

San José State University
Department of English & Comparative Literature
ENGL 117B: Global Literature, Film and Culture, Spring 2022

Populism and Class Struggle in Global Cinema

Course and Contact Information

Instructor:	Faith Kirk, Ph.D.
Email:	faith.kirk@sjsu.edu
Office Hours Link:	https://sjsu.zoom.us/j/87447902846?pwd=V2RvRUxtdlJPMnd0MHR6VG9ybEdNUOT09
	Passcode: 127388
Instructor Office Hours:	Every Thursday 10:00 am -11:00 am PST and by appointment
Class Days/Time:	Fridays, 9:30 am -12:15 pm
Class Zoom Link (For use until 2/14):	https://sjsu.zoom.us/j/86970360553?pwd=Y1ZFWjZsS2tnaXB1YThHa1RPbCtEdz09
	Passcode: 154501 Meeting ID: 869 7036 0553
On-Campus Location (After 2/14):	Sweeney Hall 413
Prerequisites:	Writing Skills Test (WST), completion of Core General Education, and completion of, or co-registration in, 100W.
GE/SJSU Studies Category:	Area V: “Culture, Civilization, and Global Understanding” Note: Courses used to satisfy Areas R, S, and V, must be taken from three separate SJSU departments, or other distinct academic units.

Course Description

Film critics and scholars alike have observed that in the past five years, films exploring class struggle have made a resurgence across the globe. Given the rise in populism, nationalism, and the increasing pressure on national economies posed by the pandemic, the return to stories about class struggle should not be surprising. In this class, we will examine films that explore this thematic territory with distinctly different cinematic styles and traditions.

While many of us may be most familiar with mainstream American film style, “classical Hollywood narrative” in the American tradition is not the only way (nor the best way) to tell a story. Since cinematic technology was invented, filmmakers around the world have used the medium to tell stories that reflect other possible plots, characters, and imaginary worlds. In fact, the formal features of films made outside of the U.S. are closely tied to and have re-invented Hollywood filmmaking. While film scholars in the past drew a distinction between “Hollywood” and “World Cinema,” Hollywood is in fact a global industry and filmmaking is a global practice.

Over the course of the semester, you will be asked to actively think, read, and write about how films work. Some of the films we watch may be familiar to you while others may be unfamiliar, weird, or hard to watch. While you are not required to enjoy or even “appreciate” any of the films we watch in this class, I will ask you to actively engage with the stories they tell and embrace your confusion, discomfort, or apprehension about them. Some of the work of this class will be about changing the way you see film, but your other big task will be to examine your own ideas, beliefs, and values and how they impact the way you see.

GE Area V Course Goals and Student Learning Objectives

After successfully completing the course, students shall be able to:

GELO 1: compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the U.S.

GELO 2: identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.

GELO 3: explain how a culture outside the U.S. has changed in response to internal and external pressures

Course Learning Outcomes

English 117B serves four of the five learning objectives of the Department of English and Comparative Literature, by having students demonstrate the ability to

- E 1.** read closely in a variety of forms, styles, structures, and modes, and articulate the value of “close reading” or close analysis in both the study of literature and the study of film;
- E 3.** write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject;
- E 4.** develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively;
- E 5.** articulate the relations among culture, history, and texts.

The Texts We are Using and How to Find Them

The texts we will be reading this semester will all be available to you digitally on Canvas. **There is no course textbook** for you to purchase.

Your Grade

Grade Breakdown

ASSIGNMENT	PERCENTAGE OF FINAL GRADE
Canvas Assignments & Discussions	30 percent
Film Notes (“Plot Segmentations”)	20 percent
Two Critical Analysis Papers	20 percent
Visual Analysis Project	15 percent
Final Reflection	15 percent

Evaluation

The following statement has been adopted by the Department of English for inclusion in all syllabi:

In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.

In written assignments for English 117A, this scale is based on the following criteria:

A [90-92=A minus, 93-96=A, 97-100=A plus] = Excellent: The "A" essay is articulate and well developed with fluid transitions and a clear and persuasive use of evidence, which is drawn from the literary text itself, lecture materials (when appropriate), and research materials. An "A" essay contains a fresh insight that teaches the reader something new about the subject matter.

B [80-82=B minus, 83-86=B, 87-89=B plus] Above average: The "B" essay demonstrates a good understanding of its subject, a clear and persuasive use of evidence, a certain level of ease of expression, and solid organization. However, it usually lacks the level of originality and creativity that characterizes the insight found in an "A" essay.

C [70-72=C minus, 73-76=C, 77-79=C plus] = Average: The "C" essay makes a good attempt at all the assignment's requirements. It has a reasonable understanding of its subject matter but its ideas are frequently simplistic or over-generalized. The writing style is also more bland and repetitive than the style shown by "A" and "B" essays and it often contains flaws in grammar, punctuation, spelling and/or word choice. It may also use textual evidence out of context.

D [60-62=D minus, 63-66=D, 67-69=D plus] = Below average: The "D" essay is poorly organized and generally unclear. It has inappropriate or inadequate examples, is noticeably superficial or simplistic, and/or contains some serious mechanical and grammatical problems. A "D" essay may also reveal some misunderstanding of the assignment requirements.

F [59 or below]= Failure: An "F" essay has not addressed the requirements of the assignment and is unacceptable work in terms of both form and content.

Assessment

You will get different kinds of feedback in this course. You will receive feedback from me and from your colleagues. When you submit an assignment to me to be evaluated, you will receive a numerical score, a scoring guide, and written feedback. When we talk after class or in my office hours, you will receive verbal feedback from me, about a particular assignment or your general performance in the course if you wish.

Major Assignments and the Learning Outcomes they Meet

MAJOR ASSIGNMENT	GE LEARNING OUTCOMES	COURSE LEARNING OUTCOMES
Canvas Assignments & Discussions	1, 2, 3	1, 3
Film Notes	1	1
Critical Analyses	1, 2, 3	1, 3, 4, 5
Visual Analysis	1	1, 3
Final Reflection	1, 2, 3	1, 3, 4

Assignment Descriptions

Plot Segmentations

Each time you watch in film in class, you will create what is called a “plot segmentation” of the film. A plot segmentation is a method of taking notes that film scholars use to record the events of the film in the order that they occur. When you go to analyze a film after a screening, you will refer to your segmentation to remember the film’s form, or “narration”.

[Note: I have included a sample plot segmentation at the end of this syllabus for your reference.]

Critical Analysis Papers

You will be asked to write two Critical Analysis essays this semester and to submit them on Canvas. These brief analyzes are opportunities to make connections between the concepts we have learned and the films we have watched in class.

You will receive a prompt with more specific instructions and requirements before the first Critical Analysis is due and we will discuss the expectations more fully in class.

Visual Analysis Project

For this project, you will select a sequence from one of the films that we have watched in class and storyboard an alternate version of that sequence that would create a significantly different effect for viewers. You will need to include a one-page cover sheet with your storyboard describing the original sequence, the choices you made to strategically re-envision that sequence, and why you made those choices. You should cite at least one secondary source in that cover sheet (both in the text and in a works cited entry at the end) that has informed your decisions.

We will discuss this assignment in much more detail after Spring Break.

Final Reflection

Instead of a traditional final exam, you will have the opportunity to reflect about what you have learned this semester, how you might apply that information in other areas of your academic and work life, and what you would like to learn next.

This reflection will be due to Canvas during our scheduled final exam time. *That means that we will not meet in person during our exam time.* We will discuss the reflection in more detail closer to the due date.

Course Policies

Make Time for the Work

University policy requires that the following language be included in all syllabi:

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally *three hours per unit per week*) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Come to Office Hours

Every Thursday from 10:00 – 11:00 am PST and by appointment

Zoom link: <https://sjsu.zoom.us/j/84443982055?pwd=ZUlrUEJZUjU2WjV6N1BRSDlaZ1dodz09>

Passcode: 767480

[Note: This link and passcode is available to you on our Canvas course site in the “Start Here” module on the Canvas page “Visit Instructor Office Hours”.]

Each week, I hold office hours on Zoom which means that I sit at my computer ready and waiting to talk with you about what you need, what you want to accomplish, and how I can help you do that. You can either drop by the Zoom link OR email me to make an appointment. I have enabled the “waiting room” feature on Zoom so when you log on you will be automatically admitted to a virtual waiting room in the order in which you logged in.

Late Work

Because I understand that life happens, *I will accept late work up to 5 days past the deadline, but I will deduct 5% (or 1 point for assignments that are out of 10) for each day that the work is late (including weekends).*

If you have an exceptional circumstance that prevents you from submitting work, please let me know. I am happy to support you in your efforts to do the work and pass the course.

Avoid Plagiarism by Asking Questions

Plagiarism is when you take someone else’s words or ideas and pass them off as your own. While plagiarism is wrong, asking about it is not! If you are not sure if something counts as plagiarism or not, go ahead and ask me, either in class, individually before or after class, or via email.

After teaching for many years, it is very obvious to me when a writer forgets to cite a source or does not understand how to cite a source correctly. It also obvious when a writer blatantly inserts someone else’s language or ideas into their own writing. *If I find a case of plagiarism that is not the result of misunderstanding or incorrect citation, I am required to refer you to the university for disciplinary action.*

Our Class Atmosphere

Our classroom is a learning environment where everyone’s right to explore ideas needs to be respected. There is nothing wrong with disagreement and debate. In fact, saying that you disagree with someone and why you do is crucial for really doing the work of critically thinking. What *is* wrong is being disrespectful to anyone in our class or actively suppressing a colleague’s ability to think, collaborate, and write. We will be practicing how to engage with each other with mutual respect.

A Zoom environment poses interesting challenges. We will discuss as a class how we prefer to interact on Zoom. Once we write a class policy, I will post it to our course Canvas site.

University Policies

COVID-19 Protocols

University policies will change to follow the most current Santa Clara County and California state policies. To begin the semester, the university mandates wearing a mask indoors at all times. To use campus facilities and participate in campus

events, all students and faculty must be fully vaccinated and complete a vaccine attestation form online. To stay updated on campus COVID policies, we will all need to visit the [Health Advisories](#) page of the SJSU website often.

Add/Drop Policy

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#). Students should be aware of the current deadlines and penalties for dropping classes ([Late Drop Information](#)).

Information about the latest changes and news is available at the [Advising Hub](#).

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#)(AEC) to establish a record of their disability.

Your Resources

Free Technology Access

Computer labs and other resources for student use are available in:

- [Associated Students Print & Technology Center](http://as.sjsu.edu/asptc/index.jsp) at <http://as.sjsu.edu/asptc/index.jsp> on the Student Union (East Wing 2nd floor Suite 2600)
- [The Spartan Floor](https://library.sjsu.edu/services/services) at the King Library at <https://library.sjsu.edu/services/services>
- [Student Computing Services](https://library.sjsu.edu/student-computing-services/student-computing-services-center) at <https://library.sjsu.edu/student-computing-services/student-computing-services-center>
- [Computers at the Martin Luther King Library](https://www.sjpl.org/wireless) for public at large at <https://www.sjpl.org/wireless>
- Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from [Collaboration & Academic Technology Services](#) located in IRC Building. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Writing Center

The San José State University Writing Center offers a variety of online resources to help students become better writers, and all of our services are free for SJSU students. Our mission is to enhance the writing skills of SJSU students so they can communicate clearly in any setting (informal, academic, or professional). We accomplish this goal through creating original writing resources, offering workshops, and conducting one-on-one and small-group tutoring sessions. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>.

SJSU Peer Connections: Free Tutoring and Peer Mentoring

Peer Connections is your online, campus-wide resource for **mentoring** (time management, note taking, study skills, getting involved, etc.), **tutoring** (undergraduate writing, lower division Math, Science, History, Humanities, etc.), supplemental instruction (review and study sessions for select courses), and learning assistants in classes across campus.

All services are free. Make appointments to meet with a tutor or mentor by visiting [Spartan Connect](#). ([Links to an external site.](#)) For more information on services, online workshops, and a step-by-step guide to making an appointment, please visit the website at <https://peerconnections.sjsu.edu/> ([Links to an external site.](#)).

SJSU Counseling and Psychological Services

Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at <http://www.sjsu.edu/counseling>.