1. **Title of the module**

FILM5830 (FI583) Case Study in World Cinema

1. **School or partner institution which will be responsible for management of the module**

School of Arts

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA Film and associated programmes

BA Media Studies and associated programmes

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 acquire an in-depth knowledge of issues emerging in regional cinemas, including issues of industry and policy;

8.2 understand the origins of the historical, cultural and aesthetic specificities of regional cinemas

8.3 trace cultural flows and aesthetic exchanges taking place within regional cinemas;

8.4 develop comparative and global perspectives on various trends, cycles, and movements within the genres and styles of regional cinemas;

8.5 delineate how transnational forces within the global film industry transform production, distribution and exhibition;

8.6 have broadened and deepened their understanding of world film industries and aesthetics.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 develop verbal and written communication, including the communication of complex concepts about film to a variety of audiences in accessible ways;

9.2 examine and debate conceptual approaches;

9.3 acquire the ability to organise and deploy specific conceptual and analytical arguments;

9.4 develop skills in historical and critical enquiry and interpretation, use of reference sources and judging evidence;

9.5 learn how to organise their private study and library research;

9.6 learn how to present properly referenced coursework;

9.7 acquire the ability to manage a workload in the context of a professional organisation.

1. **A synopsis of the curriculum**

For much of film history and in most of the world, Hollywood productions have dominated the market share of film consumption. Nevertheless, film production is a worldwide phenomenon and these ‘world’ or ‘national’ cinemas have significant cultural, social and economic functions both within domestic contexts and abroad. This module investigates cinema from one world country or region. The case study will vary from year to year: for example, Latin America; Scandinavia; Eastern Europe; China, Korea and/or Japan. In introducing films from the case-study nation or region, the module aims to study how filmmakers actively franchise, adopt and rework film styles and genres; respond to the (film) culture and history of the domestic country and also to ‘Hollywood’ and international cultures; and/or tailor their practice to the tastes of local and foreign audiences and gatekeepers. Above and beyond, the module will investigate the funding structures, distribution strategies and/or other industrial structures and norms that incentivise certain topics and representation styles. We will critically assess transnational aspects of the ‘national’ cinema in question, in the context of international multi-media corporate conglomerates’ involvement in creative industries.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Dennison, Stephanie, and Song Hwee Lim, eds. *Remapping World Cinema: identity, culture and politics in film* (London: Wallflower, 2006).

Hjort, Mette, and Scott Mackenzie, eds. *Cinema & Nation* (London: Routledge, 2000).

Nagib, Lucia. *World Cinema and the Ethics of Realism* (New York: Continuum, 2011).

Willemen, Paul, and Valentina Vitalli, eds. *Theorising National Cinema* (London: BFI, 2006).

Williams, Alan, ed. *Film and Nationalism* (New Brunswick, NJ: Rutgers, 2002).

1. **Learning and teaching methods**

Total contact hours: 50

Private study hours: 250

Total study hours: 300

1. **Assessment methods**
   1. Main assessment methods

Essay 1 (2000 words) (40%)

Essay 2 (3000 words) (60%)

13.2 Reassessment methods

Like for Like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Lectures** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |
| **Seminars** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| **Screenings** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |
| **Assessment**  **method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The module explicitly examines international cultural practices and industries. Teaching methods encourage students to discuss foreign cultures in ways that transcend mere cultural essentialism and thus create empathy and understanding of international critical traditions.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 08/03/16 | Minor | September 2016 | 3, 6, 13, 14 | No |
| 16/01/2020 | Minor | Sept 2020 | 1,7,10,17 | No |

Revised FSO Jan 2018