University Studies
Cluster Proposal Cover Sheet
2005-2006

Cluster: American Studies
Title of course: The Films and times of Charles Chaplin
Course Number: Eng 30511
Proposing Faculty: Jacqueline Arante
Cluster Coordinator: Ann Marie Fallon
                                  Tom Fisher (8994)

Cluster Course to New Cluster
X New Course to Cluster
         Removal

Other clusters this course is assigned to:

Popular Culture
University Studies
Cluster Course Addition
Adding a previously unapproved course to a cluster

(When addressing questions, please attach a separate sheet)

PROPOSING FACULTY (Name, signature, and department)

1. THE COURSE

   A. COURSE TITLE, NUMBER, AND CATALOG DESCRIPTION
   
   B. DEVELOPMENT
   Is the course based upon an existing course, or is it a new course under development?

   C. AVAILABILITY
   With what regularity has the course been—or will the course be—offered?

   D. PREREQUISITES
   List any course prerequisites beyond the cluster Sophomore Inquiry course.

2. COURSE OUTLINE.
   Provide a detailed outline of the proposed course, also including its preliminary reading list, and the
   name(s) of instructor(s) committed to teaching the course.

3. GENERAL EDUCATION GOALS.

   A. COURSE CONTENT & SUITABILITY FOR CLUSTER
   Discuss the course content in relationship to the thematic focus of the cluster.

   B. UNST GOALS
   Indicate what materials and assignments will address those University Studies goals appropriate to the course content and cluster theme (the goals are Inquiry and Critical
   Thinking, Communication, Diversity of Human Experience, and Ethical Issues & Social
   Responsibility).

   C. CLASSROOM ENVIRONMENT
   Discuss the teaching strategies employed in the course and how they articulate with the
   student-centered, active-learning strategies characteristic of University Studies courses.
Proposing faculty: Jacqueline Arante, English Dept.


   **Description:** The life of Charles Chaplin (1889-1977) signifies in many ways the birth of modern America. In this, his adopted country, and the home of his most creative years, Chaplin’s life and works reflect all of the expansionist dreams, the elation, despair, confusion, cynicism, and irony of a culture creating itself through immigration, war, depression, and political disharmony. Life in the United States allowed Chaplin the freedom to control the creation, production, marketing, and distribution of his films and of his stardom. Here he was able to become the richest man in the nation while he espoused socialist sentiments. Here he created the “little tramp”—an everyman character who reflected and parodied the best and the worst in his adoring American audience. Students in this course will study the majority of Chaplin’s films, read his memoirs and social commentary, read biographical material, and social/cultural/historical scholarship in American culture studies of the 20th century.

   **Development:** This is a new course under development.

   **Availability:** This course has been offered once, successfully. Ideally, it will be offered at least once a year.

   **Prerequisites:** No prerequisites. Students will review basic principles in writing about film.

2. Course Outline.

   Instructor: Jacqueline Arante.

   **Filmography:**
   1. 5 Keystone Films: “Making a Living,” “Kid Auto Races at Venice,” “Mabel’s Strange Predicament,” “A Film Johnny,” Tillie’s Punctured Romance.”

   **Readings:** Excerpts from:
University Studies.
Cluster Course Addition.
Eng 305U: The Films and Times of Charles Chaplin.

Reading, con’t:
Rabban, David M. *Free Speech in its Forgotten Years.* Cambridge:

3. General Education Goals.

A. Content and suitability for the cluster: This course approaches the Chaplin films as literary/cultural artifacts of their time, closely reflective of their era in American history.

B. UNST Goals: Students will develop critical inquiry skills as they synthesize information and interpretations from the Chaplin films, and from historical and cultural scholarship on the period. Students will each create a research question out of the materials; this question will be presented orally as a proposal and will be supported with a research plan and preliminary reading list. Chaplin films are a window on the diversity of American experience of his time: they interrogate the immigrant experience, the involvement in WW1, the development of organized labor, the experience of the Depression, U.S. entry into WWII, and the Cold War. They intersect the lives of workers, stars, power brokers, politicians, heroes, and political exiles. They theorize gender and class.

C. Students will be asked to screen approximately 35 films. They will work in groups of four to present an explication of the film as a cultural and cinematic project. All students will read the assigned materials, but student groups will be responsible to lead discussion each day, offering interpretive questions and synthetic insights. Each final research question project will be presented orally to the class.
PROPOSING FACULTY: Jacqueline Arante

COURSE TITLE AND NUMBER: ENG 305u - The Films and Times of Charlie Chaplin

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OBTAIN CHAIR AND CLUSTER COORDINATOR SIGNATURES BEFORE SUBMITTING TO UNIVERSITY STUDIES OFFICE

DEPARTMENT CHAIR(S): [Signature] DATE: 07/11/06

[Signature] DATE: 

CLUSTER COORDINATOR: [Signature] DATE: 08/24/06

All changes to Clusters must be approved by PSU's Senate Curriculum Committee.

THE ORIGINAL + 12 COPIES OF THE PROPOSAL MUST BE RECEIVED AT UNIVERSITY STUDIES (CH 163) BY NOVEMBER 8, 2006

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COURSE APPROVED FOR CLUSTER INCLUSION

CHAIR, CLUSTER COORDINATORS: [Signature] DATE: 11/28/06

CHAIR, UNST COMMITTEE: [Signature] DATE: 01/09/07