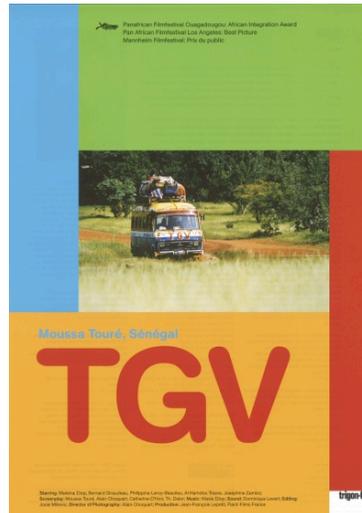


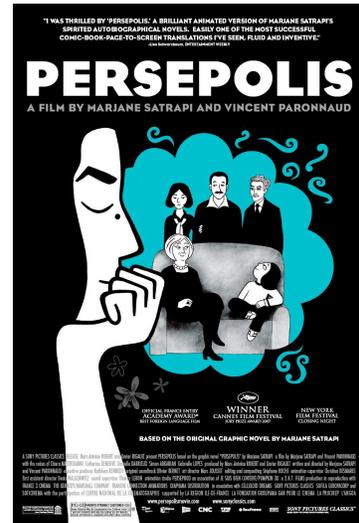
DEPARTMENT OF LANGUAGES AND CULTURES
WORLD CULTURES / GLOBAL SCREENS
CLC 2700G/ SP 2700G/ Film 2191G
Winter 2020



© Focus Features



© Trigon Film



© Sony Pictures

INSTRUCTOR Constanza Burucúa – cburucua@uwo.ca

OFFICE HOURS Tuesday 11.30 to 12.30 / Thursday 11.30 to 12.30 or by request

OFFICE UC 4309

TEACHING ASSISTANT Alexandra Irimia – airimia2@uwo.ca

OFFICE HOURS Thursday 11.30 to 12.30 or by request

OFFICE UC 1305

COURSE TIMETABLE

Tuesday 1.30 to 3.30 – PAB 106 (Lecture + Tutorial)

Thursday 1.30 to 3.30 – UC 1405 (Screenings)

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.

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.

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 four 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 and watched up to February 13, during the midterm exam. Films can be watched in the Film Resource Library and Screening Room (UC 1126), Monday to Thursday, 11.00 to 4; Friday, 11.00 to 3.

COURSE ASSESSMENT / IMPORTANT DATES

1. Attendance and Participation – 15%
2. Pop quizzes – 10% (**Jan. 14, Feb. 11, March 17**)
3. Short essay: Examining Representation in Film – 15% → Due: **Thursday January 30th @ 1.30**
4. Mid Term Exam – 20% → **Tuesday February 25 – 1:30 to 3:30**

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) → Decision to be communicated by **Tuesday February 11th**

5. Handout – 10% → Due: **Tuesday March 17 @ 1.30**
6. Oral Presentation – 15% → **Tuesday March 31 or Thursday April 2, 1.30 - 3.30 am**
7. Video essay (90 secs. to 3 mins. max) OR essay in traditional format (1500 words) – 15% → Due: **Tuesday March 31 @ 1.30**

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 according to the university's Policy on Academic Consideration for Student Absences, which you can find here: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf

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 Monday 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 Monday, at 6 pm. Some of these questions will be discussed during tutorials. This type of participation has an important impact in the participation mark.

** Students enrolled in the Spanish program, are invited to meet periodically, or depending on their interest / availability, with the instructor, 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 three pop quizzes. The first one will be about the course's syllabus, on the second week of class. The other two will be about the films screened and studied in the course, as well as on the readings. Quizzes will take place right before the lecture. In them, students will answer, in a very succinct manner, a few (up to 10) very specific questions about the films' narrative and the readings' main ideas.

The purpose of this component is to corroborate that students are up to date with the readings, as well as with the viewing of the films studied in the course and that they watch them attentively. Quizzes shall not last longer than 15 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 and readings covered by the previous one, at a later date.

3. Short Written Exercise: 15%

Due: Thursday January 30th @ 1.30

Title of essay: Examining Representation in Film.

For this assignment, students choose whether they focus on one of the films studied up to January 28th, 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. For instructions on how to do image capture, please refer to document "VLC_how_to", provided in the course's OWL site > Resources.

** 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: Tuesday February 25 1.30 am to 3.30

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

- Answer a series of questions related to the viewing of the films screened until February 13th and of those included as independent viewing (20% of the exam)
- Provide short answers to four specific questions about ideas presented in the lectures and/or in the course's readings (40%)
- Choose one topic from a list of three questions and write a short essay-like answer – around 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 (40%).

**** No electronic devices (including Apple watches or equivalent) 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.

Students may choose to work individually or in groups of up to three people and they will communicate their decision to the instructor by **Tuesday February 11th**.

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

5. Handout: 10%

Due: Tuesday March 17 @ 1.30.

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 their 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 (*avoid cut-and-paste from a quick Google search*).
- 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 six 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 Tuesday March 24 and Thursday March 26.

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 video essay is to “produce the most potent knowledge effect—employ[ing the] audiovisual source materials in a poetically imaginative way”.¹ Examples of video essays (including some made by students in previous years will be screened in class).

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. To prevent problems, no video essay should exceed the duration of 3 minutes.

* Video essays must include credits of all the films and references cited and a final disclaimer saying, “For educational purposes only”.

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 interested in this format can purchase the book online for less than CAD\$10. This first quotation is from page 8.

² Ibid, 18.

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****

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.

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 the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

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 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.

Laptops, tablets and cell phones policy

The policy on the use of electronic devices in this course will be discussed in class during the first couple of weeks. 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 after Friday at 5 pm, it is highly unlikely that you will get a response before Monday, at 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 Languages and Cultures 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

If a student makes a request for accommodation outside of a Self Reported Absence, they must be directed to their home faculty academic counselling office. Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments 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 instructor will NOT accept any missed assignments, whether totaling more than 10% or less than 10%, unless the student has arranged accommodation through the Dean's Office.

The UWO Policy on Accommodation for Medical Illness and further information regarding this policy can be found at

http://www.uwo.ca/univsec/academic_policies/rights_responsibilities.html

Downloadable Student Medical Certificate (SMC): [student.uwo.ca](http://www.uwo.ca) under the Medical Documentation heading

New Policy

The university is putting in place a new system. The following are some key points:

Academic Consideration for Missed Work.

Requests for Academic Consideration Using the Self-Reported Absence Form:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less. The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. students will be allowed a maximum of two self-reported absences between September and April and one self-reported absence between May and August;
- b. any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a Student Medical Certificate (SMC), signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the

Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities. Please see section 4 below for more details.

c. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;

d. The duration of the excused absence will terminate prior to the end of the 48-hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;

e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;

f. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;

g. Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.

h. students must be in touch with their instructors no later than 24 hours after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

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.

SENATE REGULATIONS:

1. Plagiarism: Plagiarism is a major academic offence. Students must write their essays in their own words. Whenever students take an idea, or a passage, from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations.

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

2. Plagiarism Checking: All required papers will 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 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.

3. Prerequisites: Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

4. UWO Policy on Accommodation for Medical Illness: Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and or assignments must apply to their Academic Counseling Office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department.

Please go to the following site for information on the university Policy on Accommodation for Medical Illness: www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

For information on the examination services provided by the Student Development Centre, please visit

www.sdc.uwo.ca/ssd

5. Mental Health: Students who are in emotional/mental distress should refer to Mental Health@Western for a complete list of options about how to obtain help.

<http://www.uwo.ca/uwocom/mentalhealth/>

6. Complaints: If students have a complaint concerning a course in which they are enrolled, they must discuss the matter with the instructor of the course. If students are still not satisfied, they should then take the complaint to the Film Studies Office, University College, Room 80. These regulations are in place because a failure to follow these procedures creates the potential for injustices of various kinds affecting either the instructor or the students themselves, or both parties. Concerns should not be allowed to fester but should be raised with the instructor in a timely manner, so that they can be addressed in time to make a difference to the course.