more challenging, higher stake; you are being asked to address a specific rhetorical audience which means developing an ability to speak about the concepts and history found in film, written text, and lecture.

**Final exam –** cumulative;

the essay portions are already provided below; the objective part will be the only unknown but drawn from lectures and readings.

## Attendance

You are expected to attend in-person class, but you earn no points simply for being present. Consult the policies section for more about attendance and excused absences.

## Participation Grade

(3 points for each discussion; 21-24 points approximate)

**Purpose & Task:**

- We will discuss the meaning and interpretation of primary (documentary) and secondary (historical interpretations) sources on specific subjects that are either controversial or deserve in-depth attention. These create a basis for evaluating films. Naturally, you are expected to have studied, not just read the material assigned.
- We will also pause films to discuss filmmakers' techniques and the portrayal of history.
- Discussion allows students to think through the material with their classmates; the professor serves as a facilitator so that we get the most out of this activity.
- Questions to guide your reading can be found in the syllabus calendar and in the writing-to-learn assignments. Discussion is not limited to those questions. Bring your questions to discussion!
- Always have the discussion material in front of you. Underline passages that intrigue or confuse you.
- For everyone to benefit from discussion, everyone should be engaged. If you have a serious and legitimate problem with shyness, you should discuss this with me at the beginning of the semester. Or if you tend to learn best by listening, then we need to discuss this. If we are forced into remote learning, we will use Zoom, and you are expected to have cameras on. Not because I want to police your presence but to create community.
- How is participation graded? It can take the form of **responding** to questions posed by the professor or your classmates; **asking** questions to clarify any confusion that you have about the content of the readings or the ideas they generate; **offering** your interpretation of questions posed, textual sources, and film.
  - 0 points if you are absent.
  - 1.5-2 points if you attend discussion but never speak; if what you say is totally irrelevant or clearly un-informed by having read the primary and secondary sources.
  - 2.5 points if you make at least one relevant contribution that is informed by the readings and other relevant materials.
  - 2.75 points if you make at least two relevant contributions that is informed by the readings and other relevant materials.
  - 3 points if you make three or more relevant contributions that are informed by the readings and other relevant materials.

**Stuff happens option:** we all have bad days, fail to engage, or get overwhelmed with work, and cannot prepare adequately. Your lowest two discussion grades will be dropped at the end of the semester. If you miss a discussion, this will be the lowest grade dropped. So, it is better to attend and be ill-prepared, than not to attend unless your reason is illness.

### Makeup Discussion

Option 1: Schedule a one-on-one discussion with instructor.

Option 2: Take the questions posed in the calendar on the day you missed, compose written responses with answers supported by the readings and/or films being discussed.

Option 3: Consult with me by email or phone in advance if you have prior knowledge.

## Ticket(s) Out

(3 points each; approximately 21 points)

### Purpose & Task

- Each time we screen a film in class (even if we do not finish it), we discuss the film, but I want to know more about your perceptions.
- The Ticket Out will pose questions and you earn 3 points if you have made a good faith effort to respond.
- A **good faith effort means** you support your responses by elaborating upon examples from the film.
- The Tickets are collected upon completing the film (or the next class meeting in cases if you finish the film outside of class).
- These Tickets might refresh your memory about the films as you review for the final.
- Writing through is thinking through, which might improve your ability to recall the film.

**Stuff happens option:** Drop the lowest grade (either a 0 or a non-submission).

“...knowing how to read something results almost automatically from knowing why we are reading, and without some purpose, reading is an aimless activity.”

~ Katherine Gottschalk and Keith Hjortshoj<sup>3</sup>

## In-Class Quizzes (5 points each)

### Purpose & Task:

My goal in quizzing you on foundational knowledge is to encourage you to deepen your familiarity with the “language” of the course, which allows you to write and speak knowingly about course. The science of learning informs the practice of quizzing. To help move information from working memory into long-term memory, we must practice retrieving that information, which will take the form of quizzing. How well the information sticks depends upon whether you cram, in which case, the information is less likely to stick, or space out your study, when you increase the stickiness. In preparation for the quiz, take time to review notes, memorize essential details, and test your ability to recall, and you will likely do well. More importantly, you will learn the content which in turn improves your ability to write about and discuss course topics.

<sup>3</sup> Katherine Gottschalk and Keith Hjortshoj, *Elements of Teaching Writing: A Resource for Instructors in all Disciplines* (New York:Bedford/St. Martins, 2003), 124.

**How?**

- **In-class Quiz 1** will ask you to recognize essential ideas from Robert Rosenstone, *Visions of the Past* and Lectures entitled Working Assumptions and Historians and Hollywood (Photocopy Packet, pp. 29-61 and 245-263).
- **In-class Quiz 2** will ask you to recognize essential ideas from Syd Field, *Screenplay* (63-77) and Lecture Content up to this point.
- To compose questions, short answer, multiple choice, matching, True/False, fill-in-the-blank, I consult study guides and lecture notes.

## Foundational Online Quiz

(approximately 10-15 points)

**Purpose & Task:**

The science of learning informs the practice of quizzing. To help move information from working memory into long-term memory, we must practice retrieving that information, which will take the form of a quiz. In preparation for the quiz, take time to review notes, memorize essential details, and test your ability to recall, you will likely do well. More importantly, you will learn the content which in turn improves your ability to write about and discuss course topics.

**How?**

- I build my quiz bank questions around essential ideas and facts that will help students develop an ability to speak about the practice of history and filmmaking.
- The quiz will be open for several days, but it will have a time limit, and students must begin the quiz before the deadline.
- Consult the Calendar of Learning and Teaching Activities for the dates in which the quiz is open.
- Time limits are set to discourage students from relying heavily upon their notes and encourage you to retrieve them from your memory.
- Quiz Timer: 20 minutes.
- The Quiz will include any combination of matching; true/false that requires explanation; multiple choice; fill-in-the-blank; and short answers.
- Within 4 weeks of this quiz, students will be given an opportunity to retake the quiz though not all questions will be identical to the first. Whichever score is highest will be recorded.
- If you missed the original online quiz, then you can take the second online foundational quiz.
- Testing ability to retrieve essential content from the following:
  - Course lectures:
    - Working Assumptions about Hollywood and History
    - Historians and Hollywood: The Clash of Professional Ethos?
    - Making Movies
    - Hitler in Movies and History
    - Why are films about Nazi Germany Popular?
  - Robert Rosenstone, *Visions of the Past*
  - Syd Field, "Screenplay" and "Adaptation"

## Writing to Learn (WTL)

(10 points each; total of 30 points)

### General Guidelines:

- These are informal writing assignments in which you respond to the questions posed and support with examples from the assigned materials.
- Corroborate response to each question with two examples and do not ignore examples that might undermine your response
- **Informal does not mean slip-shod work thrown together at the last minute, nor random thoughts nor stream of consciousness.**
- **Informal means:**
  - As a reader, I focus on the substance of your ideas.
  - Your response to the questions offers interpretations that are supported with evidence from the assigned readings, lecture content, and/or references to films.
  - Do NOT write intros or conclusions; do not get hung up on word choice, segues, or topic sentences though you probably should not submit your first draft.

### Know your Audience:

- Do not assume the reader knows the course, its content, or the reading assignment. On another level, understand that the primary reader of your WTLs, me, knows what kind of sources you had at your disposal to support your interpretation.
- This assignment is based on the premise that writing about what you have read is a means of thinking through the material. Often the process of writing generates new thoughts when not completed in haste.

### Should you cite your sources?

- Any idea not your own, and that is not common knowledge (stated by three or more people; routinely found in textbooks or encyclopedias) should be cited in parenthesis (to maintain informality) so that your work can be retraced.
- Quotation marks must encase verbatim passages to signal the reader that these are not your words.
- You must authentically paraphrase; do not patch write by changing every third or fifth word.
- Cite even when you are paraphrasing or summarizing.

### How should I cite?

- Please note: historians use a citation method called Chicago Manual of Style or Turabian, not APA, MLA, etc. We will not be strictly following any of these citation methods, but you must make your work retraceable.
- In many cases, you have the original page numbers and then page numbers that I added to the PDF as a header in the upper-right hand corner. Preferably cite the original page number.
- Cite film frames when discussing particular scenes.
- Sample Parenthetical Citation from a reading incorporated into a writing assignment:  
Robert Rosenstone shares his interpretation of RJ Raack and Ian Jarvie's evaluation of history on film to critique the expectation that film should include historians' debates. Rosenstone writes, "... we all know many excellent narrative histories and biographies that mute (or even moot) debates by ignoring them, relegating them to appendices, or burying them deep within the storyline." (Rosenstone, p. 29) or (Rosenstone, PDF p. 36)
- Sample Parenthetical Citation for film scene that you are referencing.

In *Downfall*, we see Bruno Ganz playing Adolf Hitler as physical frail and mentally unstable when he throws a fit in his war room. (*Downfall*, 1:20:33-1:22:45) [the number range marks the beginning and end of a scene; hour:minute:second-hour:minute:second]

**Details for Format and Submission:**

- **No late assignments accepted.**
- Bring a hard copy to class with your name written on the back of the page so that I may **grade blindly**.
- Also, upload a copy to BRIGHTSPACE before class begins that day as a word document (ending in .doc or .docx). Mac/Apple users have access to Office 365 through the university. Please note that Turn-it-In Similarity Report is activated for each submission.
- Length: Single Spaced, about 1 page in length, not to exceed 2 pages single-spaced
- Number the questions to organize your responses.
- Suggested Fonts: Verdana 10 point font or Calibri 11 point font.

**Stuff Happens Option:** Recognizing that stuff happens that could interfere with submitting written work on time, you are allowed to use the “stuff happens” excuse **once** for a WTL. This provides you with an additional 72 hours beyond the deadline to complete your assignment. To use your “stuff happens option,” you need to email me so that I can keep records.

## WTL 1

Several films have been dedicated to Hitler’s last days, from his birthday 20 April through his suicide ten days later. They include *Death of Adolf Hitler* (1972); *Hitler: The Last Ten Days* (1973); *The Bunker* (1981); *Der Untergang* (2004); and *Die Letzte Schlacht* (2005). Why have filmmakers revisited this topic so frequently? What impressions are we left with about Hitler, his entourage, Berlin, and Berliners in the last weeks of war? Have portrayals of Hitler changed over time?

We will begin this exploration by asking you to view with engagement (i.e. screen) either *Hitler: The Last Ten Days* (1973, starring Alec Guinness) or *The Bunker* (1981, starring Anthony Hopkins).

To complete WTL 1, respond to the following questions after having screened either *Hitler: The Last Ten Days* or *The Bunker*.

1. What impressions are we left with about Hitler and his entourage? (Substantiate claims by describing examples and naming characters in the film and cite film frames if you speak about a specific scene.)
2. What do we learn, if anything, about Berlin and its inhabitants from the film? (Substantiate claims by describing examples in the film and cite film frames if you speak about a specific scene.)
3. One goal of the film was to bear witness, yet what lesson or lessons (a.k.a. messages) might the film provide to audiences?
4. Discuss one scene that was most authentic and one that was least believable or authentic about the film? Explain **why**. Note: A scene is a “specific unit of action”; every scene has a place and time, and if either time or place change, then there is a



new scene. Scenes are the fragments that make up the whole.<sup>4</sup> Avoid discussing surface errors such as wrong uniforms, minute details, etc.

## WTL 2

Adolf Eichmann has evoked considerable interest in Hollywood. In the **2007 film, *Eichmann***, which we will watch, he is the antagonist. Eichmann is a major character in *Conspiracy* (2001) played by Stanley Tucci. Eichmann's capture is explored in several films: *Operation Finale* (2018), played by Ben Kingsley; *The Man who Captured Eichmann* (1996); *Der Staat gegen Fritz Bauer* (2015); *Die Akte General* (German television, 2016); In some of these films, Eichmann is only mentioned, never seen. In addition, the *Eichmann Show* (2015) gives us a behind-the-scenes look into debates about televising the trial. In your WTL, respond to these four questions and support your claims with evidence.

1. Adolf Eichmann epitomizes the evil Nazi. How well did the director, Robert Young, and the actor, Thomas Kretschmann, do in avoiding caricature?
2. What can audiences learn from watching Eichmann portrayed on the screen compared to reading about him through Avner Less' account?
3. Syd Field advises historical screenplay writers that they do not need to be "accurate about the people involved, only to the historical event and the result of that event." What alterations and compressions occurred in this film? Did these undermine the authenticity of the film?
4. The filmmakers engaged in inventions. Do these inventions lead you to recommend *Eichmann* as a historical film? (Avoid making a recommendation based on oversimplifying or overgeneralizing from a single scene but be sure to support with specific examples.)

## WTL 3

*Operation Valkyrie* was a plan to assassinate Hitler, overthrow the Nazi regime, and install a conservative German government in his place. The plans were developed by a group of conspirators, some of whom had been plotting for several years. They came from the private sector and military. Out of all the resistance efforts, this group of conspirators had the potential for success because many were well-placed and had worked in government. Claus von Stauffenberg joined this group of resisters in 1943; he would plant the bomb to kill Hitler and trigger the overthrow of the Nazi regime. In the first decade after Germany's defeat, three German directors made films about this July 1944 assassination attempt. They were *Canaris* (dir. Alfred Weidenmann, 1954, BDR); *Es geschah am 20. Juli* (*Jackboot Mutiny*, dir. George Pabst, 1955); *Der 20. Juli* (*Plot to Assassinate Hitler*, dir. Falk Harnack, 1955). None of these met with box office success, perhaps for several reasons, but most important many Germans did not see the conspirators as heroes. Critics either concluded that the attempt had risked undermining the war effort; conspirators had "soiled their own nest;" or they had engaged in an illegal act to overthrow a legitimate government. The assassination plot would largely go unnoticed by filmmakers until the release of the televised German production in 2004, *Stauffenberg* (in US market called *Operation Valkyrie*), and the theatrical release of *Valkyrie* in 2008 which garnered considerable publicity with its all-star cast including Tom Cruise playing von Stauffenberg.

Screen *Operation Valkyrie*, a 2004 made for television German production and *Valkyrie*, a Hollywood production theatrical release in 2008, and respond to the following questions:

<sup>4</sup> Syd Field, *Screenplay: The Foundations of Screenwriting*, 3<sup>rd</sup> ed. (New York: Dell, 1994), 132-134.

1. What are the major lessons (a.k.a. messages) that audiences would learn from *Operation Valkyrie* (2004)?
2. What are the major lessons (a.k.a. messages) that audiences would learn from *Valkyrie* (2008)?
3. Discuss at least two strengths and two weaknesses of the 2004 and 2008 productions. Was the 2008 redundant or a welcome addition to film history?
4. Which production, if either, would you recommend to a historian wanting to show their students a film about resistance and the July 1944 plot? Explain why.

**WTL Holistic Rubric**

(updated 12 August 2022)

9 points	<ul style="list-style-type: none"> <li><input type="checkbox"/> Corroborates each claim with two examples</li> <li><input type="checkbox"/> Does not ignore examples that might undermine your claims (if applicable given question or sources)</li> <li><input type="checkbox"/> Responds to all questions evenly and thoughtfully</li> <li><input type="checkbox"/> Supports with examples from relevant written text or film</li> <li><input type="checkbox"/> Reader, even one without insider perspective, has no difficulty comprehending the substance of ideas, little to no need to clarify</li> <li><input type="checkbox"/> Student responses are insightful, creatively thinking about the essential questions shaping the assignment and course goals</li> <li><input type="checkbox"/> Student correctly specialized language/vocabulary expressed in course readings and lectures for Hollywood and History</li> <li><input type="checkbox"/> Names historical figures, characters and actors as they respond to WTL</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Cites page numbers when paraphrasing, summarizing, or quoting</li> <li><input type="checkbox"/> Cites film frames</li> <li><input type="checkbox"/> Places verbatim language from film or text in quotation marks</li> <li><input type="checkbox"/> Paraphrases authentically</li> </ul>
8 points	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reader might ask for clarification but not be confused <i>per se</i></li> <li><input type="checkbox"/> Supports claims from relevant written text and/or film, but an insider could think of better examples</li> <li><input type="checkbox"/> Corroborates claims with two examples but may not fully explain what the examples prove</li> <li><input type="checkbox"/> Response to all questions but perhaps a bit uneven (an insider could suggest ways to elaborate and make claims more plausible)</li> <li><input type="checkbox"/> Names historical figures, characters and actors as they respond to WTL</li> </ul>	
7 points	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reader might be confused and definitely ask for clarification, though an insider could tease out the meaning</li> <li><input type="checkbox"/> Responds but not even or thoughtful</li> <li><input type="checkbox"/> Supports with examples from relevant text and/or film but not explained convincingly or clearly</li> <li><input type="checkbox"/> Corroboration is weak or unconvincing</li> <li><input type="checkbox"/> Still not misrepresenting/misinterpreting relevant film or text</li> <li><input type="checkbox"/> Student's language suggest they are struggling with understanding the historical context of the film or written text</li> <li><input type="checkbox"/> Student's language suggests they are struggling with specialized vocabulary expressed in course readings or lectures</li> </ul>	

	<input type="checkbox"/> Fails to name historical figures, characters and actors as they respond to WTL but an insider can make sense of it	
6.9 points or lower	<input type="checkbox"/> Does not answer each question <input type="checkbox"/> Does not corroborate claims with examples <input type="checkbox"/> Does not explain examples used to support claims <input type="checkbox"/> Empty claims <input type="checkbox"/> Response uninformed by relevant text or film <input type="checkbox"/> Misrepresenting/misinterpreting relevant text or film <input type="checkbox"/> Incoherent	<b>Fails to</b> <input type="checkbox"/> Cite page numbers when paraphrasing, summarizing, or quoting <input type="checkbox"/> Cite film frames <input type="checkbox"/> Place verbatim language from film or text in quotation marks <input type="checkbox"/> Paraphrase authentically

## Two Film History Essays

(25 points each; total of 50 points)

### General Guidelines

#### Purpose

Films and documentaries are the most frequent contact that you (and the public) have with history. Filmmakers, therefore, have a tremendous influence on public understanding of historical events and individuals, they have the power to shape collective, public memories about the past. This puts them at odds with some professional historians, who fear that filmmakers mislead or even lie to their audiences. Screenwriters and directors must invent characters, dialogues, events, compress timelines, alter or eliminate events and historical figures to tell a story that entertains and communicates visually. Many historians fear that the general public will think that they have learned all there is to know by watching a film or documentary without realizing the potential misrepresentations and oversimplifications. Robert Rosenstone suggests that a resolution to the competing ethos: evaluate films based upon their ability to be authentic and engage with the discourse of history.

#### Task

Each essay asks you to explore the issues raised in this course, the competing ethos of Hollywood and Historians, through an analysis of two separate films, *Downfall* (Essay 1) and *Sophie Scholl* (Essay 2). Here is the essential question to answer:

We know that historical films will always possess inaccuracies, but can they (or should they) achieve historical authenticity and engage with the “discourse of history” for a public audience in a way that satisfies professional historians?

To contemplate this question, I suggest that you engage in **pre-writing** by thinking about the following topics (this is not to suggest that these are paragraphs):

- ✦ Be able to explain why historians and filmmakers can be at odds by drawing upon lecture content and readings.
- ✦ Consider whether you believe that screenwriters and filmmakers even have an obligation to their audiences to represent historical events authentically.
- ✦ Consider whether historians should have any expectations that Hollywood be authentic and not misrepresent.
- ✦ Drawing upon your analysis of the film, textual sources that inspired the film, and relevant lecture content, discuss ways in which the film achieved authenticity.

- ✘ Contemplate whether there were areas in which the film failed to achieve authenticity or could be improved given what you have learned from the textual sources, lecture content, and the film.

### Criteria

- A history essay is made up of three parts:
  1. Introductory paragraph that elaborates upon the problem or issues located in the question, then ends with a thesis that answers the question posed.
  2. Body paragraphs that advance the claim(s) in the thesis. To be persuasive each body paragraph leads with a topic sentence that is related to the thesis, then supports claims through a discussion of two corroborating examples, and in this case making reference to the film, text, lecture. In some cases, the writer might also acknowledge examples that could undermine their claims.
  3. Concluding paragraph that restates the main ideas and makes reference to specific details.
- This may seem a bit prescriptive, yet the structure of a history essay helps guide readers who are using their working memory, which is limited in its capacity to process new information.
- Under Required Text above see my YouTube channel video series on Conventions in Historical Writing.
- A Holistic Rubric is provided below.

### Cite Sources

- Any idea not your own, and that is not common knowledge (stated by three or more people; routinely found in textbooks, encyclopedias, Wikipedia) should be cited so that your work can be retraced.
- Quotation marks must encase verbatim passages to signal the reader that these are not your words.
- You must authentically paraphrase; do not patch write by changing every third or fifth word or rearranging ideas.
- Cite even when you are paraphrasing or summarizing.
- Please see AI/Chatbot policy below in Academic Integrity.

### How should I cite?

- In citing textual sources, the photocopy packet offers the original page numbers and then page numbers that I added to the PDF as a header in the upper-right hand corner. Preferably cite the original page number.

#### **Sample Parenthetical Citation** from a text or lecture notes:

Robert Rosenstone shares his interpretation of RJ Raack and Ian Jarvie's evaluation of history on film to critique the expectation that film should include historians' debates. Rosenstone writes, "... we all know many excellent narrative histories and biographies that mute (or even moot) debates by ignoring them, relegating them to appendices, or burying them deep within the storyline." (Rosenstone, p. 29) or (Rosenstone, PDF p. 36)

- Cite film frames when discussing particular scenes or segments.

#### **Sample Parenthetical Citation** for referencing film scenes.

In *Downfall*, we see Bruno Ganz playing Adolf Hitler as physical frail and mentally unstable when he throws a fit in his war room. (*Downfall*, 1:20:33-1:22:45) [the number range marks the beginning and end of a scene; hour:minute:second-hour:minute:second]

- If you make use of DVD extras or videos about the making of a film, these should be cited as well.

### **Need help with writing? Here is my YouTube channel on a variety of relevant topics:**

**Keeping it Lively**[Writing a Thesis](#) (4:43)[Writing Lively Sentences](#) (5:08)**All About Paragraphs**[Writing Paragraphs: A Definition](#) (1:59)[Writing Paragraphs: Unity and Coherency](#) (1:49)[Writing Paragraphs: Segues](#) (1:26)[Writing Paragraphs: Proving Claims](#) (1:49)[Writing Paragraph: Concluding a Paragraph](#) (0:37)[Writing Paragraphs: Proofreading](#) (1:18)[Writing Paragraph: Diagnosing Problems](#) (3:23)**Citing and Quoting**[Citing Sources](#) (2:45) (please note that I am not requiring conventional footnotes, but allowing a parenthetical citation explained above)[Quotations: When and How](#) (4:31)[Quotations: Framing](#) (1:44)**History Writing Conventions**[Epistemology and Writing Conventions](#) (1:27)[Writing Conventions: Avoid First Person](#) (1:56)[Writing Conventions: Personal Pronouns](#) (0:40)[Writing Conventions: Past Tense](#) (1:26)[Writing Conventions: Avoid Vernacular](#) (2:36)[Writing Conventions: Sweeping Generalizations](#) (0:49)[Writing Conventions: Avoid Global Statements](#) (1:15)**Details for Format and Submission:**

- Bring a hard copy to class with your name written on the back of the page so that I may **grade blindly**.
- Also, upload a copy to BRIGHTSPACE before class begins that day as a word document (ending in .doc or .docx). Mac/Apple users have access to Office 365 though the university.
- Please note that Turn-it-In Similarity Report is activated for each submission.
- Length: Double-spaced 4-6 pages in length
- Suggested Fonts: Verdana 10 point font or Calibri 11 point font.

**Stuff Happens Option:** Recognizing that stuff happens that could interfere with submitting written work on time, you are allowed to use the “stuff happens” excuse **once** for either of the history film essay. This provides you with an additional 72 hours beyond the deadline to complete your assignment. To use your “stuff happens option,” you need to email me so that I can keep records.

**Holistic Essay Rubric for Hollywood and History**

Provides sufficient factual information about the film (i.e. title of film, director, screenwriter, year released, potentially major actors, 1-2 sentence synopsis)

Yes or No

Provides sufficient factual information on the textual sources assigned to the film

Yes or No

**Lacking originality/ownership:** discussion of scenes or text exactly replicate and only limited to what we discussed in class

Yes or No

**Introductory paragraph** defines the problem and ends with a thesis statement

<input type="checkbox"/> audience (does not assume audience knows the assignment or sources; establishes context and makes the content relevant)	<input type="checkbox"/> struggling to address audience (assumes audience is professor/grader who knows the assignment, sources, factual content; writer struggling to provide context or make essay relevant to question posed)
<input type="checkbox"/> well-defined thesis (sophisticated, recognizes complexity of the problem) <input type="checkbox"/> thesis present and addresses the question/assignment	<input type="checkbox"/> absent thesis <input type="checkbox"/> thesis present but does not fully or clearly address the question/assignment
<input type="checkbox"/> effective ¶ topic sentences advancing a thesis consistently	<input type="checkbox"/> ¶ topic sentences only describe or not advancing a thesis consistently
<b>Body paragraphs</b> support the claims located in the thesis	
<input type="checkbox"/> Each body paragraph corroborates with at least two examples that are relevant, persuasive, coherent	<input type="checkbox"/> some content in paragraphs not clearly or wholly contributing to thesis (suggests the author is struggling with comprehension; inability to prioritize what is essential)
<input type="checkbox"/> Written with sufficient detail so an outsider can understand	<input type="checkbox"/> Lacking in relevant detail leading to questions for an outsider; an insider might be able to tease out the meaning
<input type="checkbox"/> Uses quotations as evidence to persuade and gain the confidence of readers	<input type="checkbox"/> Quotations as evidence are unconvincing, under-utilized, or non-existent
<input type="checkbox"/> Effectively frames quotations (gives attribution to the author; provides context for the quotation; explains how the quotation is evidence for the argument)	<input type="checkbox"/> ineffectively frames quotations (fails to give attribution to the author; fails to contextualize the quotation; fails to explain what the quotation proves)
<input type="checkbox"/> Avoids misrepresenting movie	<input type="checkbox"/> Misrepresentations of the movie undermines claims
<input type="checkbox"/> Avoids misrepresenting or misinterpreting texts that inspired the movie	<input type="checkbox"/> Misrepresentations or misinterpretations of the text that inspire the movie undermines claims
<input type="checkbox"/> When appropriate accurately conveys and applies lecture content to establish context, create relevancy	<input type="checkbox"/> Misrepresents or misinterprets lecture content
<b>Concluding Paragraph</b>	
<input type="checkbox"/> effective conclusion (reminds the reader of the major points of the argument making reference to selected details and the kind of evidence utilized)	<input type="checkbox"/> rework conclusion (does not restate the main points of the argument; does not make reference to select details essential to paragraphs; introduces new evidence or ideas; absent)
<b>Appreciates the complexity of the issues raised</b> (no film can be historically accurate given the nature of the medium, but the filmmakers might achieve authenticity; not all historians, indeed most historians, reduce their critique of film to picking apart historical inaccuracies)	
<b>Composition Standard Written English</b>	A to B+: Always effective or errors could be chalked up to typos, not a pattern
	B and C level work: Causes the reader isolated struggles or moments of confusion; errors suggest a pattern that writer needs to address
	D and F level work: Interferes with clarity and becomes a chore to read
<b>Room to improve:</b> <input type="checkbox"/> unnecessary use of first person <input type="checkbox"/> fix verb tense <input type="checkbox"/> reduce wordiness <input type="checkbox"/> improve word choice (repetitious, inaccurate, uninformed by the content) <input type="checkbox"/> fix word usage (wo, wordy, clarify) <input type="checkbox"/> pronouns with clear antecedents <input type="checkbox"/> fix punct. (commas; semicolon; colon; poss. case) <input type="checkbox"/> follow rules of capitalization <input type="checkbox"/> fix spelling errors <input type="checkbox"/> fix sentence segues <input type="checkbox"/> fix paragraph topic sentences <input type="checkbox"/> fix paragraph transitions <input type="checkbox"/> fix paragraph breaking <input type="checkbox"/> fix organization within paragraphs <input type="checkbox"/> improve framing of quotations <input type="checkbox"/> italicize book & film titles <input type="checkbox"/> use first and last name on first reference to authors, directors, actors, etc. <input type="checkbox"/> refers to authors or filmmakers by their last names <b>to maintain professional tone</b>	

<b>Academic Integrity</b>	Yes    NA    No ____    ____    ____ ____    ____    ____ ____    ____    ____ ____    ____    ____	summarizes and paraphrases authentically verbatim passages from text or film dialogue are put in quotation marks parenthetically cites page numbers when summarizing, paraphrasing or quoting dialogue or written text parenthetically cites film frames when summarizing, describing, quoting dialogue	
<b>Professional Appearance</b>	Clean copy quality suggests student took time to proofread and edit	Take more time to proofread; lacks professional appearance	Did you proofread? Or "one and done"!
<b>Reader experience</b>	Pleasant reader experience: Flow between sentences and paragraphs, paragraph topic sentences and transitions stay focused on reviewing the film, logical paragraph breaks, coherent, articulate, creative, not verbose	Reader might struggle a bit with an occasional jump in logic between sentences or paragraphs, get confused because an isolated word or passage lacks clarity, word order or passive voice makes sentences difficult to follow, yet reader will be able to decide if s/he wants to watch the movie	Difficult to follow goals never clarified in thesis or paragraph topic sentences; reports or describes but does not review; poorly organized, lacks flow, weak vocabulary, punctuation errors that interfere with meaning, cumbersome word order or passive voice makes it a chore to read

### Final Exam (approximately 40 points)

#### Part I: Objective/Short Answer (approximately 10 points)

- Readings and lecture content
- Short answer, multiple choice, matching, fill-in-the-blank

#### Part II (15 points):

Respond to the following scenario be sure to support claims with explanations and evidence or examples that are persuasive. The stranger is not interested in your personal feelings or reactions.

**Scenario:** You work for a call center that sells historical films and provides guidance on what films to purchase. While chatting with the caller, they learn that you have seen many films about Nazi Germany and ask your advice: which films would you recommend they purchase because they don't want to risk a streaming service will drop the film, rent or stream, or don't bother with **and why**? You offer the following advice given the films that you have watched (you should discuss nine films). (If it helps you to give a "backstory" to the caller, that would impact your recommendations, feel free to do so. Recommendations that are limited to a description of the film topic will result in a low score. I am looking for evidence that the course content has influenced your ability to discuss the films.)

- |   |   |
|---|---|
| <input type="checkbox"/> <i>Downfall</i><br><input type="checkbox"/> <i>Eichmann (2007)</i><br><input type="checkbox"/> <i>Alone in Berlin</i><br><input type="checkbox"/> <i>Sophie Scholl</i> | <input type="checkbox"/> <i>Operation Valkyrie (2004)</i><br><input type="checkbox"/> <i>Valkyrie (2008)</i><br><input type="checkbox"/> <i>Labyrinth of Lies</i><br><input type="checkbox"/> <i>Hitler: The Last Days or The Bunker</i><br>(depending upon what you watched) |
|---|---|

#### Part III (15 points):

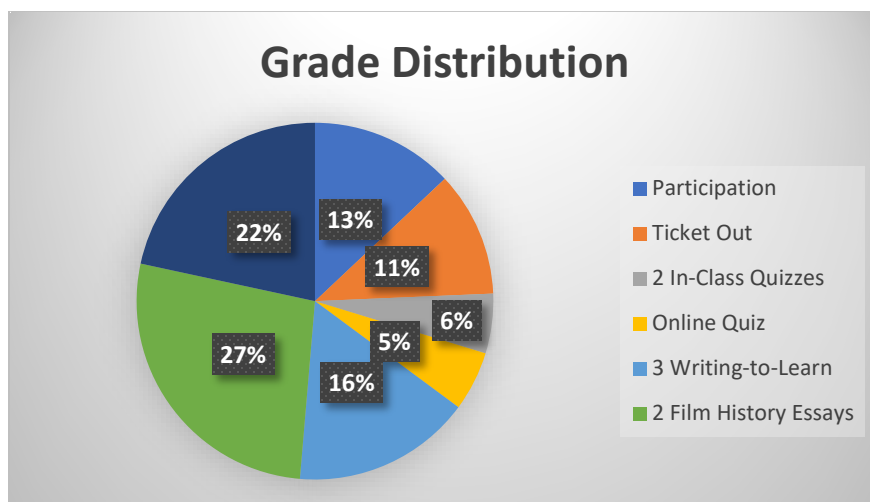
Compose an essay that includes an introduction with thesis; body paragraphs making claims that support the thesis and corroborated with examples, evidence; concluding paragraph. You should be drawing upon readings, lectures, and discussion to respond.

What have you learned about how historians “do history” and how filmmakers translate history into film? How will these lessons shape your approach to historical films in the future?

## Grading Scale

Grades are earned and not based on “effort”; the letter grade communicates a level of competency: excellent (A range); above average (B range); average (C range); below average (D range); and unacceptable (F range). Total points are determined at the end of the semester (the points will approximately be 185 points). A letter grade will be based on the percentage of total points earned.

A Range	B Range	C Range	D Range	F Range
A 94-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%	F 0-59%
A- 90-93%	B 84-86%	C 74-76%	D 60-66%	
	B- 80-83%	C- 70-73%		



## Technology Requirements & Policies

- The most reliable internet browsers are Google Chrome and Mozilla Firefox. If you struggle accessing material through one browser, try a different one.
- Be sure you routinely update internet browsers and other apps.
- High-speed internet (no dial up). Be aware that wireless connections can be slower.
- You know how and are able to access all course materials from BRIGHTSPACE.
- **Use Microsoft Word** to upload all written work to BRIGHTSPACE or to me (i.e. file extension is a .doc or .docx).
- Every student has access to **Office 365** through the University – Even Mac users!





### Device Policy and Digital Reading

- **Put your cell phone** in silent mode upon beginning class and squirrel it away somewhere so you won't be tempted to check your phone. Leaving class to answer your phone or text a message is an inappropriate use of class time. The only reason to step out of class to answer the phone is if you are a medical person or volunteer fire-fighter on-call.
- If you bring a laptop, please have a G-rated screen saver.
- Research shows that using a device in class not only distracts you, but also the people around you. If you must have a laptop or tablet to facilitate your learning in this course, close all apps and alerts, so you and others will not be distracted. Distractions are not conducive to learning. Even when our phones buzz in silent mode, some individuals are distracted.
- Accessing reading material through BRIGHTSPACE is an appropriate use of a device, however, research shows that most students read more effectively when they read from hard copy. Why? When we read digital sources, we often follow a pattern to create shortcuts to the information. The reading that you will complete for this course "is ultimately an encounter between [you] and another mind [the author of the text or document]" and making shortcuts undermines your engagement.
- If you read digitally, you need to develop a note-making system that deepens your learning.
- There will be times when I will simply tell you to close your laptop unless you have an accommodation.

**Consequences?** You may be asked to leave the class if you are found to be violating the above policies. You will be asked not to bring your laptop to class or to leave if you are making inappropriate use of your laptop or mobile device.

**You are expected to be familiar with the following university policies:**

#### Academic Integrity

Academic dishonesty includes cheating, plagiarism, fabrication, misrepresenting circumstances, impersonation, obtaining an unfair advantage, aiding and abetting of academic dishonesty, falsification of records and official documents, and unauthorized access to computerized academic or administrative records or systems. For detailed definitions of these examples of academic dishonesty, consult Bloomsburg University's: <https://www.bloomu.edu/prp-3512-academic-integrity-policy>

#### Artificial Intelligence, Chatbots and Academic Integrity

- My policy on the use of AI is still evolving. Much like I cannot prevent a student from Googling to look for "inspiration" in their writing, students can also use Chat GPT, Google Bard, etc. If students are resorting to these web-based tools because they have not been engaged in the course readings and discussion, missing class meetings and lecture, or are desperately completing work in haste, then drawing upon AI is a violation of academic integrity. You are not engaged in the learning process, but simply trying to complete an assignment to earn points.
- Be aware that the material generated by AI may be inaccurate, incomplete, and otherwise problematic (e.g. not addressing the assignment with the materials assigned).
- Most written work for the course lacks absolute right or wrong answers, and chatbots and googling do not handle ambiguity well.
- A gray area in the use of AI: have you been trying to make sense of the content, and you are struggling? Do you have a learning disability and AI helps you organize

your thoughts? In these cases, it makes more sense to consult the professor for additional support or visit WALES and seek help on writing, than using AI or Googling. But if you resort to AI or Googling, you must submit the chatbot text as a separate file with the assignment in Brightspace.

- The goal of the course is to get you to think, not to earn a passing grade *per se*, and having played with Chat GPT and Google Bard, the results of questions posed in the chats are inferior to the assigned materials. The chat is predictable, common, and not making effective, persuasive use of the assigned readings and lectures. Indeed, the vocabulary is atypical for most undergraduates.
- Every assignment submission requires that you upload to a Brightspace folder and bring a hard copy to class. If you do not upload your assignments to Brightspace, that generates a Turn-it-in similarity report, you will not be given a grade or have your work returned. If I have a suspicious similarity report from Turn-it-in or other chatbot detectors, we will have conversation.

### Student Code of Conduct

<https://www.bloomu.edu/documents/student-code-conduct>

### Student Disruptive Behavior Policy

<https://www.bloomu.edu/prp-3881-student-disruptive-behavior-policy>

### University Attendance Policy

<https://www.bloomu.edu/prp-3506-class-attendance-policy>

### Dr. Stallbaumer's Attendance and Assignment Deadlines' Policies

- ✂ Regular in-person classroom attendance is expected.
- ✂ An absence is excused if you have a varsity sports event, religious holy days, military and military reserve activity, illness.
- ✂ An absence is excused if you suspect that you may have COVID, or if you suspect having been exposed to COVID and must quarantine.
- ✂ I will not be asking for documentation for excused absences. It creates a burden for students to get the documentation, and because I hope that every student will behave honorably. **Falsely representing** your absence is a violation of academic integrity.
- ✂ There is no makeup for unexcused absences; examples include but not limited to court dates, sleeping in, studying for other classes, leaving campus early or arriving late because of ridesharing, family vacations, and seeking to remote in because you do not feel like walking to class. In short, activities within your control that prompt you to choose to skip class.
- ✂ It is the **student's responsibility** to contact the professor to make up work promptly. **Do not wait until the next class meeting.**
- ✂ **Deadlines for written work.** You are required to turn in your assignments on time, unless you have an excused absence as defined in the policies above. Late work will only be accepted within 24 hours of the deadline. **You will only receive half credit of the grade that you would have earned for any late work.**
- ✂ You should always keep an electronic "mail trail" that indicates you have submitted your assignments to the BRIGHTSPACE Coursework → Assignment Submission Folder.
- ✂ You should always have backup copies of your files so you do not lose your work.

**Stuff Happens Option:** Recognizing that stuff happens that could interfere with submitting written work on time, you are allowed to use the "stuff happens" excuse **once** for either of the history film essay and once for a WTL. This provides you with an additional 72 hours beyond the deadline to complete your assignment. It cannot be used towards the

online quiz nor for the final. To use your “stuff happens option,” you need to email me so that I can keep records.

[Food Assistance](#), [Counseling and Human Development](#), [Husky Success](#), which allows you to request help, are just three of the major ways the university can help students who struggle, pandemic or no pandemic.



### **Need Help with Study Skills and Writing?**

#### **BU's Writing and Literacy Engagement Studio (WALES) Support for Writing and Reading**

The Writing and Literacy Engagement Studio (WALES), supports students' growth as writers and readers. We enjoy easing the writing process for all students from any background working in any major. We also enjoy helping students develop strategies for reading and making sense of research and course material. Students set the agenda for each appointment—whether they're concerned about their reading material, about getting started on a writing project, about improving clarity, grammar, organization, or citations, or about any other aspect of reading, writing, or the English language. Our diverse group of WALES Consultants represent a variety of majors and share the common goal of working with students to develop skills and strategies that help them grow as readers and writers.

WALES will be open in BAKELESS 206 and also available online via ZOOM.

To make a WALES appointment, either come to BCH 206 or use your Huskies email to contact [wales@bloomu.edu](mailto:wales@bloomu.edu). You might also be able to just drop in to BCH 206 and work with the first available consultant, often immediately.

Please see the WALES website <https://www.bloomu.edu/offices-directory/writing-and-literacy-engagement-studio-wales> for more information.

#### **Hours**

- WALES Consultants can work in person or via Zoom during most of our hours, but night and weekend hours are available only via Zoom.
- Saturdays and Sundays (Zoom only) 7:00 pm to 11:00 pm
- Mondays - Thursdays (in person or via Zoom) 10:00 am to 9:00 pm
- (Zoom only) from 9:00 pm to 11:00 pm
- Fridays (In person or via Zoom) 10:00 am to 3:30 pm

#### **University Learning Center (formerly Tutorial Services):**

If you feel you need extra help to improve your academic performance in this or any of your courses, please consider reaching out to the University Learning Center. The Learning Center offers peer tutoring, supplemental learning, and academic coaching at no charge to Bloomsburg University students. The ULC office is located in Warren Student Services Center, Room 119.

#### **University Disability Services**

- Any students eligible for classroom accommodations are invited to meet with me to discuss their concerns and to present their disclosure forms from the University Disability Services.
- Our university provides reasonable accommodations to students who have documented disabilities. If you have a documented disability that requires academic accommodations and are not registered with the University Disability Services, please contact this office in the Warren Student Services Center as soon as possible to establish your eligibility.

