

Humanities 324: Approaches to Film Interpretation

Fall 2013, M, 5:30pm – 8:00pm, Belknap, HM 103

Instructor: L. Andrew Cooper (lacoop05@louisville.edu)
Bingham 201A (502-852-8820), Humanities (502-852-6805)
Office Hours: M/W 12pm-2pm and by appointment

Course Description

Enrollment in HUM 324 requires sophomore standing.

The catalog describes this course as an “in-depth study of the structural, thematic, and historical elements of film as an art form, providing a range of approaches to interpreting films in cultural contexts.” It focuses on principles of film criticism and “theory” by pairing exemplary film with essays about what film is and how films convey or create meaning. Together, these films and essays will give you not one but many approaches to interpreting and thinking critically about film. As an academic discipline, film studies draws on methods from the fine arts, literature, and theater as well as psychology, sociology, anthropology, and various forms of political critique. These different disciplinary approaches sometimes combine harmoniously, and sometimes they don’t: as you learn different approaches, you can test new combinations of ideas and develop approaches of your own as a way of shaping your voice as a scholar.

Course Materials

Required Textbook

Critical Visions in Film Theory, ed. Timothy Corrigan and Patricia White, with Meta Mazaj. Boston: Bedford / St. Martin’s, 2011.

Films

The films we watch and discuss in this course are readily available to rent (Wild and Woolly has most or all of them), stream, or buy, and some of them might be available at the library. Although you are not required to purchase copies of the films, you will need copies you can use for screen shots to include in posters, papers, and other assignments. I also recommend seeing the films in groups. Solo viewing has recently become more common, but film is still an intrinsically social art form, so seeing the films with others might enhance your appreciation.

Computer and Software

You need a computer with word processing and presentation software, such as Microsoft Word and Microsoft PowerPoint. You also need a media player capable of capturing still images from films, such as the VLC media player, which is available online to download for free. Digital editing software such as iMovie and Adobe Premiere is useful but not required because you can access it at Ekstrom Library’s Digital Media Suite. You must also regularly check your U of L email and review materials on this class’s Blackboard site. Portable computing devices (e.g. laptops) are useful in class but not required.

Additional Materials

Some assignments might call for additional materials that involve additional expense.

Outcomes

The table below details the learning outcomes associated with this course, with General Education and UofL's Cultural Diversity outcomes in bold type (they're not required for this course, but they're good).

Emphasis	Outcomes
<p>Rhetoric Filmmakers and film critics use specific vocabulary and techniques to make meaning from sounds and images. Films also function as rhetorical interventions in the social construction of cultural discourses.</p>	<ul style="list-style-type: none"> • Communicate an understanding of vocabulary, concepts, materials, techniques, and methods of intellectual inquiry within the arts and/or humanities. • Communicate an understanding of the ways in which race, ethnicity, and/or gender are socially constructed. • Critique films' histories of and capacities for rhetorical intervention. • Apply methods of argumentation from different critical approaches to the analysis of specific films.
<p>Culture, History, and Genre Films reflect the diverse cultures that produce and receive them, and they relate to the history of film as a whole as well as the conventions of specific film genres.</p>	<ul style="list-style-type: none"> • Analyze and synthesize texts, recognizing the diversity of cultures and historical contexts. • Recognize that social and cultural systems develop out of adaptation to environmental and historical circumstances. • Interpret films' significance in relation to their cultural, historical, and generic contexts. • Explain films' relationships with human identity categories such as race, ethnicity, sex, gender, sexuality, age, ability, and nationality.
<p>Critical Thinking Understanding and interpreting films requires both attention to details (such as frames) and attention to larger structures (such as sequences and diegesis).</p>	<ul style="list-style-type: none"> • Describe and evaluate texts using primary and secondary materials. • Communicate an understanding that different cultures may hold different views of the same issues. • Evaluate pertinent information and assertions for relevance, bias, stereotyping, manipulation, and completeness. • Analyze films through essays and media productions. • Apply critical and theoretical perspectives to cinematic texts.

Assignments

Major Assignments

The outcomes in Table 1 refer will be assessed via the following major assignments.

1. **Quizzes (individual effort, 50 points).** During class on several unannounced (but usually predictable) occasions, complete quizzes that assess knowledge of assigned reading.
2. **Interpretive Essays (2 essays, 150 points each).** Write essays that *interpret* how films discussed in class reflects on their specific cultural, historical, and/or generic contexts.
3. **Blog (recurring, 150 points total).** Post responses (three or four sentences will probably suffice) to prompts on the class blog.
4. **Short Film (group and individual efforts, 300 points total).** Create a 5-7 minute video that reflects on and demonstrates the rhetoric, techniques, and concepts discussed in class.
 - a. **Abstract** (individual, 50 points) In approximately half a page, summarize your video and how details of narrative, mise-en-scene, etc. will reflect meaningfully on critical and theoretical concepts discussed in class.
 - b. **Video** (group, 200 points) Fictional, documentary, experimental: create a video that reflects meaningfully on critical and theoretical concepts discussed in class.
 - c. **Evaluation** (individual, 50 points) Design explicit criteria and use them evaluate all group members' (yours included) performances on the project. Your evaluation should

include details about how well your video reflected meaningfully on critical and theoretical concepts discussed in class.

5. **Final Exam (individual effort, 100 points).** Demonstrate your knowledge of film rhetoric, analytical technique, and the films we have studied.

Participation (100 points)

Participation in class discussions and activities is mandatory. Demonstrate knowledge of the textbook and films, and share insights. You don't have to talk *all* the time to get a good grade in this category, but you do have to speak up.

Course Policies

Grading

Each assignment has a point value. Assignments add up to a total of 1000 points. The following list shows the letter grades linked to percentages of available points earned, with a description of the work:

- A (90-100), Exceeds expectations for argument, evidence, organization, and design
- B (80-89), Meets expectations, with notable merit in some of the categories listed above
- C (70-79), Meets expectations
- D (60-69), Meets most expectations, with some problems or omissions
- F (0-59), Meets few expectations, with significant problems or omissions

Failure to complete an assignment results in 0 points. To calculate +/- values, round total points to the 3, 5, or 8 in your percentile range. For example, 895 – 934 points round to 93 (A-), 935 – 974 points round to 95 (A), and 975 – 1000 points round to 98 (A+).

Attendance

Attendance is required. If you must miss class, email me ahead of time. You have only two “freebie” days, classes you may miss without grade penalties. For other absences, you must have made a prior arrangement with me or have official documentation of an illness, injury, legal obligation, or university-sponsored activity or event that keeps you from class. I will deduct 25 points from your grade for each non-freebie, undocumented absence. Being late to class counts as either a half or a whole absence, depending on how late you are. *Missing more than 25% of our class meetings for any reason could result in grade penalties and/or failure.*

Punctual Work

Unless I approve a deadline extension in advance, which is unlikely, I will not accept major assignments after the deadline. You are responsible for all information covered during every class meeting.

Academic Conduct

Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty. For more information, see the [Code of Student Rights and Responsibilities](#) (Sections 5 and 6).

Using Laptop Computers and Other Digital Devices

You may only use your laptop and other digital devices for class activities and note-taking. Using such devices during class for other activities—such as email, web-surfing, social media, or games—is rude and strictly prohibited. Inappropriate laptop use may result in grade penalties and/or expulsion from class.

Access

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (Stevenson Hall, Room 119, 852-6938) for verification of eligibility and determination of specific accommodations.

Religious Holy Days and Observances

If your religious observances might require an adjustment in course work, please submit your request(s) to me in writing during the first two weeks of the semester.

Sexual Harassment

The University of Louisville strives to maintain the campus free of all forms of illegal discrimination as a place of work and study for faculty, staff, and students. Sexual harassment is unacceptable, and unlawful conduct and will not be tolerated in the workplace and the educational environment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment, even when carried out through computers or other electronic communications systems. See the [Affirmative Action policy](#), the [Student Code of Conduct](#), and the U of L [Computer Account Usage Agreement](#).

Diversity

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias. We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences—including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status—that enrich a vibrant metropolitan research university. We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

The Fine Print

I reserve the right to alter this syllabus when necessary to meet learning objectives, to compensate for missed classes, or for similar reasons. I exercise this right rarely, but I often provide more detailed information during class. This syllabus is your guide. Keep it. Know it. Love it.

Schedule of Meetings and Assignments

NOTE: Names and titles refer to essays in *Critical Visions in Film Theory*. Viewing and reading should be completed *prior* to the class meeting for which they are indicated.

Week	Reading and Viewing Assignments	Due Dates
Mon., Aug. 26	[Introduction]	
Mon., Sept. 2	LABOR DAY – NO CLASS	
Mon., Sept. 9	<i>Formalism</i> . Eisenstein, “Dramaturgy of Film Form” FILM: <i>October</i> (Eisenstein, 1928)	Blog Response 1
Mon., Sept. 16	<i>Marxism/Ideology</i> : Benjamin, “The Work of Art...” FILM: <i>Metropolis</i> (Lang, 1927)	Blog Response 2
Mon., Sept. 23	<i>Psychoanalysis</i> . Metz, “From <i>The Imaginary Signifier</i> ” [hardest reading of the semester]	Blog Response 3
Mon., Sept. 30	FILM: <i>Night of the Hunter</i>	ESSAY ONE
Mon., Oct. 7	MID-TERM BREAK – NO CLASS	
Mon., Oct. 14	<i>Auteurism</i> . Sarris, “The Auteur Theory Revisited” FILM: <i>The 400 Blows</i> (Truffaut, 1959)	Blog Response 4
Mon., Oct. 21	<i>Feminism</i> . Mulvey, “Visual Pleasure and...” FILM: <i>Vertigo</i> (Hitchcock, 1958)	Blog Response 5
Mon., Oct. 28	<i>Queer Theory</i> . Edelman, “From <i>No Future</i> ” [on Blackboard] last day to withdraw FILM: <i>The Birds</i> (Hitchcock, 1963)	Blog Response 6
Mon., Nov. 4	<i>Postcolonialism</i> . Shohat and Stam, “From <i>Unthinking Eurocentrism</i> ” FILM: <i>I Walked with a Zombie</i> (Tourneur, 1943)	Blog Response 7 ABSTRACT
Mon., Nov. 11	<i>Critical Race Theory</i> . Diawara, “Black American Cinema: The New Realism” FILM: <i>Boyz n the Hood</i> (Singleton, 1991)	Blog Response 8
Mon., Nov. 18	<i>Genre</i> . Schatz, “From <i>Hollywood Genres</i> .” FILM: <i>The Searchers</i> (Ford, 1956)	ESSAY TWO
Mon., Nov. 25	<i>Genre</i> . Bordwell, “The Art Cinema as...” FILM: <i>Tokyo Story</i> (1953)	Blog Response 9
Mon., Dec. 2	<i>Media Studies</i> . Jenkins, “From <i>Convergence Culture</i> .” FILM: <i>The Matrix</i> (1999)	Blog Response 10
Mon., Dec. 9	VIDEO SCREENINGS and REVIEW	VIDEO AND EVALUATION
Mon., DEC. 16	EXAM: 5:30pm – 8:00pm	

PLEASE READ, SIGN, AND RETURN THESE STATEMENTS TO DR. COOPER.

I affirm that I have read the entire syllabus and policy sheet for HUM 324 and understand the information and the responsibilities specified.

print name

signature

date

DIRECTIONS: Read carefully and check all that apply.

- I give my instructor, Dr. L. Andrew Cooper, permission to use copies of the work I do for this course as examples in this and other courses, as examples in presentations, and in print and electronic publications. I understand that permission is optional and will have no influence on my grade.
- I only give my instructor, Dr. L. Andrew Cooper, permission to use copies of the *collaborative* work I do in this course, such as documents and videos I create through cooperation with other students. I understand that permission is optional and will have no influence on my grade.
- I do NOT give my instructor, Dr. L. Andrew Cooper, permission to use copies of the work I do for this course as examples in this and other courses, as examples in presentations, and in print and electronic publications. I understand that permission is optional and will have no influence on my grade.

Please indicate whether you want to be acknowledged if your work is used:

- Please use my name in association with my work.
- Please use my work, but do NOT acknowledge me.

If your instructor decides to use your work, he may wish to contact you. Please provide your contact information below:

print name

signature

email address

phone number

print permanent address

Date