

**UNIVERSITY OF WESTERN ONTARIO
DEPARTMENT OF ENGLISH AND WRITING STUDIES
FILM STUDIES PROGRAM**

Students with special permission to watch films on their own time should contact Joanna Smith in the Film Library (jsmit459@uwo.ca, room AHB 1G19) to make special arrangements.

Course Content:

This course explores the transnational dialectics between German cinema and Hollywood, with a special focus on directors and actors who emigrated to the U.S. including Fritz Lang, Marlene Dietrich, F. W. Murnau, Peter Lorre, Billy Wilder, Edgar G. Ulmer, and Ernst Lubitsch. We will trace the influence of Weimar cinema on Hollywood productions of the 1930s and 1940s, taking into consideration diverse genres including melodrama, film noir, the anti-Nazi film, comedy, and horror. We will explore how the experience of displacement of identity and film-making and we will examine the ways how German film-makers in Hollywood reacted to fascism and World War II.

Course Requirements:

All students are required to attend screenings and seminars prepared to *participate* in

Information for Students:

I. General Course Objectives:

Understanding, capacity for argument, judgment and analysis will be fostered by essays, presentations and other assignments, and by in-class small-group and whole-class discussion. Communication skills will be imparted through in-class discussion and credit will be given for frequency and quality of contributions. Essays and other written assignments are marked in accordance with the grading criteria listed below and include benchmarks for the expectations associated with each grade. Awareness of the limits of knowledge will be enhanced by exploring the legitimate differences o

- Language Skills: Sentence structure correct, with reasonable range of sentence types and full range of punctuation. Style not too wordy, with errors relatively few and minor.
- Research Scholarship: Evidence of adequate research, with proper documentation of sources.

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 down)

·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-

ndividual

0 (Report to Department)

·Plagiarism with intent to deceive