

American College Dublin

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LIB206 CINEMA AND SOCIETY

Credits:	3 US credits / 6 ECTS credits
Credit level:	Stage one
Prerequisites:	None
Mandatory:	Yes
Contact hours:	40
Academic Year:	2016/17
Semester:	2
Lecturer:	Dr. David Doolin

INTENDED LEARNING OUTCOMES

At the end of this module learners should be able to:

1. understand the uniqueness of cinema as a medium of visual representation and as a form of popular culture in the context of the history narrative media;
2. appreciate the possibilities of cinema to reflect social realities, both historical and contemporary;
3. evaluate how different national cinemas represent their society's traditions, collective identity and anxieties;
4. realise the power of cinema to represent social tensions, family problems, gender relations, and violence;
5. become familiar with a representative sample of films, both European and American, which focus on social issues.

Learning outcomes 3-4 will be assessed by a research paper, 5 by class presentation, and 1, 3, 5 by the final examination.

MODULE OBJECTIVES

The aim of the module is to examine the process in which cinematic narratives, both fictional and documentary, reflect human interactions, conflict and cooperation in a social environment. The particular problems for analysis will include cinematic representations of family life, local community, work place, class tensions, multiculturalism, poverty and crime.

MODULE CURRICULUM

Learners will realise the module objectives by completing a number of curriculum tasks and activities. These are planned to include the following topics:

- origins of cinema as a narrative medium;
- Relations between cinema and literary fiction and drama;
- Social problems and politics in silent cinema;
- D. W. Griffith and the Civil War epic;
- The Soviet Montage films and revolutionary Russia;
- The New Objectivity in the cinema of the Weimar Republic;
- The cinema Italian post-war Neo-Realism;
- The French New Wave of the late 1950s and 1960s;
- The British “kitchen sink” cinema of the 1960s;
- The post-Stalinist thaw and the cinema of Eastern Europe;
- The New Hollywood and the American counter culture;
- Final research project.

REQUIRED TEXT

Kristen Thompson and David Bordwell, *Film History: An Introduction*, New York: McGraw-Hill Higher Education, 2009;

Robert Henry Stanley, *Making Sense of Movies*, McGraw-Hill Higher Education, 2003.

SUPPLEMENTARY READING LIST

David Bordwell and Kristin Thompson, *Film Art: An Introduction*, New York: McGraw-Hill, 2008;

Louis Giannetti, *Understanding Movies*, Prentice-Hall, 2007;

Belton, John Belton, *American Cinema/American Culture*, 3rd ed., New York: McGraw-Hill, 2009;

Roy Armes, *French Cinema*, New York: Oxford University Press, 1985;

Annette Kuhn, *Women's Pictures: Feminism and Cinema*, Boston: Routledge & Kegan Paul, 1982;

James Monaco, *The New Wave*, New York: Oxford University Press, 1976;

Olga Kagan et al., *Cinema for Russian Conversation*, Newburyport, MA: Focus Publishing, 2005;

Peter Kenez, *Cinema and Soviet Society, 1917-1953*, Cambridge University Press, 1992;

Richard Taylor and Derek Springs, eds., *Stalinism and Soviet Cinema*, London: Routledge, 1993;

Denise Youngblood, *Movies for the Masses: Popular Cinema and Soviet Society in the 1920s*, Cambridge University Press, 1992;

Michel Marie, *The French New Wave: An Artistic School*, Oxford: Blackwell Publishers, 2003;

John Belton, *American Cinema/American Culture*, McGraw-Hill Higher Education, 2005.

INTERNET WEBSITES

<http://www.imdb.com/>

<http://www.nytimes.com/>

<http://www.simplyscripts.com/>

<http://www.reelireland.ie/history.pdf>
<http://www.earlycinema.com/>
<http://www.filmsite.org/>
http://www.cinema-sites.com/Cinema_Sites_HIST.html
<http://filmsound.org/film-sound-history/silentfilmlinks.htm>
http://www.cln.org/themes/history_film.html

MODULE LEARNING ENVIRONMENT

The physical structures of the module learning environment include lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system, overhead projector, television and DVD/video player. The learners also have access to an up-to-date computer laboratory (all computers are connected to the College's network; they are equipped with the Microsoft XP Office suite of software, Microsoft Frontpage and are networked for printing and internet access).

The module learning environment also includes the College's library (the Rooney Library). In co-operation with the teaching staff and in association with Lynn University, Boca Raton, Florida, the Library is able to supply reading and research materials on all aspects of the proposed Liberal Arts degree (as well as a range of materials on history, sociology, literature, languages, art, international relations and environmental studies). There are networked computers (five) and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Learners are able to search the catalogue, extend their loans, and place holds on titles from home. An inter-library loan service is available for staff and learners.

MODULE TEACHING AND LEARNING STRATEGY

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include three hours per week of class time which combines elements of a seminar and tutorial. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

MODULE ASSESSMENT STRATEGY

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and the final exam. The forms of assessment used in the module, together with their weighting, include the following:

- research paper (c. 2000 words), in which learners will present results of their original research on a selected topic relating to cinema and society (30%);
- class presentation (10 minutes) on a selected topic relating to cinema and society (10%);
- final examination (60%).

As class attendance is necessary for the achievement of intended learning outcomes, only learners who have attended at least 75% of the classes can sit the final examination.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%). Class presentations are assessed using a class presentation rubric (see Section 5.4.6) to ensure transparency, fairness, and consistency of assessment process.

Learners will be instructed in academic techniques of source referencing to avoid plagiarism, that is, unacknowledged appropriation of someone else's ideas, words, and research results. Plagiarism is regarded by the College as a serious offence punishable by downgrading, failure in the course work, and possible dismissal from the College. The College's detailed Plagiarism Statement is included in the Quality Assurance Manual, sections 3.8.1-3.