

FALL 2019 | CINE 304

SCREENING FEMALE DESIRE

GENDER AND FILM
MON 9:30 - 12:15 PM , FA 101 (COPPOLA)

TEACHING TEAM

Katherine (Katie) Morrissey (she/her)

Office: FA 422

Office Phone: (415) 338-6522

Email: kmorrissey@sfsu.edu

Office Hours: Mondays & Tuesdays 1 - 3 PM and by appointment.

Teaching Assistant:

Haley Ireland - She/Her/Hers

01 // COURSE INFORMATION

COURSE DESCRIPTION //

Gender & Film (CINE 304) emphasizes the critical examination of issues related to the representation of gender and sexuality in cinema. Individual subtopics are set by the instructor.

This semester we will examine classic and emerging strategies for “screening female desire” in popular culture. The course will focus on visual media’s mediation of women’s love, desire, happy endings, and guilty pleasures. This course asks: What strategies do visual media use to represent gender, sexuality, and partnership? How are these stories organized and made available to audiences? How do romantic and sexual fantasies intersect with the realities of class, race, gender, and sexual orientation? The course takes up these questions by examining the intersections of desire, gender, and genre across film, television, and digital media.

CONTENT WARNING //

During this semester we will be discussing a variety of subjects and looking at materials that may represent beliefs and life experiences that are different than your own. In particular, as a class investigating intersections of desire, gender, and genre, we will regularly discuss topics related to relationships, sexuality, and desire.

The readings and screenings for this course contain adult material. This includes harsh language, drug use, nudity, violence, sexual violence, and sexual content that ranges from suggestive to highly explicit. It is important that we all approach these materials with maturity and that we are respectful of each other’s views. If you have any reservations, for whatever reason, about watching, reading, or discussing certain types of content, make sure you contact me during the first week of class.

LEARNING OBJECTIVES //

01. Students will recognize ways in which film and other **media engage with broader questions about gender, sexuality and desire.** Students will use frameworks and methods from the class to develop their own media criticism connected to the themes of the course.

02. Students will **develop active/present viewing and reading practices** for engaging theory, screening media, and developing analyses of media objects.

03. Students will produce forms of **writing and analysis common to cinema studies.** Students will conduct research and produce work that contributes to the discipline. Students will articulate why their lines of inquiry matter and how their work is relevant to cinema studies.

04. Students will **deploy leadership and collaborative skills** by guiding class discussions, participating in small group activities, and sharing insights and questions with the group.

01 // COURSE INFORMATION

TEACHING METHODS //

- Class time consists of **lectures**, **discussion**, **small group activities**, and individual **in-class assignments** to synthesize the readings and screenings.
- Classes are **discussion and participation heavy**. You learn best by asking questions when you are confused, testing your knowledge, and getting feedback from others.
- **Weekly readings and screenings** require you to develop careful reading/screening practices. Prior to class, you will be asked to **screen** relevant media; **read** media theory, **research** relevant concepts, and identify areas for discussion.
- **Screening analysis assignments** help you develop your formal analysis skills, test understanding of important concepts, and identify areas for additional work and/or support.
- **Midterm** and **final projects** help you evaluate your mastery of important concepts and your comfort using formal analysis to develop and communicate your own media criticism.

Given the prevalence and popularity of romance-related genres, it is impossible to exhaustively cover their history. Instead, the course is selectively organized into units focusing our attention the mediation of female desire in popular media and on related critical frameworks and storytelling strategies. These units offer you a starting point for developing your own research on course themes.

READINGS, SCREENINGS & MATERIALS //

Each class concludes with a short writing assignment. This can be turned in via iLearn or on paper. Bring materials that allow you to complete this assignment.

Assigned readings will be available as **pdfs on iLearn**. Feel free to save, print, or read these materials online. However, you need to bring the readings with you to class. Expect to spend portions of class time working with these readings. Take some time to consider how you want to access these materials in class and choose an option that allows you to take notes, annotate, etc.

Screenings (of films, TV shows, digital media, etc.) are a regular part of this course. **Screenings will be temporarily available on iLearn** prior to our in-class discussion. A limited amount of media clips will be available on iLearn for assignments. If you miss a screening, you need to arrange to screen the media on your own.

You will need access to screening materials for major projects. **You are responsible for renting, purchasing, or borrowing any media you missed in class or that you need for major assignments.** Costs here typically vary from \$0 - \$20 per item.

Please note: You are responsible for planning ahead, testing files/links, and ensuring you have access to the materials you need in order to complete work on time.

02 // GRADING & POLICIES

ATTENDANCE & PARTICIPATION //

ATTENDANCE (10%)

Life happens. Everyone can miss three classes, no questions asked. If you are sleeping in class, arrive more than 10 minutes late, or depart more than 10 minutes early, you will only receive partial attendance credit for the day.

If you have serious and compelling reasons for being late, leaving early, or missing more than 3 classes, it will not affect your attendance grade. However, this needs to be determined on a case-by-case basis. In these circumstances, you should contact me as quickly as possible to discuss the situation and whether it qualifies as serious and compelling. If you miss more than three classes without a serious and compelling reason I will not be able to give you attendance and attendance credit (10% of the final grade).

PARTICIPATION (5%)

Discussion and collaboration are central to your development in this course. If you are regularly unprepared for class, do not participate, and/or miss assignments this will seriously impact your understanding of class material and your ability to work with your peers. Using technology in class for non-class related reasons will have similar effects.

Participation is not just about being present and awake in class. Participation includes your overall preparation for in-class discussions and activities, as well as your willingness to test out ideas, share questions, and work with others. Your participation grade takes into account all your contributions in class, on iLearn, and during office hours.

WEEKLY ASSIGNMENTS //

Check-in posts (10%) help you share questions and ideas regarding the reading and screening materials. Expect material from your posts to be used as a part of class discussion. Check-in posts are due on iLearn Sundays at 12pm.

Wrap-up responses (10%) help you assess your progress and capture your ideas at the end of class. These responses cannot be made up without a serious and compelling reason. You will be asked to provide documentation to verify your absence.

Both these assignments are graded pass/fail. Make a good faith effort at doing them and you get full credit. **Everyone needs to do each assignment 10 times to receive full credit.**

Screening analysis assignments (20%) help you practice formal analysis, work with theory, and develop your own media criticism. These assignments build on your wrap-up responses. They are 1-2 pages long. You get to choose which weeks you do them, but **you need to complete 8**. They are due on iLearn Thursdays at 12pm.

02 // GRADING & POLICIES

MAJOR ASSIGNMENTS //

Our semester has two major projects: a **midterm (20%)** and a **final (25%)**. These projects help you assess how well you are able to use the concepts from readings to closely analyze a specific media object (for example, film, tv-show, game, etc.). Each project is a 3-4 page paper. More information about each of these projects will be distributed during the semester.

EXTRA CREDIT 5 POINTS //

Taking notes while screening media is an important habit to develop. It gives you a record of the things you noticed while watching, letting you see trends in your own thinking. It also gives you a useful archive to return to when writing class assignments. To help you develop this practice I will provide a few quick items to look for with each screening assignment.

Everyone takes notes in their own way and what you notice is up to you. However, I expect all students to make a good faith effort at taking notes each week. Generally, you are expected to have at least one full page of notes per screening. Once you get in the habit, you will find yourself writing down more and more each time. If you keep all your notes and turn them in at the end of the semester I will give you extra credit for taking notes regularly.

% GRADE BREAK DOWN

ATTENDANCE & PARTICIPATION

Attendance	10%
Participation	5%

WEEKLY ASSIGNMENTS

Check-in Posts	10%
Wrap-up Responses	10%
Screening Analysis	20%

MAJOR PROJECTS

Midterm Project	20%
Final Project	25%

TOTAL 100%

03 // IMPORTANT INFORMATION

EMAIL //

Part of my job is to help students prepare for professional careers. As such, our relationship needs to be a professional one. When you email me, please format your emails accordingly. If you have not written more formal or professional-style emails before, here's a handy guide:

<http://www.wikihow.com/Email-a-Professor>.

I generally respond to emails during standard working hours (M - F, 9-5). You should receive a response from me in 1-2 working days. If you email outside of standard working hours my reply may take longer. If you do not receive a reply in 1-2 working days, email me again. Occasionally an email gets lost in the shuffle or stuck in a junk mail filter.

Check your SFSU email regularly, even when we do not have class. If you do not like to use SFSU email, remember, you can set it up to forward elsewhere. Whatever method you choose, **keep an eye on your SFSU address** so that you do not miss important email.

LATE WORK //

I assign deadlines to keep everyone on track and to help you succeed. However, life happens. We have some wiggle room to help:

- The **midterm has a 3-day window** for late submissions. The **final has a 2-day window**. Every 24 hours, the grade drops 10 additional points.
- Given the nature of the weekly assignments it is not possible to turn them in late. Take the opportunity to make up the work during a different week of class.

ETHICS & CONDUCT //

We need to work together to create a supportive, respectful, and constructive learning environment. If something related to our class is making it challenging for you to learn, feel safe, or feel comfortable participating please let me know as soon as you possibly can.

All students are expected to adhere to the SFSU [Code of Conduct](#). Instances of plagiarism will be reported. For more information about what constitutes plagiarism and how to avoid it, consult the [LCA Plagiarism Resources page](#).

ENSURING ACCESSIBILITY //

If you prefer captioned media, for any reason, please contact me. Generally, all film and television screenings have captions available. However, when we look at digital media, some of these materials may be more accessible than others. Talk with me about arranging for supplementary materials/support for anything that isn't automatically captioned.

Course materials are typically made available on iLearn in ways that should allow students to enlarge their display or view in high-contrast. However, I'm always testing new tools. Please let me know if you're ever having issues utilizing course materials and I will do my best to accommodate you.

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email (dprc@sfsu.edu). Their website address is: <http://access.sfsu.edu/>.

03 //

IMPORTANT INFORMATION

IF YOU NEED TO MISS A CLASS //

- Make sure you still turn in all your work. You don't want to lose assignment credit!
- Assignments and lecture notes are posted on iLearn. Look them up and come prepared to the next class.
- Speak with classmates to catch up on class.
- Consider coming to my office hours to review missed material and ask questions.

DEALING WITH TECHNOLOGY //

- Test out technology and troubleshoot issues ahead of time. If you have iLearn problems, contact iLearn Support ASAP.
- Leave time to export/upload files. Doing this at the last minute leaves you open to tech problems and missed deadlines.
- If you run into serious tech issues, contact me ASAP. I may be able to work with you on a deadline extension.

IF YOU NEED TO MEET REGARDING GRADES/DRAFTS //

I would love to meet and discuss your work. We both need to be prepared for this meeting to be productive. Before we meet, please do the following:

1. Try to give me a heads up if you want to discuss a lengthy draft. I may be able to review the draft before you arrive.
2. Take time to review the assignment and any work you want to discuss. If it's graded, review the grading rubric and your feedback. Try to get a sense of what you do and don't already know, this will help guide your questions.
3. When possible, bring a copy of your work and your notes on it. Then, when I give you feedback, I'll be building on what you know, instead of repeating things you've already figured out
4. Try to bring a list of specific questions about the work and/or your plans to revise it.

Our meetings won't be productive if you don't prepare. Make sure you take the time to do this. Otherwise we may need to reschedule.

Keep in mind, **grades are not negotiable.** To fair to everyone, grades are determined based on how well work meets or exceeds the assignment requirements. Typically, grades are only adjusted when an error occurs. For more information, see the [Grading and Assessment Handout](#).

03 // IMPORTANT INFORMATION

OUR WEEKLY SCHEDULE //

Use our typical weekly schedule to help you plan out your semester.

My office hours are Mondays and Tuesdays 1-3pm. Use these times to meet with me, check on course materials and/or assignments, bring drafts, and ask for feedback.

ASSIGNMENTS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Wrap-Up Response Due in class.			Screening Analysis Due 12pm			Check-In Post due 12pm

Class Meets

Prep Days

Time for reading, writing, and research. (Short Term: Write up screening analysis. Prep for next week's class. Long Term: Ongoing research and planning for major projects.)

04 // SFSU RESOURCES

ILEARN TECH SUPPORT //

If you are having problems with iLearn, contact their help desk:

Hours: Monday through Friday, 8 am to 5 pm

Email: ilearn@sfsu.edu

Phone: (415) 405-5555

Text (SMS): (510) 545-3276 or (510) 5-ILEARN

BASIC NEEDS //

Any student who faces challenges securing food, housing, and/or health care and believes this may affect their performance in the course is urged to contact the Dean of Students for support. The Dean of Students has a “Dean On Call” Monday - Friday, 8am-5pm, in Student Services Building (SSB) 403.

If you are comfortable doing so, please notify any relevant instructors. This allows your instructors to also provide any resources they have available.

LEARNING ASSISTANCE CENTER (LAC) //

LAC is a faculty-run tutoring center located in HSS 348. LAC offers tutoring in reading, writing, math, sciences and study skills. Their tutors can help you develop your academic skills, discover patterns and connections between concepts, figure out what you know, and what you still need to learn.

LAC is open Monday - Thursday 9 am - 4 pm and Fridays 9 am - 12 pm. To utilize LAC, visit HSS 348, call (415) 338-1993, email lac@sfsu.edu, or go to <http://lac.sfsu.edu>.

CAMPUS ACADEMIC RESOURCE PROGRAM (CARP) //

CARP is a student-run academic support program that seeks to provide resources and support services for students of all disciplines. CARP offers free tutoring and workshops for all SF State undergraduates.

CARP is open Monday - Thursday, 4 - 8 pm and Fridays 11 am - 2pm. To utilize CARP, visit HSS 344, call (415) 405-0971, email carp1@sfsu.edu, or go to <http://carp.sfsu.edu>.

STUDENT DISCLOSURES OF SEXUAL VIOLENCE //

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students.

To disclose any such violence confidentially, contact:

The SAFE Place - (415) 338-2208;
http://www.sfsu.edu/~safe_plc

Counseling and Psychological Services Center - (415) 338-2208; <http://psyservs.sfsu.edu>

For more information on your rights and available resources: <http://titleix.sfsu.edu>.

CINE 304 // FALL 2019 // CALENDAR

	CLASS	READINGS & SCREENINGS	ASSIGNMENTS
Intro to the Class	Week 1 8/26	[Discussion of feminism, femininity, and popular culture.] OPTIONAL READING: Hollows, "Second Wave" and "Feminism, Cultural Studies, & Popular Culture"	
	Week 2 9/2	READ: Hollows, "Film Studies & the Woman's Film" Labor Day 9/2, online class this week.	9/3: Check-In Post [See prompt on iLearn.] 9/5: Response Posts
Frameworks For Looking	Week 3 9/9	READ: Friedman, "Romantic Comedy" SCREEN: It Happened One Night	9/8: Check-In Post 9/12: Screening Analysis
	Week 4 9/16	READ: Friedman, "Melodrama" and Haralovich, "All that Heaven Allows" SCREEN: All that Heaven Allows	9/15: Check-In Post 9/19: Screening Analysis
	Week 5 9/23	READ: Gaines, "White Privilege and Looking Relations" SCREEN: Beyond the Lights	9/22: Check-In Post 9/26: Screening Analysis
	Week 6 9/30	READ: Sherwin, "Deconstructing the Male Gaze" and Deleyto, "Margins of Pleasure" SCREEN: Basic Instinct	9/29: Check-In Post 10/3: Screening Analysis
	Week 7 10/7	READ: Columpar, "Gaze as Theoretical Touchstone" SCREEN: Cairo Time	10/6: Check-In Post 10/10: Screening Analysis 10/12: Midterm Project
	Week 8 10/14	READ: Moore, "Having it All Ways" SCREEN: L Word, Pose	10/13: Check-In Post 10/17: Screening Analysis
	Week 9 10/21	READ: Williams, "Film Bodies," Howe and Johnson, "Fifty Shades of Guilty Pleasure" SCREEN: Fifty Shades of Grey	10/20: Check-In Post 10/24: Screening Analysis
Structures & Viewing Contexts	Week 10 10/28	READ: MacDowell, "The Happy Ending" and Bordwell, "Happily Ever After, Part Two" SCREEN: Before Sunrise	10/27: Check-In Post 10/31: Screening Analysis
	Week 11	READ: Allen, "Making Sense of Soaps" and Fiske,	11/3: Check-In Post

CINE 304 // FALL 2019 // CALENDAR

	11/4	"Gendered Television" SCREEN: Soaps/Serials TBD	11/7: Screening Analysis
	Week 12 11/11	Veterans Day 11/11, possible online class this week.	
Beyond Film	Week 13 11/18	READ: Cruz, "[Mis]Playing Blackness" SCREEN: Misadventures of Awkward Black Girl	11/17: Check-In Post 11/21: Screening Analysis
	Week 14 11/25	Thanksgiving Break	
	Week 15 12/2	READ: TBD Screen: Lady's Choice & Butterfly Soup	12/1: Check-In Post 12/5: Screening Analysis
	Week 16 12/9	READ: TBD SCREEN: Lizzie Bennet Diaries	12/8: Check-In Post 12/12: Screening Analysis
Finals Week	12/16 - 12/20	12/16: Final Project due.	