



INTRODUCTION TO FILM STUDIES (ONLINE)

FILM 20A, Summer Session 2 2021

Instructor: Alessia Cecchet
Email: Canvas

Office hours:
[By Appointment](#) (at least 24h in advance)
Mondays 10 AM – 12 PM

Open drop-in Zoom hour:
Mon 1:30-2:30 PM

Teaching Assistants and discussion sections:

Erick Msumanje	Ksenia Fir
01A Wed 10:00 – 11:00 AM	01C Th 1:00 - 02:00 PM
01B Wed 11:15 AM – 12:15 PM	01D Th 2:15 – 3:15 PM

COURSE DESCRIPTION

FILM 20A is a course designed to provide you with the fundamentals of the film language. The course is an introduction to the critical and formal analysis of film, and it will allow you to develop a vocabulary and methodology that will help you to critically engage with the film medium. You will learn how to identify and analyze mise-en-scène, cinematography, editing, and sound by developing an understanding of the film language which recognizes the medium's complexity and the relationship between each different element. Additionally, during the course, you will gain knowledge relating to film history and film theory.

COURSE EXPECTATIONS

Please note that this is a 5-week intensive course. To succeed, I urge you to keep track of lectures, readings, films that you will need to watch, and assignments. All the information you need can be found on Canvas and it is organized by weekly modules.

MODE OF INSTRUCTION

Course materials will be delivered through a variety of online modes:

- **Prerecorded lectures:** watch them at your own pace and follow along with the textbook readings
- **Discussion sections:** meet with your TA one hour on Zoom to talk about the class materials, films, and assignments. Although discussion sections are not mandatory, students are highly encouraged to participate. Sections are fundamental to succeed in this class and will provide additional support for the understanding of the course materials and assignments. No sections Week 5.
- **Open drop-in Zoom hour:** meet with your instructor to talk about the films, class materials and assignments. This is meant to create a communal space for the class and the content of these meetings is student-led. Come with questions or things that you want to talk about; this is not a lecture but a space of exchange. If you want to meet with your instructor individually, you can set up an appointment during the office hours (info above).

EMAIL POLICY

Please be mindful of your instructor's and TAs' time and only ask questions that you cannot answer by reading the instructions on Canvas. If you need a question answered you can contact me or TA by sending a private message on Canvas. Do not use email. Please expect a turnaround time of 24-48 hours. Messages sent over holidays, or the weekend will be answered starting the first weekday. When communicating with us, please be respectful, polite, and appreciative of our time and work.

COURSE MATERIALS

[Timothy Corrigan and Patricia White, The Film Experience. 6th ed. Boston: Bedford/St. Martins, 2021. + LaunchPad Solo](#)

!!! Please make sure to buy access to LaunchPad Solo in order to complete the weekly quizzes.

ASSIGNMENTS

Weekly quizzes (20%): a selection of assignments from LaunchPad Solo to make you think through the readings for the week. (not graded, credit upon completion)

Sequence Analysis essay (20%): 800 words. Due 08/11/2021

Analytical Film essay (25%): 1500 words. Due 08/25/2021

Final Exam (20%): Will cover all the course materials. Due 08/27/2021

Participation (15%): Weekly post + response to someone else's post in discussion board. Due every Monday (not graded, credit upon completion)

COURSE GRADING SCHEME

A+	100 %	to 99.99%
A	< 99.99 %	to 95.0%
A-	< 95.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 83.0%
B-	< 83.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 73.0%
C-	< 73.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 63.0%
D-	< 63.0 %	to 60.0%
F	< 60.0 %	to 0.0%

LATENESS POLICY

Because this is a 5-week intensive course, we will not be able to accommodate extensions on any of the assignments (except in case of a DRC accommodation or emergency). If you cannot turn in your assignment on time, you should get in touch with the instructor to discuss your specific situation before the deadline.

INSTRUCTOR FEEDBACK

We will provide direct comments and feedback on your assignments. [Please click here to learn how to access my comments in Canvas.](#) For major assignments, I will include a grading rubric that will be available to you prior to submitting your work. [Please click here to learn how to access grading rubrics for assignments.](#)

STUDENT FEEDBACK

At the end of the quarter you will be asked to complete a Student Experience of Teaching survey for this course. SETs provide an opportunity for you to give valuable feedback on your learning that is honest and constructive. This anonymous feedback will help me consider modifications to the course that will help future students learn more effectively.

ACADEMIC INTEGRITY

All members of the UCSC community benefit from an environment of trust, honesty, fairness, respect, and responsibility. You are expected to present your own work and acknowledge the work of others in order to preserve the integrity of scholarship.

Academic integrity includes:

- Following exam rules
- Using only permitted materials during an exam

- Viewing exam materials only when permitted by your instructor
- Keeping what you know about an exam to yourself
- Incorporating proper citation of all sources of information
- Submitting your own original work

Academic misconduct includes, but is not limited to, the following:

- Disclosing exam content during or after you have taken an exam
- Accessing exam materials without permission
- Copying/purchasing any material from another student, or from another source, that is submitted for grading as your own
- Plagiarism, including use of Internet material without proper citation
- Using cell phones or other electronics to obtain outside information during an exam without explicit permission from the instructor
- Submitting your own work in one class that was completed for another class (self-plagiarism) without prior permission from the instructor.
- Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Misconduct page](#) at the [Division of Undergraduate Education](#).

ACCESSIBILITY

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by email, preferably within the first two weeks of the quarter. At this time, I would like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact the DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

RELIGIOUS ACCOMMODATION

UC Santa Cruz welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request the reasonable accommodation for religious practices. The instructor will review the situation in an effort to provide a reasonable accommodation without penalty. You should first discuss the conflict and your requested accommodation with your instructor early in the term. You or your instructor may also seek assistance from the [Dean of Students office](#).

PRINCIPLES OF COMMUNITY

The University of California, Santa Cruz expressly prohibits students from engaging in conduct constituting unlawful discrimination, harassment or bias... [More here](#). I am committed to providing an atmosphere for learning that respects diversity and supports inclusivity. We need to work together to build this community of learning. I ask all members of this class to:

- be open to and interested in the views of others
- consider the possibility that your views may change over the course of the term
- be aware that this course asks you to reconsider some “common sense” notions you may hold
- honor the unique life experiences of your colleagues
- appreciate the opportunity that we have to learn from each other
- listen to each other’s opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- ground your comments in the texts we are studying. Refer frequently to the texts and make them the focus of your questions, comments, and arguments. This is the single most effective way to ensure respectful discussion and to create a space where we are all learning together.

TITLE IX/CARE ADVISORY

UC Santa Cruz is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who are not designated as “confidential” employees, which is a special designation granted to counselors and CARE advocates). Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

Confidential resources are available through [CARE](#). Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or care@ucsc.edu.

In addition to CARE, these resources are available to you:

- If you need help figuring out what resources you or someone else might need, visit the [Sexual Violence Prevention & Response \(SAFE\) website](#), which provides information and resources for different situations.
- [Counseling & Psychological Services \(CAPS\)](#) can provide confidential counseling support. Call them at (831) 459-2628.
- You can also report gender discrimination and sexual harassment and violence directly to the University’s [Title IX Office](#), by calling (831) 459-2462 or by using their [online reporting tool](#).
- Reports to law enforcement can be made to the UC Police Department, (831) 459-2231 ext. 1.
- For emergencies, call 911.

DIFFICULT CONVERSATIONS

In our in-class and online discussions and dialogues, we will have the opportunity to explore challenging, high-stakes issues and increase our understanding of different perspectives. Our conversations may not always be easy. We sometimes will make mistakes in our speaking and our listening. Sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. We will always need respect for others. Thus, an important aim of our classroom interactions will be for us to increase our facility with difficult conversations that arise inside issues of social justice, politics, economics, morality, religion, and other issues where reasonable people often hold diverse perspectives. This effort will ultimately deepen our understanding and allow us to make the most of being in a community with people of many backgrounds, experiences, and positions.

GRAPHIC AND EXPLICIT MATERIALS

The material presented in this course may oftentimes pose challenging ideas, language, or imagery. Overt and graphic depictions of violence and sexual content may be part of the screenings or clips shown in class. These materials are to serve as a point of inquiry and are meant to facilitate a critical understanding of the meanings inherent in their presentation. Challenging material asks us to interrogate its social relevance through a theoretical, historical or formal analysis and as such is included within the parameters of rigorous intellectual inquiry. I am always available to explain and clarify the pertinence of class materials in relation to your coursework and to provide greater context for its inclusion. Please note that I will do my best to issue specific trigger warnings before showing any of the materials. However, given the individual nature of triggers, I cannot guarantee that I will be able to cover all triggers.

REPORT AN INCIDENT OF HATE OR BIAS

The University of California, Santa Cruz is committed to maintaining an objective, civil, diverse and supportive community, free of coercion, bias, hate, intimidation, dehumanization or exploitation. The Hate/Bias Response Team is a group of administrators who support and guide students seeking assistance in determining how to handle a bias incident involving another student, a staff member, or a faculty member. To report an incident of hate or bias, please use the following form: [Hate/Bias Report Form](#).

STUDENT SERVICES

[Counseling and Psychological Services](#)

Many students at UCSC face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

[Student Success and Engagement Hub](#)

The Division of Student Success provides campus-wide coordination and leadership for student success programs and activities across departments, divisions, the colleges, and administrative units.

[Tutoring](#) and Learning Support

At Learning Support Services (LSS), undergraduate students build a strong foundation for success and cultivate a sense of belonging in our Community of Learners. LSS partners with faculty and staff to advance educational equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. When students fully engage in our programs, they gain transformative experiences that empower them at the university and beyond.

[Slug Support Program](#)

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need during remote instruction.

To get started with SLUG Support, please contact the [Dean of Students](#) Office at 831-459-4446 or you may send us an email at deanofstudents@ucsc.edu.

Slug Help/[Technology](#)

The ITS Support Center is your single point of contact for all issues, problems or questions related to technology services and computing at UC Santa Cruz. To get technological help, simply email help@ucsc.edu.

On-Campus Emergency Contacts

Slug Help/[Emergency Services](#). For all other help and support, including the health center and emergency services, start [here](#). Always dial 9-1-1 in the case of an emergency.

COURSE SCHEDULE

WEEK 1 :: Mise-en-Scène and Cinematography

1. Mise-en-Scène : Part 1 and 2

Watch: *Frida* (Julie Taymor, 2002)

Read: Corrigan and White, Introduction “Studying Film: Culture and Experience”

Ch. 1 “Encountering Film: From Preproduction to Exhibition”

Ch. 3 “Mise-en-Scène: Exploring a Material World”

2. Cinematography : Part 1 and 2

Read: Corrigan and White, Ch. 4 “Cinematography: Framing What We See”

WEEK 2 :: Editing

1. Editing: Part 1 (History of continuity editing)

Watch: *Lola rennt* (Tom Tykwer, 1998)

Read: Corrigan and White, Ch. 5 “Editing: Relating Images”

2. Editing: Part 2 (Continuity editing)

Read: Ch. 7, “Narrative Traditions” p. 264 of Ebook

3. Editing: Part 3 (Temporality of film, disjunctive editing)

Read: Ch. 12 “Writing a Film Essay”

WEEK 3 :: Sound and Experimental Film

1. Sound

Watch: *Playtime* (Jacques Tati, 1967)

Read: Corrigan and White, Ch. 6 “Film Sound: Listening to the Cinema”

2. Experimental Film

Read: Corrigan and White, Ch: 9 “Animation and Experimental Media”

****Due: Sequence Analysis Essay (due Aug 11)**

WEEK 4 :: Documentary Film and Film Genres

1. Documentary Film

Watch: *Cameraperson* (Kristen Johnson, 2016)

Read: Corrigan and White, Ch: 8 “Documentary Films: Representing the Real”

2. Film Genres

Read: Corrigan and White, Ch: 10 “Movie Genres: Conventions, Formulas, and Audience Expectations”

WEEK 5 :: International Cinemas

1. International Cinema

Watch: *Rafiki* (Wanuri Kahiu, 2018)

Read: Corrigan and White, Ch: 2 “History and Historiography: Hollywood and Beyond”

2. Final Exam: August 27

**** Due: Analytical film essay (due Aug 25)**