



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL
RELATIONS**

**HISTORY PROGRAMME
HIST 339 History on Film/Film on History
20 POINTS**

TRIMESTER 1 2015

Important dates

Trimester dates: 2 March to 1 July 2015

Teaching dates: 2 March to 5 June 2015

Easter/Mid-trimester break: 3–19 April 2015

Last assessment item due: 5 June 2015

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

Class times and locations

Lectures: Tuesdays, 13.10-14.00
Venue: HULT119 (Hunter Building, room 119)

Film Screenings: Fridays, 13.10-16.00
Venue: HULT220 (Hunter Building, room 220)

Tutorials: Thursdays, 9.00-10.50, MY617 (Murphy Building, room 617)
OR Fridays, 10.00-11.50, MY303 (Murphy Building, room 303)

Names and contact details

Course Coordinator: Dr Giacomo Lichtner
Room No: OK 425
Phone: 463 6756
Email: giacomo.lichtner@vuw.ac.nz
Office hours: Tuesdays and Thursdays, 11.00-12.00

Communication of additional information

This course uses Blackboard and presumes that all enrolled students have valid myvuw.ac.nz addresses. Please check that this account is active and you have organised email forwarding. Additional information and any changes to the timetable or lecture and seminar programme will be advised by email, announced in lectures, and posted on the course Blackboard site.

Prescription

This course explores the relationship between History and the Moving Image. Drawing from case studies from four different continents, the course will engage with the theory and practice of cinema's dual role as mirror and catalyst of social trends, as well as with the medium's ability to shape historical consciousness.

Course content

'History on Film/Film on History' is designed to investigate the many facets of the interaction between history and film. The study of Cinema as historical evidence has been a recognised branch to the historical discipline since the late 1970s, but controversy persists on the exact usefulness of film as a source. HIST 339 covers the main theoretical approaches that have been designed to harness cinema as a source in the study of history and the students will be faced with a variety of case studies from both fictional and documentary film and from numerous national cinemas. The course is divided in four sections which tackle all aspects of the 'Film and History' field:

1. Film as Historiophoty
2. Film as Primary Source
3. Film as Vector of Memory
4. Film as Historical Agent

In exploring these concepts through specific case studies, the course allows the student to engage critically with film as historical evidence: as commentary on the past; as commentary on the present; as a medium in the construction of national historical narratives; as a privileged tool of 20th Century political propaganda.

Course learning objectives (CLOs)

The primary objective of 'History on Film/Film on History' is to offer a thorough analysis of the theories surrounding the relationship between history and the moving image and provide students with the critical means to assess these theories. In order to achieve this, the course uses a diverse set of case studies, designed to give students a sense of the complexity of this relationship and, at the same time, to expose them to less familiar forms of cinema.

Students will be expected to become familiar with the key concepts of 'Film and History' and with some aspects of filmmaking (camera movement and angles, colour, editing etc.), in particular to develop the ability to assess how aesthetic and stylistic choices affect the political and historical interpretation offered by a given film. Students of HIST 339 will become familiar with the empirical study of film as a primary source. As they become familiar with these theoretical and practical issues, students will be expected to identify a topic of investigation and develop it into a research essay, using primary and secondary sources in a manner appropriate to 300-level History courses.

Students passing the course should be able to:

1. state the different ways in which History and film interact;

2. demonstrate the strengths and limitations of existing approaches;
3. apply the extent to which film has contributed to popular understanding of history in specific contexts;
4. analyse primary materials, including moving and still images;
5. judge conflicting arguments and make reasoned judgements about their relative merits; and
6. formulate a high level of competency in written and oral communication and historiographical analysis.

Teaching format

The delivery of this course consists of one one-hour lecture and one two-hour tutorial per week. In addition, students are required to watch a film each week either in the allocated class screening or privately. Students will be required to sign up to a tutorial during the first week of the semester. Tutorial preparation each week involves the analysis of a film and of written material as required.

Lectures: The lectures are a core foundation for learning, providing students with the factual background and intellectual scaffolding necessary to enable in-depth analysis of primary and secondary sources;

Tutorials: The tutorials reinforce the lecture experience by providing a space for in-depth analysis of primary sources and critical discussion of relevant literature. At 300-level, active participation in tutorials is to be considered an essential part of the student experience, and crucial to achieving the learning objectives;

Film screenings: in this course, film screenings provide a venue for students to access the specific case studies studied in the course; as primary sources to be investigated, all films screened are to be considered essential preparation for the week's tutorials.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. complete the four assessment items specified for HIST 339
2. attend at least 7 of 10 seminars.

Workload

In accordance with University Guidelines, this course has been constructed on the assumption that students will devote 200 hours to the course throughout the trimester, approximately 13 hours a week across the trimester. This includes:

1. weekly attendance at lectures, tutorials and film screenings (approx. 55 hours);
2. completion of all set weekly readings and research (approx. 40 hours);
3. writing for set assessment tasks (approx. 105 hours).

Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	In-class contribution (see below)	10%	1- 6	varies
2	Historiographical Essay (2000 words)	25%	2, 3, 4, 6	30 March
3	Research Essay (4000 words)	40%	1-6	25 May
4	In-class test (2 hours)	25%	1, 2, 3, 5, 6	5 June

The assessment procedure aims to establish that the students have gained a good overall understanding of the ways in which film and history interact, and that they have developed an in-depth knowledge of one specific aspect within the broader field. Students will be expected to

become familiar with relevant theories around film and history as well as master their application through case studies selected both by the lecturer and by the students themselves. To these ends, students of HIST 339 will be asked to set the scene with a historiographical essay on film and history, and then apply the theories studied to an extensive research essay. Moreover, a small percentage of the final mark will be determined by students' contribution to the tutorials, during which each student will be expected to engage with the main themes and take part in their discussion.

(a) In-class contribution worth 10% of the final grade.

This assignment assesses the student's overall contribution to the tutorials. Students are expected to offer a sustained contribution to their class by engaging weekly with the debates raised in readings, visual sources and discussion. On at least one occasion during the course, each student will be asked to assume responsibility for a given topic and offer a short presentation to the class. This part of the assessment package is designed to maximise learning and ensure that your oral communication skills are developed alongside your written ones. This is a space to give you the confidence to put forward your ideas and consider them in the light of your peers' responses.

In assessing your work, the marker will be looking for the following:

1. a strong grasp of the relevant sources; the ability to answer questions;
2. inquisitiveness and intellectual curiosity; an informed personal opinion and the ability to go beyond the week's readings;
3. fluent communication skills; the clear exposition of your argument;
4. respect for the opinions of others;
5. a sustained participation in in-class debates throughout the course.

**(b) Historiographical Essay (of between 1,500 and 2,000 words), worth 25%,
Deadline: Monday 30 March 2015, 12pm.**

The essay requires the student to master the range of arguments that have been offered by scholars trying to rationalise the relationship between history and film. The historiographical essay will offer an overview of existing theories and critically assess their respective strengths and weaknesses. This assignment enables students to organise intellectually ideas around the subject and thus provides them with the ideal theoretical framework from which to tackle the research essay.

In assessing your work, the marker will consider the extent to which:

1. you have been able to select and understand the most important sources;
2. you have assessed the literature critically;
3. you have weighed scholars' arguments in relation to each other;
4. you have expressed your argument clearly;
5. you have employed competently the referencing and footnoting standards of the discipline.

**(c) Research Essay, (of between 4000 and 5000 words), worth 40%:
Deadlines: Monday 20 April, 12pm (Proposal); Monday 25 May, 12pm (Final Essay)**

The research essay tests your ability to

1. identify a suitable topic;
2. develop the idea within a clear intellectual framework;
3. research the project through the appropriate use of secondary and primary sources;
4. complete the essay according to given time and length limits, using clear and confident prose, and appropriate referencing.

To this end you will first complete a **Research Proposal**, due no later than **Monday 20 April, 12pm**.

The research proposal is designed to assist the student in identifying and developing a suitable research project. Students will be provided with a template they can choose to adopt. The proposal is expected to provide: a working title for the essay; a brief explanation of the proposed topic; a set of clear and specific research questions; lists of primary and secondary sources. In completing the proposal, the student will be expected to:

1. apply critical thinking to the selection of a feasible topic;
2. display a good understanding of the range of sources that will be needed to complete the research project successfully;
3. demonstrate the ability to plan ahead and organise one's thoughts and workload.

The proposal is not assessed but it is a fundamental milestone, and therefore a requirement in the preparation for your research essay.

Research Essay is due on Monday 25 May, 12pm.

By completing the research essay, students will demonstrate their ability to design and complete an independent research project to a standard appropriate to 300-level study. Having selected and agreed with the course coordinator a viable and interesting research topic, students will carry out primary and secondary research to refine and answer their specific research questions. Although some supervision will be available, the research essay invests you with the responsibility to manage your own work and in particular your own time: you will need to devise an appropriate research and writing schedule. This assignment tests your ability to select, understand and organise relevant secondary literature, deal with complex historical issues and submit a finished piece of work that is accomplished both in form and content.

The essay will be judged according to the student's ability to:

1. engage critically with a broad range of relevant secondary sources and place the topic within its specific historiographical context;
2. identify, assess and utilise appropriately relevant primary sources;
3. build and sustain a coherent argument, developed consistently through the essay;
4. develop a coherent structure, backed by consistent and rational paragraphing;
5. present complex ideas clearly, through fluent, accurate and articulate prose;
6. employ comprehensive referencing: appropriate footnoting and an appropriate bibliography.

(d) In-class Test, worth 25% to be held during the last film screening slot (2 hours)

Deadline: Friday 5 June, 13.10-15.00; HULT220

The test is designed to assess the student's overall understanding of the course and to what extent the learning objectives have been achieved. Accordingly, students are most likely to succeed in this task if they have attended class consistently and contributed actively to the learning process.

The test is designed to showcase a different set of skills, such as:

1. a good grasp of Film and History, its theoretical and methodological challenges
2. a good understanding of the key issues in the relationship between Film and History
3. a good overall command of films and readings analysed in this course
4. the ability to think laterally and make links between different yet related topics
5. the ability to think critically, using your knowledge to devise a personal answer to a set question
6. the ability to think quickly and write a coherent and concise answer in a given time
7. the ability to draw examples from films and employ them as evidence in the exposition of your argument

To give you a chance to prove these skills, the test will be in essay form: you will be required to answer a broad thematic question and analyse a film sequence. Further guidance on how to prepare and what to expect will be given in tutorials and, especially, in the revision tutorial held on week 11.

Submission and return of work

All assignments are due before noon (12.00pm) on the due date.

Submission: All work submitted for assessment must be dropped off in HARD COPY at the History Office in the slots provided with an essay cover sheet. You must ADD the name of your tutor and the course code. We reserve the right to ask for an electronic copy of any assessable work for checking in Turnitin.com (see www.cad.vuw.ac.nz/wiki/index.php/Turnitin)

Graded essays will be returned to you in tutorials in the first instance, and then returned to the History Office, OK 405, where they can be collected between the hours of 1.00-2.00 pm, Monday to Friday. We will notify students via Blackboard when graded essays are available (generally between 2-3 weeks after the date submitted).

Extensions and penalties

Extensions

Extensions may only be granted in exceptional circumstances, but **all extensions require the student to provide documentation**. If granted an extension, students must agree to a new due date. Contact your course coordinator/tutor as soon as a problem emerges. Extension forms are available from the History Programme office.

Penalties

History Programme policy stipulates that late submission of essays is penalised. Students lose 5% for the first day late and 2% thereafter for a maximum of 10 working days. After 10 days, work can be accepted for mandatory course requirements but will not be marked.

Set texts

There is no prescribed textbook for HIST 339: 'History on Film/Film on History'. An electronic Book of readings will be compiled to aid the students' preparation for tutorials. These readings will be available each week through the Library's HIST 339 Course Reserve and through Blackboard.

In addition to the prescribed weekly readings, all students will benefit from becoming familiar with key theoretical works, in particular by Robert Rosenstone, Marnie Hughes-Warrington, Pierre Sorlin, André Bazin and others. A thematic bibliography for the course will be available on Blackboard and distributed during Week 1 as an appendix to this course guide.

Recommended reading

Robert Rosenstone, *Revisioning History* (Princeton: 1995)

Robert Rosenstone, *History on Film/Film on History* (London: 2006 and 2012)

Marnie Hughes-Warrington, *History Goes to the Movies* (Abingdon: 2007)

Pierre Sorlin, *The Film in History: Restaging the Past* (Oxford: 1980)

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in the box below:

Class Rep name and contact details:

Student feedback

This course has run in 2012 and 2013, benefiting from student feedback both thoughtful and thought-provoking. Enhancements made to this course, based on the feedback of previous students, will be covered during the course.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz