

HISTORY OF CINEMA PRODUCTION

DEPAUL UNIVERSITY | AUTUMN QUARTER 2021
FILM 131-401 (IN PERSON) | FILM 131-410 (ONLINE: ASYNC)
THURSDAYS, 1:30PM | 14 E. JACKSON ROOM 802

Instructor: Eric Marsh | marsh@cdm.depaul.edu
Virtual Office Hours: Fridays, 9AM-2PM, by email appointment only

COURSE DESCRIPTION – This course explores the origins, evolutions, and revolutions of cinema production from the perspective of a filmmaker. We will examine a diverse range of critical historical events and theories that have impacted the industry and the craft of filmmaking: the emergence of the studio system, the coming of sound, the auteur theory, genres, ideology, audience, as well as the emergence of other media and the rise of digital technology. Students will acquire a broad understanding of the aesthetic, economic, social, and technological forces that have shaped and continue to influence the development of cinema. In addition to weekly screenings of relevant films, students will be assigned readings on various historical, critical, and theoretical topics.

LEARNING OUTCOMES – Upon successful completion of this course students will be able to:

- Identify major historical shifts in the production of motion pictures.
- Analyze the historical and creative context of films and their relationship to – and role in – society.
- Recognize the importance of global perspectives throughout the history of cinema production.
- Evaluate the continuing evolution of the cinematic process throughout qualitative movements in culture, technology, economics, and audience appreciation.
- Synthesize their understanding of the course materials through written analyses of feature films, readings, and class lectures.

Required Text – All video lectures & readings will be provided by the instructor on [D2L](#).

Course Management System - All course materials will be available to you on [D2L](#).

EVALUATION

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|----------------------------|------|
| Weekly Responses (8) | 40% |
| Presentation | 20% |
| Final Project | 30% |
| Participation | 10% |
| TOTAL | 100% |

A = 100 – 94, A- = 93 – 90, B+ = 89 – 88, B = 87 – 83, B- = 82 – 80, C+ = 79 – 78, C = 77 – 73, C- = 72 – 70, D+ = 69 – 68, D = 67 – 63, D- = 62 – 60, F = 59 – 0.

Course Schedule & Outline

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|----------------|-----------|--------------|--|
| Week 1 | TH | 9/9 | Emergence of Cinema, 1895-1910 |
| Week 2 | TH | 9/16 | Silent-Era Cinema, 1910-1930 <i>The Cabinet of Dr. Caligari</i> , 1920, d. Wiene <i>The Gold Rush</i> , 1925, d. Chaplin |
| Week 3 | TH | 9/23 | Silent Era Cinema II, 1910-1930 <i>Sunrise</i> , 1927, d. Murnau <i>Earth</i> , 1930, d. Dovzhenko |
| Week 4 | TH | 9/30 | Classic Cinema, 1931-1945 <i>The Black Cat</i> , 1934, d. Ulmer <i>Stagecoach</i> , 1939, d. Ford |
| Week 5 | TH | 10/7 | Postwar Transformation, 1946-1960 <i>Los Olvidados</i> , 1950, d. Buñuel <i>Gun Crazy</i> , 1950 d. Lewis |
| Week 6 | TH | 10/14 | Postwar Transformation II, 1946-1960 <i>Johnny Guitar</i> , 1954, d. Ray <i>Yojimbo</i> , 1961, d. Kurosawa |
| Week 7 | TH | 10/21 | Revival of Cinema, 1960-1980 <i>Cleo From 5 to 7</i> , 1962, d. Varda <i>Medium Cool</i> , 1969, d. Wexler Presentations: Cinema of Liberation |
| Week 8 | TH | 10/28 | Revival of Cinema II, 1961-1980 <i>The Heartbreak Kid</i> , 1972, d. May <i>Car Wash</i> , 1976, d. Schultz Presentations: European Films of 60s & 70s |
| Week 9 | TH | 11/4 | Expansion of Cinema, 1980-2000 <i>The 36th Chamber of Shaolin</i> , 1978, d. Lau <i>Big Trouble in Little China</i> , 1986, d. Carpenter Presentations: The Global Advance of Cinema |
| Week 10 | TH | 11/11 | Expansion of Cinema, 1980-2000 <i>Hyenas</i> , 1992, d. Mambety |

The Living End, 1992, d. Araki
Presentations: World Cinema

FINALS **TH** **11/18** **21st Century Cinema, 2000-2020**
Present.Perfect, 2019, d. Shengze

Assignments

1. **Weekly Responses** - Weekly responses (5pts each) provide you an opportunity to integrate the readings and lectures with the *screened films* through your own reactions, observations, and analysis. This is a space for **YOU** to explore the movies we watch in greater detail, and to prove to me that you are keeping up with the course material.

In addition to your own reactions, you **must** *contextualize* the films in your analysis:

1. **Historical Context:** moods, attitudes and conditions that existed during a certain time
2. **Creative Context:** conventions, styles and practices that existed during a certain time (i.e. the “menu of options” a filmmaker had in time).

Get Personal: As production students I recognize that you may all have different pursuits and interests within the field of filmmaking, and you may also bring into your writing *anything* that you find interesting or worth analyzing/exploring, especially in the context of *your own* cinematic aspirations.

Things to do: Be specific, descriptive, and thoughtful in your writing. Back up your opinion, observations, and statements with **concrete examples** from the screened film(s). Things Not To Do: Excessive plot recapping, excessive opinion, vagueness, generalizations, platitudes, etc.

REQUIREMENTS:

1. Each response **must** include at least 2 citations from our text, weekly readings and/or lecture videos. If you do not use or quote sources, you will receive a zero.
2. 500+ word minimum. If you do not meet this requirement you will receive a zero. There is no maximum (write as much as you’d like...).

2. **Papers/Presentations/Projects** - In addition to the weekly responses:

1. Paper #2: International Explorations (20pts) - You will write a research paper and give a presentation about an international filmmaker from the 1960s-1990s. Presentation & paper due dates and topics vary but will be due Weeks 7-10. 5-7 pages.
2. Final Project: 21st Century Cinema (30pts) - You will write a paper or create a project about cinema in the 21st century.

COVID-19 Health and Safety Precautions

Keeping our DePaul community safe is of utmost importance in the pandemic. Students, faculty and staff are expected to (1) wear a mask as required at all times while indoors on campus; (2) refrain from eating and drinking in classrooms; (3) keep current with their COVID-19 vaccinations or exemptions; (4) stay home if sick; (5) participate in any required COVID-19 testing; (6) complete the online Health and Safety Guidelines for Returning to Campus training; and (7) abide by the City of Chicago Emergency Travel Advisory. By doing these things, we are Taking Care of DePaul, Together. The recommendations may change as local, state, and federal guidelines evolve. Students who do not abide by the mask requirement may be subject to the student conduct process and will be referred to the Dean of Students Office. Students who have a medical reason for not complying with any requirements should register with DePaul's Center for Student with Disabilities (CSD).

[COVID-19 Updates and Guidance](#)

[DePaul Health and Safety Practices](#)

[Protocol for Reporting Confirmed COVID-19 Cases or Exposure](#)

[More Information for Students](#)

Content and Schedule Changes – The syllabus is subject to change depending on class progress, time constraints, or material availability. This goes for the screenings as well. The overall workload, however, will not change. Make sure you pace yourself accordingly. You will be notified of any changes in the syllabus in a timely fashion.

Weekly Updates – After each class meeting I will post an update on D2L detailing the immediate class “business”: assignments, readings, screenings, etc, anything that you need to *do* before the next class. You may also keep track of this on the D2L content page. If you want to keep up with the course you *must* read these updates or use the checklist method on D2L and make sure you're on track. No excuses.

Screenings - All of the assigned films are required “texts” for the course, and as such, are MANDATORY. They will fuel your reflections, our discussions, and guide us through the history of cinema. All of the films assigned will be made available to stream on D2L through Panopto.

Reading Assignments - Reading assignments are *mandatory* and will guide us through your responses and our discussions. FYI: Lectures may introduce additional material not in the readings, and the readings may explore concepts not mentioned in the lectures. All of the texts for the course will be made available on D2L as PDFs.

Grading - Grades and/or written feedback will be given for each assignment. In order to be accepted for grading, assignments must be turned in on time. *Late work will receive zero points for grading.* Failure to turn in even one assignment has a significant impact on your grade.

Attendance [for in-person students only] - Each class consists of lecture, discussion, and clips, and attendance is mandatory. Given the extraordinary circumstances of our current situation, however, this may not always be possible. There are various ways to engage with the course from a distance: every class will be recorded by COL and also accessible via ZOOM.

All I ask is that you stay in touch with me and keep an open line of communication: if you are not able to attend any of our meetings please reach out to me via email and let me know ahead of time. Every situation will be handled according to individual circumstances and the instructor's discretion.

Attendance [for Online: Async students] - Because you are not required to attend class in person your attendance and participation grade will be folded into the grades for the Weekly Responses. So for every weekly response you turn in, you will receive 1 additional attendance/participation point. If you do not turn in your weekly response, you will be marked absent for that week re: attendance/participation.

Class Discussion - Student participation in class discussions will be measured in two ways. First, students are highly encouraged to ask questions and offer comments relevant to the day's topic. Participation allows the instructor to "hear" the student's voice when grading papers. Secondly, students will be called upon by the instructor to offer comments related to the films and reading assignments. Students must keep up with the readings and films to participate in class discussion. If you come to class without having watched the films, you will be marked absent.

Civil Discourse- DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be Socially Responsible Leaders. It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

Attitude - A professional and academic attitude is expected throughout this course. Although we are not meeting in person I expect that we will all conduct ourselves as if we were. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to, or over, others when the instructor or another student is speaking, messing around inappropriately in the video chat, mocking another's opinion, cell phones ringing, or anything else that could be considered a distraction. It's hard enough having to do this online, don't make it harder! The professor will work with the Dean of Students Office to navigate any such issues or problems.

Academic Policies - All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the University Academic Calendar. Information on enrollment, withdrawal, grading and incompletes can be found [here](#)

Academic Integrity - Plagiarism is dishonest behavior and therefore violates collegiality as well as University policy. Any cases of plagiarism will automatically receive a zero and be reported to departmental and University officials for disciplinary action. You should familiarize yourself with behavior that constitutes plagiarism by reviewing the University's policy regarding academic dishonesty [HERE](#).

Online Course Evaluations - Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Students complete the evaluation online in CampusConnect.

Special Needs - Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at: csd@depaul.edu.

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