# FILM AUTEURS: TODD HAYNES

FILM 2295G

Western University—Film Studies Winter 2018 Screening: Tuesdays 1:30-4:30pm (AHB-3B02) Lecture/Discussion: Thursdays 1:30-3:30pm ( with your group members in order to prepare and organize the discussion questions/material, and in most cases I will assess the group as a whole based on the overall quality of the discussion leading.

Exams: There will be two in-class exams during the course (Feb. 15 & March 22).

# WEEK 8—Feb. 27-March 1—FANDOM & FANTASY

**Screening:** Velvet Goldmine

## WEEK 13—April 3-5—TWILIGHT LOVERS and LESBIAN AUTHORSHIP

Screening: Carol (Todd Haynes, 2015, 118 min.)

Reading: Sellors, FA, Ch-5 & Conclusion & Gilbey, "Todd Haynes," [OWL] & P. White, "Sketchy Lesbians" [OWL]

### WEEK 14—April 10—NEW QUEER KIDS' CINEMA?

Screening: Wonderstruck (Todd Haynes, 2017, 117 min.)

Reading: Dossier on Wonderstruck [OWL]

\*FINAL RESEARCH PAPER due at the beginning of class on April 10\*

### **POLICIES and REGULATIONS**

This instructor respects and upholds University policies and regulations pertaining to the observation of religious holidays; assistance available to the physically disabled, visually and/or hearing impaired student; plagiarism; sexual harassment; and racial or ethnic discrimination. All students are advised to become familiar with the respective University regulations and are encouraged to bring any questions or concerns to the attention of the instructor. For Film Studies regulations governing Term Work, Exams, Faculty Office Hours, Academic Relief (appeals, petitions, complaints), and other matters, please consult "Information for Students" on our website at www.uwo.ca/film

**Plagiarism**: Plagiarism is a major academic offence. Students must write their essays in their own words. Whenever students take an idea, or a passage, from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. In this course, citation of all material other than students' own ideas must be completed according to the guidelines established in *The MLA Handbook for Writers of Research Papers*, 6<sup>th</sup> Edition. For additional information on plagiarism see:

www.uwo.ca/univsec/handbook/appeals/scholastic\_discipline\_undergrad.pdf

Plagiarism Checking: All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between the University of Western Ontario and <a href="Image: Turnitin.com">Image: Turnitin.com</a>. You should register immediately as a new user by going to http://www.turnitin.com. I will provide you with the Class ID # and password as soon as possible. Assignments not handed in to turnitin.com will receive a 0.

**Prerequisites:** Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

UWO Policy on Accommodation for Medical Illness: Students seeking academic

#### **GRADING CRITERIA**

### A+ (90-100):

Argument: Clear development of a specific, challenging and original thesis. The writer has taken significant risks successfully; in the resulting piece, distinctive ideas and content have discovered their necessary distinctive form. Detailed reference to appropriate texts, with evidence of individual response. Ability not only to expound subject but to see it around—subtleties and ambiguities, qualifications and concessions, relations to other subjects, etc.

**Presentation, structure:** Quotations well integrated into text. Proper paragraphs. Almost no typographical errors.

Language Skills: Sentence structure correct, with full range of sentence types (compound, complex, and compound-complex), with full range of punctuation (including semicolons, colons, dashes, parentheses). Graceful style, neither pompous nor breezy, and few errors.

**Research/scholarship:** Evidence of effective, extensive and independent research, with proper documentation of sources. Quotations used appropriately and purposively.

### A (80 to 89):

Argument: The writer has taken risks and most of them succeed. Clear development of a specific and challenging thesis, with proper paragraphs. Detailed reference to appropriate texts, with evidence of individual response. Ability not only to expound subject but to see it around—subtleties and ambiguities, qualifications and concessions, relations to other subjects, etc.

Presentation, structure: Quotations well integrated into text. Proper paragraphs. Almost

## C (60 to 69):

**Argument:** Reasonably clear development of a thesis, with proper paragraphs. Basic ability to expound ideas, whose development might be rather thin. Effort to support points with references to the text. Tendency to replace analysis with descriptive retelling of plot.

**Presentation/structure:** Presentation showing lapses in tidiness and/or proofreading. Poor use of paragraphs.

Language Skills: Sentence structure correct, but perhaps overly simple, with tendency to avoid punctuation besides period and comma. Errors relatively few, but occasionally serious, with evident misunderstanding of some point of elementary grammar (comma splices, fragments, semicolon errors, subject-verb disagreements, poorly integrated quotations)

Research/Scholarship: reasonable effort at documentation, but rather thin.

### D (50 to 59):

**Argument:** Difficulty with paragraphing or consecutive thought. Ideas inchoate but clouded by weak expression. Overgeneralization with inadequate support, or examples that run to lengthy paraphrase, with little or no analysis.

**Presentation/Structure:** Very poor to non-existent use of paragraphs. Inadequate and inaccurate documentation. Multiple typographical errors.

Language Skills: Errors of grammar or diction frequent enough to interfere with understanding.

Research/Scholarship: Little serious effort to research the topic.

#### F (49 and below):

**Argument:** Ideas too simple for level of course. Argument completely incoherent. Erroneous content showing little or no understanding of subject.

**Presentation/Structure:** Very sloppy proof-reading. Documentation virtually non-existent.

Language Skills: writing frequently ungrammatical.

**Research/Scholarship:** Non-existent. Content largely "borrowed" from sources with no individual distillation, but no apparent attempt to deceive. Failure to follow the course assignment and guidelines.

## **0** (Report to Department)

Plagiarism with intent to deceive.