

WORLD CULTURES/ GLOBAL SCREENS

CLC 2700F/ SP 2700F / FILM 2191F



Instructor: Constanza Burucúa

Office: UC 4309

Office hours: Monday 11:30 to 12:30

Wednesday 11:30 to 12:30



Description of the course

By looking at a body of films from Latin America, Africa, the Middle East and Asia, this course aims to expose students to a wide range of questions and debates around culture and identity, relating these matters to circulating discourses about the Global. While the idea of the journey provides a structuring thread to the course, the consecutive units focus on different critical approaches, alternatively addressing questions concerning the representation of racial, ethnic and cultural identities, matters of gender and female authorship, and issues of genre and stardom.



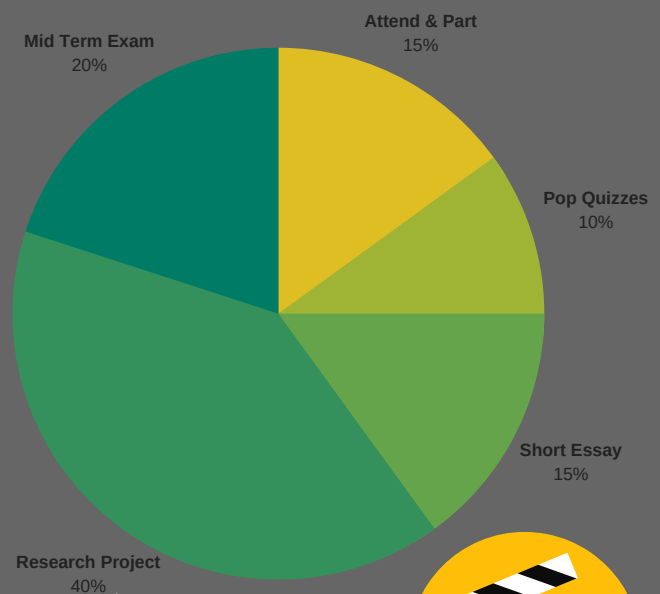
Learning Outcomes



Upon the effective completion of this course, it is expected that students will have obtained and developed:

- Familiarity with the notions of globalization, global art cinema and transnational cinema, in their multidimensional nature – socio-historical, ideological and aesthetic.
- An informed understanding of said concepts in relation to considerations on culture, identity and representation.
- The ability to incorporate and integrate the previously mentioned ideas, and the associated debates, to the analysis and the critical reading of film and, more broadly, other forms of audiovisual content.

Course assessment



- Handout 10%
- Oral presentation 15%
- Essay/ video essay 15%



Class Management

- All films are required viewing and will be tested.
- Attendance will be taken at every session. More than 3 unjustified absences will seriously affect grade in this section.
- All the essays and written assignments have to be submitted through OWL and in print.
- Late assignments will be penalized

Important Dates

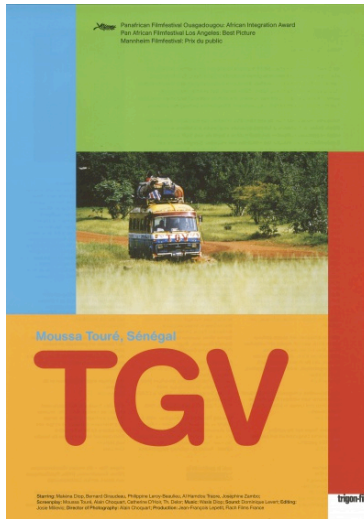
- October 15- 9:30----- Short Written essay
- November 12, 9:30-11:30----- Mid Term Exam
- November 19, 9:30 ----- Handout
- December 3, 9:30 ----- Essay/Video essay
- December 3& 5 ----- Oral Presentations



DEPARTMENT OF MODERN LANGUAGES AND LITERATURES
WORLD CULTURES / GLOBAL SCREENS
CLC 2700F/ SP 2700F/ Film 2191F
Fall 2018



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Fireworks (French Movie Poster)

INSTRUCTOR Constanza Burucúa – cburucua@uwo.ca

OFFICE HOURS Monday 11.30 to 12.30 / Wednesday 11.30 to 12.30 or by request

OFFICE UC 4309

TEACHING ASSISTANT Spencer Moyes – smoyes@uwo.ca

OFFICE HOURS Wednesday 11.30 to 12.30 or by request

OFFICE UC 4305

COURSE TIMETABLE

Monday 9.30 to 11.30 – UC 1401 (Screenings)

Wed. 9.30 to 11.30 – UC 1401 (Lecture + Tutorial)

DESCRIPTION OF THE COURSE – AIMS AND OBJECTIVES

By looking at a body of films from Latin America, Africa, the Middle East and Asia, this course aims to expose students to a wide range of questions and debates around culture and identity, relating these matters to circulating discourses about the Global. While the idea of the journey provides a structuring thread to the course, the consecutive units focus on different critical approaches, alternatively addressing questions concerning the representation of racial, ethnic and cultural identities, matters of gender and female authorship, and issues of genre and stardom.

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Upon the effective completion of this course, it is expected that students will have obtained and developed:

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REQUIRED READINGS

Bibliography for each unit / week: available online through the course OWL site.

REQUIRED VIEWINGS

All films in this syllabus are required viewing. Most of them will be screened in class. However, there are three additional films that students have to watch independently, on their own time. Their viewing will be tested, together with that of the other films studied up to November 7th, during the midterm exam. Films can be watched in the Film Resource Library and Screening Room (UC 1126), Monday to Thursday, 9.00 to 2.30; Friday, 9.00 to 1.

COURSE ASSESSMENT

1. Attendance and Participation – 15%
2. Pop quizzes (films' viewing) – 10%
3. Short essay: Examining Representation in Film – 15% → Due: Monday, October 15, 9.30 am.
4. Mid Term Exam – 20% → Monday, November 12 – 9:30 am to 11:30 am.
Final Research Project: it has three components and students may choose to work individually or in groups (up to a maximum of three people per group).
5. Handout – 10% → Due: Monday, November 19, 9.30 am.
6. Oral Presentation – 15% → Monday, Dec. 3 or Wednesday, Dec. 5, 9.30 am - 11.30 am.
7. Video essay (90 secs. to 3 mins. max) OR essay in traditional format (1500 words) – 15% → Due: Monday, Dec. 3, 9.30 am.

1. Attendance and Participation: 15%

Attendance

Students are required to attend all sessions. Attendance will be taken at every class, screenings and lecture/tutorials. More than three unjustified absences will seriously affect the grading of this section, automatically reducing it to 50% or below, if absences persist.

If you are absent from a screening or a lecture / tutorial, you need to provide supporting documentation to your Academic Counselor. For more information, please visit the Student Central Office: http://www.registrar.uwo.ca/general-information/student_central_office.html

Students **should not sleep** during the screenings or during the lectures and/or tutorials. If a student is caught sleeping, the instructor retains the right to ask them to leave the room and it will be counted as an absence.

Participation

Students are expected and encouraged to participate in class discussions and debates, which will be carried out in a respectful and dialogical manner. Class discussions will be based on each week's assigned readings and film viewing.

Make sure to come to class having read and thought about the weekly articles specified in this syllabus and with the relevant notes and material in hand.

Participation marks will be given based on:

- a) active engagement in tutorial discussions,
- b) critical responses to the required readings,
- c) questions sent to instructor / teaching assistant (by Tuesday at 6 pm)*

* To boost their performance, students are highly encouraged to propose questions for discussion on the basis of each week's screenings and readings. Questions (one or two) should be sent to the instructor and to the teaching assistant by email, no later than Tuesday, at 6 pm. Some of these questions will be discussed during tutorials. This type of participation has an important impact in their participation mark.

** Students enrolled in the Spanish program, are invited to meet periodically, or depending on their interest / availability, with either the instructor or the teaching assistant, during their office hours or an agreed upon time-slot, to practice their Spanish while discussing the films and/or the ideas presented in class in a more informal context. This will also boost their participation mark.

2. Pop Quizzes (syllabus and films' viewing): 10%

Throughout the term, there will be up to seven pop quizzes. The first one will be about the course's syllabus, during the first week of class. The remaining six will be about the films screened and studied in the course. Quizzes will take place right after the screening. In them, students will answer, in a very succinct manner, a few (5 to 10) specific questions about the films' narrative.

The purpose of this component is to corroborate that students are up to date with the viewing of the films studied in the course and that they watch them attentively. Quizzes shall not last longer than 10 minutes. If a student is absent during a quiz, their grade for that specific quiz will be 0, unless the appropriate documentation is provided. When documentation is provided, the student will do a different quiz on the film/s covered by the previous one, at a later date.

3. Short Written Exercise: 15%

Due: Monday, October 15, 9.30.

Title of essay: Examining Representation in Film.

For this assignment, students choose whether they focus on one of the films studied up to Oct. 3rd, or if they work by comparing two of them. As long as one of the films studied in class is covered in the assignment, students can also opt to write on one of the films included in the list of additional / individual viewing.

Arguments will be organized around the following questions:

- 1) How does/do the film/s relate to the notions of culture and the global presented in the initial lectures?
- 2) How are ideas associated with the road, the journey and considerations on movement and displacement conveyed in the film/s?
- 3) In relation to the previous two questions, which textual features do you find to be particularly interesting? For example, what are the most relevant technical aspects of the cinematography, editing or soundtrack?

ATN. This last question can be answered either in traditional essay format or as a photo essay. Students selecting this last option will clearly list the textual features that they are focusing on and under each image (image capture / frame grab), they will succinctly justify – as if it were a caption – their choices.

** Extension:

- 800 words (+/- 5%) if working in traditional essay format.
- 600 words (+/- 5%) if opting to work on third question in format of photo essay.

** Include word count at the end of the essay, followed by bibliographical references. 1 point will be deducted if you don't include the word count or if you don't comply with the stipulated extensions.

4. Mid Term Exam: 20%

Date: Monday, November 12, from 9.30 am to 11.30 am.

In the 2-hour exam, students will have to:

- Answer a series of questions related to the viewing of the films screened until November 7th and of those included as independent viewing (10% of the exam)
- Identify photograms (three) from films studied in the course, explain each image's relevance and its significance (30%)
- Provide short answers to three specific questions about ideas presented in the lectures and/or in the course's readings (30%)
- Choose one topic from a list of three questions and write a short essay-like answer – between one and two pages long. Students are expected to elaborate on the films viewed and studied in relation to the bibliography and to the concepts discussed in the lectures (30%).

**** No electronic devices will be allowed during the exam ****

FINAL RESEARCH PROJECT

The last component has three parts, which will be graded separately: the handout, the oral presentation, a video essay or traditional format essay (1500 words).

Students may choose to work individually or in groups of up to three people and they will communicate their decision to the instructor by Monday, October 29th.

** Please, be aware that the same grade will be assigned to all the members of each group.

5. Handout: 10%

Due: November 19th, 9.30 am.

Students have to produce a double-sided handout to distribute in class. Examples will be provided. One week after their submission, students will receive feedback from the instructor and they will incorporate it into the final version of the handout, which will be distributed on the day of your presentation. Please, make sure to bring enough copies for everyone.

The handout shall include:

(Side 1)

- a. Title of your (video) essay.
- b. Title of film/s studied, director/s, year/s of release.
- c. Photogram/s: the captured image/s has/ve to be illustrative of the ideas that you will be presenting on.

- d. Between 4 and 5 bullet points explaining the choice of film/s as representative of the ideas (on world cultures and global screens, roads, journeys, displacement) discussed throughout the course.
- e. (Optional) Other relevant information (production notes, exhibition, etc.).

(Side 2)

- f. Annotated bibliography: at least five different sources (they have to be either primary sources or scholarly ones; no more than two from the course's readings)
<https://www.lib.uwo.ca/tutorials/annotatedbibliographies/index.html>

6. Oral Presentation: 15%

Presentations will take place between Monday December 3 and Wednesday December 5.

Each group will present to the class the film/s and the ideas that they have researched and analyzed in either their essays or video essays.

Video essay option: the screening of the produced video essay will be part of the presentation. Traditional format essay: presentation should include at least 90 seconds and no more than 3 minutes of film clip/s.

Each group will count with 15 (min) minutes for their presentation. After the allotted time, you will be asked to conclude within the following 60 seconds. Presentations will be followed by a brief Q&A round.

7. Essay / Video Essay: 15%

Due: December 3, 9.30 am.

Students will work on at least one of the films studied in this course. They can also work by comparing two of them or by incorporating into their analysis films that were not part of the course.

** Traditional essay format: a 1500 (+/- 5%) word essay, in which students will present their analysis of the film/s of choice, which has to be informed by their readings (previously worked in the annotated bibliography section of the handout) and by the ideas discussed in class throughout the term. Arguments should explicitly relate to the film/s textuality (i.e. how a specific idea can be 'traced' or seen in the film/s).

This essay should demonstrate mastery of the technical vocabulary and analytic skills.

- * Include word count at the end of the essay, followed by bibliographical references. 1 point will be deducted if you don't include the word count or if you don't comply with the stipulated extension.

** Video essay. At its best, the purpose of the videographic essay is to “produce the most potent knowledge effect—employ[ing the] audiovisual source materials in a poetically imaginative way”.¹

Option 1. Produce an ‘alternative trailer’ focusing on the ways in which the film could be read as exemplary of the general ideas on culture and the global discussed throughout the course and/or representative of a specific cultural and/or global context. The ‘alternative trailer’ has to contain titles and must include at least two brief, yet significant, quotations from the bibliography.

Option 2. Multi-screen composition: this option is good when planning on working by comparison. It allows for the exploration of how films “seem to begin to ‘talk’ to one another”.² The focus of the analysis should remain the core ideas of this course. Titles and at least two brief, yet eloquent, quotations from the readings should be included.

PLEASE KEEP IN MIND THAT:

* If you need technical assistance with video capture and/or with basic editing skills, please contact the faculty’s media technician, Tegan Moore, at tmoore47@uwo.ca.

* If choosing the video essay option, there are certain copyright constraints affecting the use of film clips that you will have to be aware of. A brief presentation on these matters will be provided by the university’s copyright librarian, on Wednesday, November 14th, at 11 am (tentative date).

* Video essays must include credits of all the films and references cited.

Please Note

Submission of essays and written assignments

All essays and written assignments have to be submitted both through OWL and in print to the instructor. If you fail to submit your essay in either one format or the other by the due date and time, it will be considered a late submission and it will be marked accordingly. The essay you submit through OWL and the one that you hand in have to be identical. Students have to keep a copy of every assignment they hand in.

****Make sure to comply to this requisite in order to avoid late submission penalties****

Plagiarism

Students must write their essays and assignments in their own words. Whenever students take an idea or passage from another author, they must acknowledge their debt both by using

¹ For the design of this component, I am following: Keathley, Christian and Mittel, Jason. *The Videographic Essay. Criticism in Sound and Image*. Montreal: Caboose, 2016. Students interest in this format can purchase the book online for less than CAD\$10. This first quotation is from page 8.

² Ibid, 18.

quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

Plagiarism Checking

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com <http://www.turnitin.com>.

All instances of plagiarism will be reported to the Chair of Undergraduate Studies. Proven cases of plagiarism will result in a grade of zero for the assignment. Subsequent offences will result in failure for the course.

Late assignments

With the exception of properly documented medical illnesses, emergencies or unexpected circumstances, late assignments will be penalized 2 points per day late (including weekends). All requests of extensions and/or accommodations must come through the office of the Dean – Academic Counseling.

Laptops, tablets and cell phones policy

The policy on the use of electronic devices in this course will be discussed and agreed upon collectively, during the first couple of weeks. Please, come prepared for this discussion. To inform your point of view, you can read blog spots such as those of Prof. Shannon Dea (Philosophy, University of Waterloo), <https://uwaterloo.ca/arts/blog/post/electronics-classroom-time-hit-escape-key> and of Professor Philip Guo (Computer Science, University of California at San Diego), <http://www.pgbovine.net/class-laptop-policy.htm>. You can also listen to an episode of CBC's *Ideas* here: <https://www.cbc.ca/radio/ideas/internal-hard-drive-what-s-lost-when-we-forget-to-remember-1.4812872>.

The following are some basic ideas and ground rules:

- Laptops, tablets, phones and other electronic devices can be very distracting, not only for the person using them, but also for the people sitting nearby and for the instructor.
- Please, keep devices on silent mode at all times.
- If during screenings, lecture or tutorials, a device is used for text messaging, random web surfing, social networking, game playing or any other activity that the instructor deems outside of acceptable usage, your device will be banned from the class. This counts as disruptive behavior and will lower your participation grade.

E-mail policy and etiquette

Generally, all emails will be responded to within 24-48 hours during weekdays (not including holidays). Emails will *usually* be addressed during regular work hours (9-5). The instructor and the teaching assistant may choose, at their discretion, to respond outside these hours, depending on availability. If you send an email at 11 pm, it is highly unlikely that you will get a response before 9:00 am.

When sending an email to the instructor or to the teaching assistant, please ensure the following:

- That it observes the basic rules of etiquette
 - o You have to include the proper salutation and sign-off
 - o You have to avoid abbreviations – an email is not a text message
- That it is clearly written
- That the tone is the appropriate one in an exchange between a professor and a student.

Failure to comply with these simple rules will affect your participation mark.

If you would like to learn more about email writing, there are some useful tips, clarifications and examples here: <http://writingcenter.unc.edu/handouts/effective-e-mail-communication/>

The Department of Modern Languages and Literatures Policies (which govern the conduct, standards, and expectations for student participation in the department's courses) are available here: <http://www.uwo.ca/modlang/undergraduate/policies.html>. It is your responsibility to understand these policies, and thus ignorance thereof cannot be used as grounds for appeal

Accommodation

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department. Documentation shall be submitted, as soon as possible, to the Office of the Dean of the student's Faculty of registration, together with a request for relief specifying the nature of the accommodation being requested. The UWO Policy on Accommodation for Medical Illness and further information regarding this policy can be found at http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

Downloadable Student Medical Certificate (SMC):

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Support Services

Registrarial Services <http://www.registrar.uwo.ca>

Student Support Services <https://student.uwo.ca/psp/heprdweb/?cmd=login>

Services provided by the USC <http://westernusc.ca/services/>

Student Development Centre <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to MentalHealth@Western: <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Grading criteria

A+ (90-100)

Argument: Clear development of a specific, challenging and original thesis. The writer has taken significant risks successfully; in the resulting piece, distinctive ideas and content have discovered their necessary distinctive form. Detailed reference to appropriate texts, with evidence of individual response. Ability not only to expound subject but to see it around—subtleties and ambiguities, qualifications and concessions, relations to other subjects, etc.

Presentation, structure: Quotations well integrated into text. Proper paragraphs. Almost no typographical errors.

Language Skills: Sentence structure correct, with full range of sentence types (compound, complex, and compound-complex), with full range of punctuation (including semicolons, colons, dashes, parentheses). Graceful style, neither pompous nor breezy, and few errors.

Research/scholarship: Evidence of effective, extensive and independent research, with proper documentation of sources. Quotations used appropriately and purposively.

A (80 to 89)

Argument: The writer has taken risks and most of them succeed. Clear development of a specific and challenging thesis, with proper paragraphs. Detailed reference to appropriate texts, with evidence of individual response. Ability not only to expound subject but to see it around—subtleties and ambiguities, qualifications and concessions, relations to other subjects, etc.

Presentation, structure: Quotations well integrated into text. Proper paragraphs. Almost no typographical errors.

Language Skills: Sentence structure correct, with full range of sentence types (compound, complex, and compound-complex), with full range of punctuation (including semicolons, colons, dashes, parentheses). Graceful style, neither pompous nor breezy, and few errors.

Research/scholarship: Evidence of effective and independent research, with proper documentation of sources. Quotations used appropriately and purposively.

B (70 to 79)

Argument: Clear development of a specific thesis, with proper paragraphs. Adequately detailed reference to texts. Ability to expound reasonably sophisticated ideas with clarity.

Presentation/structure: Quotations well integrated into text. Proper paragraphs. A few typographical errors.

Language Skills: Sentence structure correct, with reasonable range of sentence types and full range of punctuation. Style not too wordy, with errors relatively few and minor.

Research Scholarship: Evidence of adequate research, with proper documentation of sources.

C (60 to 69)

Argument: Reasonably clear development of a thesis, with proper paragraphs. Basic ability to expound ideas, whose development might be rather thin. Effort to support points with references to the text. Tendency to replace analysis with descriptive retelling of plot.

Presentation/structure: Presentation showing lapses in tidiness and/or proofreading. Poor use of paragraphs.

Language Skills: Sentence structure correct, but perhaps overly simple, with tendency to avoid punctuation besides period and comma. Errors relatively few, but occasionally serious, with evident misunderstanding of some point of elementary grammar (comma splices, fragments, semicolon errors, subject-verb disagreements, poorly integrated quotations)

Research/Scholarship: reasonable effort at documentation, but rather thin.

D (50 to 59)

Argument: Difficulty with paragraphing or consecutive thought. Ideas inchoate but clouded by weak expression. Overgeneralization with inadequate support, or examples that run to lengthy paraphrase, with little or no analysis.

Presentation/structure: Very poor to non-existent use of paragraphs. Inadequate and inaccurate documentation. Multiple typographical errors.

Language Skills: Errors of grammar or diction frequent enough to interfere with understanding.

Research/Scholarship: Little serious effort to research the topic.

F (49 and down)

Argument: Ideas too simple for level of course. Argument completely incoherent. Erroneous content showing little or no understanding of subject.

Presentation/structure: Very sloppy proof-reading. Documentation virtually non-existent.

Language Skills: Writing frequently ungrammatical.

Research/Scholarship: Non-existent. Content largely “borrowed” from sources with non individual distillation, but no apparent attempt to deceive.

0 (Report to Department)

Plagiarism with intent to deceive.