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HSS 403-006: Multiculturalism in Cinema

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L. Castronova
Senior Seminar

SPRING, 2021
HSS 403 006 (THURS)

Multiculturalism in Cinema

Office Location: 414 Cullimore Hall Phone:(973)596-6484
Office Hours: Available online OR, if needed, the instructor will come
to the campus for a conference. Hours are flexible.

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WELCOME TO INTERNATIONAL CINEMA!

S E M I N A R S Y L L A B U S

REQUIRED TEXTBOOK: Bergan, Ronald. THE FILM BOOK - A COMPLETE GUIDE TO THE
WORLD OF CINEMA. New York: DK Publishing, 2011.
ISBN: 978-0-7566-8676-5 (Available as a very inexpensive text in the
NJIT bookstore or online.)

ADDITIONAL REQUIREMENT: Subscription to NETFLIX needed for additional movie
viewing and reviewing.

COURSE DESCRIPTION: In this senior seminar, the instructor and the
students will present films for discussion and analysis. To begin, the
instructor will present a series of films. Later on in the semester, seminar
members, now divided into groups, will take center stage. Each group of
students will select a film to present in the seminar. We will then focus on
the film chosen by each group of students. (Of course, the channels of
communication need to be open, and students need to interact- in their
respective groups- in order to prepare their presentations).

In this seminar, we are aiming for "art house," international or classic
works in the huge and intriguing world of cinema. Perhaps the subjects of
the films shown will be very diverse, but the common connection should be
that these are all windows on the human spectrum of how we live, our
longings, our mistakes, our failures, our triumphs or our willingness to find
humor to cushion the struggles as we move along. Our mission in this seminar
is to share interesting films. We want to view all of these with open minds.
Moreover, we should try and share each director's artistic vision of how a
tale might be told on screen. We will aim to see each director's angle and
can freely comment on the success or failure of what we believe to be his or
her intentions. Does the film in question succeed or fail, in whole or in
part? Does the director engage us? Stir our emotions? Lose us somewhere
along the story path?

Might the director use casting to illuminate the tale being told on screen or
miss his or her mark with what we might feel is miscasting?
Does the filmmaker give us a dose of reality? Or, might a particular
movie be a temporary escape hatch from life's woes? We have heard it so
often: "escape to the movies!"

Critiquing is a vital part of this seminar. Sometimes viewers
think that reviewing films has to be a negative response. Quite the
contrary! It depends on each viewer's "take." Students are free to
celebrate their viewing experience, or they can trash a particular film for
whatever valid reasons they might find. Of course, there might also be a
middle ground, including a combination of good and bad points. The key,
however, is to explain the reasons for negative or
positive comments. Thinking critically as we analyze what works in the
art form of film is something that we want to share with one another.

Further, students are asked to be open minded about all
films. Many times, we, ourselves, cannot identify with the action and/or the
characters. Sometimes these do not mirror our own lives. However, an
openminded viewer knows that lots of stories, novels, poems or movies are
simply NOT about us. This does not make these
artistic works invalid or worthless.
Sometimes we, ourselves, are simply nowhere in the picture...but other human
beings are vividly being portrayed up there on the screen. An openminded
viewer is AWARE of that, absorbs the story seen on film and then decides what
it might indicate about life, love, loss, anger, joy and any and all other

aspects that make us human. Lives outside of our own, stories from other lands, these are all part of the larger picture of movies: WORLD CINEMA. Venturing beyond the familiar can make life a unique and intriguing journey.

COURSE REQUIREMENTS: Although we have had to transfer this face-to-face seminar to an online experience, all class members are still being asked to be PRESENT and to be sure to PARTICIPATE! Plan to be a part of the conversation/discussion between students and the instructor and share your impressions! This will be done via WebEx.

SOME of the films may be subtitled so that we can hear the richness of the dialogue in its original language. (No dubbing allowed in this class). Of course, INTERNATIONAL FILMS SHOWN MUST HAVE ENGLISH SUBTITLES. Every language has its own unique sounds or musicality. For subtitled films, students will need to READ those subtitles and stay focused. If a student group selects a film from a country with a language other than English, SUBTITLES WILL BE NECESSARY for their presentation. In fact, SUBTITLES are a wise choice even on films in ENGLISH if there are accents that might not be easily understood. With our international student population in this seminar, using English subtitles works well for ALL films.

READINGS:

Students will need to complete the textbook readings (and any additional online readings which may be assigned.) The textbook offers a huge and informative picture of world cinema in informative chapters. All readings are intended to enhance our grasp of the subject of movies. Therefore, please read the text with an inquiring mind. Consider the author of the textbook, Ron Bergan, a film scholar, as he shares insights into great movies and accomplished directors. Read about the scope of movies as a global art form.

MOVIE BLOGS:

All students will need to offer a written response to all films shared in the seminar (via seminar viewing OR for homework) by offering a personalized MOVIE BLOG or FILM JOURNAL that captures their impressions. (How long? At least a page...but many students, in the past, have really taken off like a rocket on what a film means from their perspective. They have shared some beautiful observations and insightful concepts about characters, situations, a director's success or failure, an actor's triumph in a basically weak story, etc.) There are definitely no right or wrong responses---only interesting, supported observations and opinions to be shared. FYI.....YOU WILL USE THIS BLOG OR JOURNAL for reference during the mid-term and final exam. So...please make the writings a vital source of recorded impressions.

RESEARCH PAPER

COMPLETE THE (REQUIRED) WRITTEN RESEARCH ASSIGNMENT! (Details will be given in the future). THIS RESEARCH ASSIGNMENT IS MANDATORY.

GROUP PRESENTATIONS (YOU NEED TO BE SEEN and HEARD as WELL!!)

BE AN ACTIVE PARTICIPANT in your group when it presents the movie selected by all group members. Students in each respective group will be a part of a panel discussion BEFORE showing their film selection and AFTER the viewing. There are guidelines and time boundaries. (These will be detailed later and distributed on the Group Instruction page). Believe me, there will be plenty of room for creativity!

EXAMS: A MID-TERM and a FINAL EXAM

Successful completion of a mid-term exam and a final exam. (Details on both will be given in class). Student film choices and presentations will be a part of the final exam writings. So...stay tuned and be attentive to what your classmates have to share with us.

HOMEWORK ASSIGNMENTS may involve additional movie viewing (using NETFLIX) and review writings. Students are responsible for seeing these films, and these additional selections will also be a part of the mid term and final exams.

FYI: AS YOUR INSTRUCTOR, I will sometimes send emails and/or post assignments ...so please check for messages/details on an assignment-- on a regular basis. THANKS!

TEXTBOOK READINGS: (YES, READ THE ENTIRE TEXT. IT'S a worthwhile look at cinema!)

The Story of Cinema pages 12-59 (These two chapters are on the
How Movies are Made pages 63-75 beginnings of movie making.)

Movie Genres pages 79-125 (classification of films)
World Cinema pages 129-177 (a global perspective)

A - Z of Directors pages 180-251 (important directors who have made
strides in world cinema)

TOP 100 Movies pages 257-343 (a look at influential films)

**CALENDAR: SENIOR SEMINAR-
MULTICULTURALISM IN CINEMA**

FYI: Alas! This calendar is not written in stone. Just as in real life, changes are sometimes necessary. The same holds true for the listings below. Hopefully, these entries will all work out as planned. Any changes? Students will be notified via email.

HONORS CREDIT REQUIREMENTS (for any students taking Multiculturalism in Cinema for HONORS CREDIT) will be sent to those students who notify me of their taking the course for HONORS CREDIT.

WEEK 1 Review of seminar requirements. Student introductions. Discussion and exchange of ideas on cinema, past, present, future, etc. Be ready to talk. (I look forward to hearing your ideas). Forming groups for presentations at a future date. If time permits, a film will be shown during our first session.

WEEKS 2,3,4,5, and 6 - Instructor's selection of films for discussion/evaluation will be shown. QUIZZES may be given if there is a lack of participation. I don't want to "threaten" graduating college seniors with quizzes. Instead, I just want all of you to participate and share your points of view! Sharing insights into the world of film is what this seminar is about!

REMINDER: for every film shown, students are asked to write feedback in which they evaluate the highlights (and/or low points) of each selection. THINK: FILM BLOG or JOURNAL

NEXT SECTION OF SEMINAR NOW BEGINS (Yes, ONE WEEK BEFORE THE SEMESTER BREAK).

WEEK 7- STUDENTS TAKE CHARGE! THE FIRST GROUP (GROUP 1) OF STUDENT PRESENTERS will deliver their presentation and will include the showing of their film choice to all class members.

NOTE: The presentation of GROUP 1 will be INCLUDED on the MID TERM EXAM.

INFORMATION ON GROUP PRESENTATIONS: All students will be assigned to groups well in advance of presentations. All members in each group should AGREE and have SOME INPUT in regard to the selection made and presented. Each student needs to CONDUCT SOME RESEARCH on the film the group has selected. Group members need to interact! What aspects of the film will EACH GROUP MEMBER focus on? Give the matter attention and thought! POSSIBILITIES:

Will it be a background on the actors? Some insights into the life and body of work by the director? The cinematography of the film? The powerful musical score of the film? Might someone look and see what the film critics had to say about the film? Are there very important scenes that require our undivided attention? What are they? In essence WHICH STUDENT will discuss WHAT aspect of each film?

This needs to be worked out well in advance of the presentation. Of course, we don't want to lose the energy of a spontaneous and interesting interchange between the presenters (group members), all other class members, and the instructor! So how should the student presentations be constructed?

INTRODUCTION (something said by each student. AGAIN, we need to SEE YOU! Each student's introductory comments should be around FIVE MINUTES. The introduction should set the stage for all of us, as viewers, in regard to the film that we are about to see.

THEN...we watch the film. AT THE CONCLUSION: students will come back and offer closing comments. (AGAIN, no more than FIVE MINUTES for each student. Give opinions!

Questions from the audience? These can be mentioned in our WEBEX meeting which will occur RIGHT AFTER THE STUDENTS have all offered closing comments.

WHAT ABOUT GRADING? Only in rare instances does everyone in the group receive the same grade. The grades for presentations are based on INDIVIDUAL EFFORT. Did each group member prepare? Is there a gradual transition from ONE SPEAKER to the NEXT? Have TWO speakers in the same group talked about the same thing?? (Not well organized!)

REMINDER: The focus in our seminar is on ART HOUSE films (including international works) OR classics. The goal is to select SOMETHING INTERESTING and UNFAMILIAR to many in the seminar. JINTRIGUE US! SURPRISE and ENLIGHTEN us! Of course, I will be available to assist each group in making a film choice that is appropriate for the seminar. NO MORE THAN TWO HOURS in LENGTH for the film, please.

IMPORTANT: WE NEED TO HEAR EACH STUDENT AND NEED TO SEE EACH STUDENT AS WELL. Method to be used? KALTURA CAPTURE. (instructions will be in CANVAS)

ONE MORE NOTEWORTHY ITEM: STUDENTS ENROLLED IN THE SEMINAR FOR HONORS CREDIT (if we have a sufficient number of them to form a group) WILL BE THE FIRST PRESENTERS.

WEEK 8- MID TERM EXAM... on all films (seen in the seminar and those assigned online) EXAM will be done during week 8 seminar session. Remember that the first student presentation (GROUP 1 film) will be ON THE MID TERM EXAM. In addition, MOVIE BLOGS 1 (each student's written feedback that corresponds to the films we have shared in the seminar) will ALSO BE DUE.

WEEK 9 - SPRING SEMESTER BREAK - WEEK of MARCH 14th through MARCH 21st

IMMEDIATELY AFTER THE SEMESTER BREAK, GROUP 2 will deliver its FILM and PRESENTATION. SO.....

WEEK 10 STUDENTS' CHOICE - GROUP 2 STUDENT PRESENTATION and FILM PRESENTATION and FILM. INDIVIDUAL RESEARCH TOPICS MUST BE GIVEN to the instructor for approval.

WEEK 11 Group 3 (STUDENT PRESENTATION AND FILM)

WEEK 12 GROUP 4 (STUDENT...PRESENTATION AND FILM)

WEEK 13 GROUP 5 (STUDENT PRESENTATION AND FILM)

WEEK 14 GROUP 6 (STUDENT PRESENTATION AND FILM) (RESEARCH PAPERS ARE DUE BY THE DEADLINE GIVEN) FYI....It will be on EARTH DAY - APRIL 22nd

WEEK 15- TBD

There will be a Final Exam in our Multiculturalism in Cinema seminar. This exam will be based on student presentations and textbook readings as well. The second half of student movie reviews/commentaries (MOVIE BLOGS 2) will also be due.

HAVE AN ENJOYABLE SEMESTER!

University Policy on Academic Integrity

Section 1. Purpose

New Jersey Institute of Technology is an institution dedicated to the pursuit of knowledge through teaching and research. The university expects that its graduates will assume positions of leadership within their professions and communities. Within this context, the university strives to develop and maintain a high level of ethics and honesty among all members of its community. Imperative to this goal is the commitment to truth and academic integrity. This commitment is confirmed in this NJIT University policy on Academic Integrity.

The essential quality of this Policy is that each student shall demonstrate honesty and integrity in the completion of all assignments and in the participation of the learning process. Adherence to the University policy on Academic Integrity promotes the level of integrity required within the university and professional communities and assures students that their work is being judged fairly with the work of others. This Policy defines those behaviors which violate the principles of academic integrity, describes a range of appropriate sanctions for offenses, and identifies a method for promoting the principle of academic integrity on campus.

Section 2. Definitions

Terms defined in the Student Code of Conduct also apply to the University Policy on Academic Integrity.

Academic Dishonesty

The list below contains some general parameters that define academic dishonesty. While the definitions include examples, the examples themselves cannot be listed exhaustively. Therefore, the list of examples is not all inclusive.

Cheating is defined as:

Intentionally using, providing or attempting to use or provide unauthorized assistance, materials, information or study aids in any academic exercise, or preventing, or attempting to prevent, another from using authorized assistance and/or materials.

- Copying answers from or looking at another student's exam.
- Using or possessing any material not expressly permitted during an exam, such as notes, books, prohibited calculators.
- Using electronic devices such as cell phones, digital cameras, PDA's, data storage devices, computers, internet, or other electronic devices unless expressly permitted.
- Having someone else take an exam for you or asking someone for answers to a test/exam.
- Possessing tests, notes, materials, or property belonging to or generating from faculty, staff, and students without permission.
- Submission of purchased term papers or projects done by others.

Intentionally or knowingly helping or attempting to help another person commit an act of academic dishonesty.

- Working with others on a take home exam without instructor approval.
- Selling papers or exams.
- Taking an exam for someone else.
- Offering answers or information related to tests, exams, or assignments without prior instructor knowledge.

Fabrication is defined as:

Intentional and unauthorized falsification or invention of any information or citation in any academic exercise.

- Citing nonexistent or irrelevant works.
- Making up citations on a bibliography or works cited page.
- Skewing data in accord with what you think results should be.
- Changing answers after an exam has been returned.

Plagiarism is defined as:

Using or attempting to use written, oral, or graphic work which was authored or prepared by another and submitting it as one's own without appropriate citation or credit.

Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

- Copying from a source without quotations or appropriate documentation.
- Copying from any source and altering a word or phrase to avoid exact quotation.
- Cloning someone else's ideas without attribution.
- Having someone else write a paper for you.
- Utilizing an image for a paper or project without attribution.

Section 3. Reporting, Investigation, and Adjudication Process

1. Faculty members will refer any allegations of Academic Dishonesty to The Dean of Students Office. If at any time, a student makes a charge of a violation of the Academic Integrity Policy concerning another student to an instructor, that instructor is obligated to report the matter to the Dean of Students without delay. If the maximum sanction for the alleged offense is below suspension, the Dean of Students reserves the right to appoint the Faculty member as the Investigator and/or Hearing Officer.
2. Faculty members who observe any cheating will confiscate all materials used in the alleged violation.
3. Dean of Students or designee will investigate the matter to determine whether a violation is likely to have occurred. While the initial report/allegation may be verbal, a signed written statement is required for adjudication.
4. If a student refutes the academic integrity allegation, the Dean of Students or designee will initiate the adjudication procedures. A hearing will proceed as outlined in the Student Code of Conduct.
5. Students who are accused of academic dishonesty will have the option to resolve the matter through an Administrative Hearing or a Hearing Board.

Section 4. Course Failure: XF Sanction System

1. A student who fails a course due to academic integrity violations will be assigned a grade of "XF" in that course and placed on probation for a period to be determined by the sanctioning authority. The "XF" will be treated in the same way as an "F" for the purposes of Grade Point Average, course repeatability, and determination of academic standing.
2. Once the probationary period has passed, the student may petition the Dean of Students Office to remove the "X" portion of the grade after successful completion of

the Academic Integrity Seminar Series. The student will be assigned the series for the semester following the adjudication of the academic integrity allegation. A student will be permitted two attempts to successfully complete the Academic Integrity Series. If a student fails to successfully complete the Academic Integrity Series, the "X" will remain permanently.

3. Notation on the student's transcript shall read, "Failure due to Academic Dishonesty."
4. Students with the "XF" designation will be prohibited from officially representing the university, holding office in a student organization or representative body, and may be relieved from student employment at NJIT.
5. Students receiving more than one "XF" grade may be expelled from the university.

Section 5. Violation Levels and Sanctions

1. Violations Levels/Maximum Sanction

Level 1. These are the most serious violations for which the sanction may result in expulsion from the university. Student organizations engaged in a violation(s) may face revocation of official recognition from the university. These violations of academic integrity generally, but don't necessarily have to, entail advanced planning, may include conspiring with others or involve a substantial part of credit awarded in the course (normally one third or more). Examples may include, but are not limited to:

- a. Premeditated, conspiratorial cheating on any examination.
- b. Taking an examination for another student.
- c. Unauthorized obtaining or transmitting of examination material before an examination.
- d. Plagiarizing, in full or significant/substantial part written, oral or graphic work which was authored or prepared by another.

Maximum Sanction: Expulsion.

Level 2. These are serious violations for which sanctions may result in a suspension for one or two semesters from the university. Student organizations may face temporary suspension from the university. These violations of academic integrity generally, but don't necessarily have to, entail advanced planning or involve a significant part of credit awarded in the course (normally one quarter to less than one-third).

Examples may include, but are not limited to:

- a. Premeditated cheating on an examination.
- b. Plagiarizing, in part, written, oral or graphic work which was authored or prepared by another.
- c. Permitting one's work to be submitted by another student for his/her credit.
- d. Giving or receiving unfair aid in the completion of an assignment.

Maximum Sanction: Suspension and educational sanction.

Level 3. These are violations which may result in failure of the course and mandatory attendance to the Academic Integrity Workshop Series.

Examples may include but are not limited to:

- a. Cheating on an examination (not premeditated).

- b. Altering any work after it had been graded and re-submitting it for further credit.
- c. Copying laboratory projects; falsely reporting or tampering with laboratory data.
- d. Failing to acknowledge that the work submitted for credit is the work of a collaboration.
- e. Giving or receiving unfair aid in the completion of an assignment.
- f. Permitting another student to copy work during an examination.
- g. Submission of the same work for more than one course without the permission of the instructor(s).
- h. Using material prohibited from the examination, e.g. calculator when prohibited by Instructor.

Maximum Sanction: Failure in the course and/or suspension for one semester

Level 4. These are violations which may result in the failure of the specific work submitted. These violations of academic integrity may occur because of ignorance or inexperience on the part of the individual(s) committing the violation and involve a minor part of the credit awarded in the course.

Examples include:

- a. Copying minor homework assignment(s) and submitting same for credit.
- b. Failure to properly acknowledge or document references on submitted work which represents a minor part of the credits to be awarded in the course.
- c. Impeding student access to reference material, i.e. keeping referenced material
- d. Giving or receiving unfair aid in the completion of an assignment.

Maximum Sanction: Failure in the specific work submitted and educational sanctions.

2. List of Possible Sanctions

Sanctions include, but are not limited to, one of more of the following and may, but need not, involve suspension or expulsion:

- Failure of a course.
- A grade of XF for the course.
- Failure in specific work submitted.
- Disciplinary probation.
- Required attendance to the Academic Integrity Workshop Series.
- Suspension for one or more semesters.
- Permanent expulsion from the University with a permanent notation of disciplinary expulsion on the student's transcript.

Sanctions for a given violation may be imposed differently on those with more or less experience as students. Thus, violations of academic integrity by graduate students may be penalized more severely than the same violations by inexperienced undergraduate students.