COURSE DESCRIPTION
This course will offer critical perspectives and methods to film and media history and research. Areas of exploration will include how popular history and academic historiography interact, the way certain subjects and facts are emphasized over others, the different forms used to represent historical knowledge, and questions of history and memory. In addition to the assumptions, methods, and purposes of film/media histories, the course will also ask crucial questions regarding the nature of enquiry and the status of data and evidence. Students will learn how to address a specific research question through a variety of methodologies in a cogent and comprehensive manner. Students will also develop competency in writing a research proposal and using research tools such as online databases.

FACULTY
Michael DeAngelis is Director and Associate Professor of Media and Cinema Studies in the College of Communication. He received his Ph.D. in Radio-Television-Film from the University of Texas at Austin. He is the author of Gay Fandom and Crossover Stardom: James Dean, Mel Gibson, and Keanu Reeves (Duke University Press, 2001), and the editor of Reading the Bromance: Homosocial Relationships in Film and Television (Wayne State University Press, 2014). He has also published several journal articles and book chapters on American and international film history, authorship, stardom, melodrama, reception, distribution/exhibition, and studies of gender and sexuality. His current project is a booklength study of therapeutic discourse in the cinema of the sexual revolution.

COURSE OBJECTIVES
- To familiarize you with a variety of theories, methodologies, and perspectives on conducting historical research on mass media.
- To develop your ability to determine the applicability of individual theories, methodologies and perspectives to individual historical research projects.

REQUIRED TEXTS
There are no required textbooks for the course. All required readings will be available through the course’s D2L site.

COURSE ASSIGNMENTS AND ACTIVITIES
The primary written assignment is a research proposal of quality and cogency, of approximately 25-30 pages. The proposal will include the following:
1. An **introductory discussion of the topic**, including an overview of the project, a definition of terms, and the question/hypothesis that you are proposing to research, and a discussion of how the research will advance knowledge in a particular field of inquiry.

2. A **review of published literature** pertaining to the themes and issues associated with the research question/hypothesis. This section of the proposal should explain how these themes and issues have been addressed, providing the reader with a context for understanding the decisions that you are making in deciding upon your own method(s) of addressing them.

3. A proposed **research methodology** describing and justifying the steps that you would take to investigate the research question/hypothesis further, according to the guidelines of formal inquiry.

4. A **discussion of your preliminary findings** and of what you anticipate that your study will contribute to the existing body of knowledge on your subject/topic.

5. A **works cited** listing that cites all sources used in the proposal (15 sources minimum).

6. An **annotated bibliography**, summarizing and evaluating the sources that you use in your proposal.

There will be **three (3) in-class writing assignments** designed to evaluate your understanding of ideas and concepts in the readings on theory and methodology.

**SUBMITTING COURSE ASSIGNMENTS**
You are required to submit all course assignments through the appropriate D2L dropbox. All assignments must be submitted as Word documents (not as PDF files).

**GRADING OF COURSE ASSIGNMENTS AND ACTIVITIES**

- Class Participation: 20%
- In-Class Writing Assignments (10% each): 30%
- Historical Research Project/Proposal:
  - Draft Research Question and Hypothesis: 5%
  - Draft Literature Review: 10%
  - Draft Analysis of Methodologies: 10%
  - Final Historical Project/Proposal: 25%

**Important Note:** You are required to complete all course assignments.

**WORKFLOW**
You will be writing a draft version of the proposal in stages, at a manageable pace, in stages across the course of the quarter. You will receive feedback on each stage of the proposal writing process, so that you can make appropriate revisions.
CELLPHONES
With the exception of scheduled breaks, the use of cellphones not permitted in class. Please turn off your cell phones prior to the start of class.

LAPTOPS
You may use your laptops for class-related purposes. No surfing or emailing, please!

PREPARATION & READING STRATEGIES
Please complete all readings by the dates listed in the syllabus, so that you will already have a context for understanding the course material before we discuss it in class. Take note of key ideas and concepts, and make a list of questions regarding aspects of the material that are unclear to you.

CLASS DISCUSSIONS & PARTICIPATION
When you engage with the course material, you will learn more effectively. To do this, I expect you to come to the lecture/discussion sections prepared to discuss the reading materials. Take note of ideas in the readings that are interesting (or confusing) to you, so we can discuss these as well. And never hesitate to ask questions—you’ll be helping yourself and your classmates by doing so.

CALCULATION OF THE PARTICIPATION GRADE
To participate in class you must first come to class, but you must also do more than this. Your participation grade is calculated on the basis of both the frequency with which you contribute to class discussion, and the quality of your contributions. Types of contribution include making a point or observation, raising a question, responding to a question raised by the instructor, or responding to a question raised by another student. A contribution is considered as the articulation of a thoughtful question or response; a simple “yes,” “no,” “I agree,” “or “I disagree” does not in itself qualify as a contribution:

Participation grades are calculated as follows:

A Consistent contributions, averaging at least one contribution per class session.
B Frequent contributions averaging one contribution for every two class sessions.
C Occasional contributions, averaging one contribution for every three class sessions.
D Infrequent contributions, averaging one contributions for every four to five class sessions.
E No contributions.

ATTENDANCE
We meet as a group only eight times during the quarter, so it is very important that you do your best to attend all of the class sessions. Attending class means arriving on time and staying until class is finished.

If you anticipate having to miss a session, please let me know.

Absences will result in the following actions:

2 absences final grade lowered by one letter grade (i.e., A- => B+)
3 absences final grade lowered by two letter grades (i.e., A- => B)
Students who miss more than three sessions will be ineligible to receive a passing grade in the course.

RESPECTFUL BEHAVIOR
Students are required to be attentive and respectful of others in class. The classroom is intended to be safe space for reflection, learning and growing. It is therefore essential that the observations and opinions of other are respected, whether or not you agree with them.

When the instructor or another student is addressing the class, everyone else in the room is expected to listen attentively and to refrain from engaging in conversations or any other activities that constitute distractions. Students who do not abide by this guideline will not be permitted to continue with the course.

In addition, please see the section above on use of Cellphones and Laptops.

COURSE EVALUATIONS
One of your responsibilities in this course is to complete an online teaching evaluation for this class. This course will be available for you to review during the 9th and 10th week of the quarter. Close to that time, you will receive a notification to this effect via email.

As you may already know, as instructors, we really appreciate learning what we are doing well in the classroom and where we can continue to improve. Your feedback really makes a difference.

DEPAUL UNIVERSITY ACADEMIC INTEGRITY POLICY
DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students’ own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit http://studentaffairs.depaul.edu/homehandbook.html for further details.

The DePaul Student Handbook defines plagiarism as follows: “Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else’s. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another’s work or ideas without proper
acknowledgement.” Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

POLICY ON INCOMPLETE (IN) GRADES
Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs.

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BIBLIOGRAPHY


