



MODULE SPECIFICATION

| Part 1: Information | | | |
|---------------------------|--|--------------------|---------|
| Module Title | Screen Representations: Difference and Diversity | | |
| Module Code | UPGN9G-15-2 | Level | Level 5 |
| For implementation from | 2020-21 | | |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 |
| Faculty | Faculty of Arts Creative Industries & Education | Field | English |
| Department | Creative & Cultural Industries | | |
| Module type: | Standard | | |
| Pre-requisites | None | | |
| Excluded Combinations | None | | |
| Co- requisites | None | | |
| Module Entry requirements | None | | |

Part 2: Description

Educational Aims: See Learning Outcomes

Outline Syllabus: This module advances students' close textual analysis skills by focusing on representation (e.g., aspects such as age, class, disabilities, ethnicity, gender, race, and/or sexuality). The module introduces theoretical concepts for studying screen representation (e.g., stereotypes, the 'Other', mythification, the 'gaze'), emphasising the ways in which representation is about film form, style and narrative point of view, not just character and plot. The module also engages with offscreen debates about diversity within the film industry, in Hollywood and elsewhere, and alternative forms of representation.

Teaching and Learning Methods: The module incorporates research-led teaching, combining generic skills for analysing screen representation with a specialist case study. The case study enables students to study a specific aspect of representation in more depth, while the module as a whole stresses intersectionality in order to recognise the complexities of lived experience.

Part 3: Assessment

The assessments are designed to test students' understanding of the politics of representation, identity and diversity. Component A builds on students' skills of textual and contextual analysis developed in Level 1 modules (especially UPGN4R-30-1 Film Style and Meaning and UPGN9D-15-1 Imagining Realities) which are key to modules at levels 2 and 3, and further develops students' essay-writing skills. Component B builds on students' close-reading of critical materials, already developed in UPGN9D-15-1 Imagining Realities and UPGN9C-15-1 Spectacle, Action, Narrative.

Component A: Online Exam (24 hours). Students will be given a link to a clip from one of the films studied on the module, providing material for them to demonstrate their close textual analysis skills. They will also be asked to put the clip into context by answering a question about the cultural, economic and institutional factors affecting the film's representational strategies. The choice of film will ensure issues around diversity are also raised.

Component B: Essay (1500 words)

The essay questions will require students to explain key theoretical concepts about screen representation before applying these concepts to a specific film through close textual analysis.

| First Sit Components | Final Assessment | Element weighting | Description |
|------------------------------------|------------------|-------------------|---------------------|
| Written Assignment - Component B | | 50 % | Essay (1500 words) |
| Examination (Online) - Component A | ✓ | 50 % | 24 hour online exam |
| Resit Components | Final Assessment | Element weighting | Description |
| Written Assignment - Component B | | 50 % | Essay (1500 words) |
| Examination (Online) - Component A | ✓ | 50 % | 24 hour online exam |

STUDENT AND ACADEMIC SERVICES

| Part 4: Teaching and Learning Methods | | | | | | | | | | | | | | | | | |
|--|---|---------------------------------|------------------|--|-----|--|-----|--|-----|---|-----|---|----|------------------------------|-----|------------------------|-----|
| Learning Outcomes | <p>On successful completion of this module students will achieve the following learning outcomes:</p> <table border="1"> <thead> <tr> <th style="text-align: left;">Module Learning Outcomes</th> <th style="text-align: left;">Reference</th> </tr> </thead> <tbody> <tr> <td>Produce close textual analysis of representation in films, including elements of form, style and narrative point of view</td> <td>MO1</td> </tr> <tr> <td>Outline and apply theoretical concepts about screen representation, identity and intersectionality</td> <td>MO2</td> </tr> <tr> <td>Demonstrate understanding of cultural, economic and institutional factors affecting representation and diversity</td> <td>MO3</td> </tr> <tr> <td>Express ideas clearly and persuasively in written forms</td> <td>MO4</td> </tr> </tbody> </table> | Module Learning Outcomes | Reference | Produce close textual analysis of representation in films, including elements of form, style and narrative point of view | MO1 | Outline and apply theoretical concepts about screen representation, identity and intersectionality | MO2 | Demonstrate understanding of cultural, economic and institutional factors affecting representation and diversity | MO3 | Express ideas clearly and persuasively in written forms | MO4 | | | | | | |
| Module Learning Outcomes | Reference | | | | | | | | | | | | | | | | |
| Produce close textual analysis of representation in films, including elements of form, style and narrative point of view | MO1 | | | | | | | | | | | | | | | | |
| Outline and apply theoretical concepts about screen representation, identity and intersectionality | MO2 | | | | | | | | | | | | | | | | |
| Demonstrate understanding of cultural, economic and institutional factors affecting representation and diversity | MO3 | | | | | | | | | | | | | | | | |
| Express ideas clearly and persuasively in written forms | MO4 | | | | | | | | | | | | | | | | |
| Contact Hours | <table border="1"> <thead> <tr> <th colspan="2">Independent Study Hours:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Independent study/self-guided study</td> <td style="text-align: center;">114</td> </tr> <tr> <td style="text-align: center;">Total Independent Study Hours:</td> <td style="text-align: center;">114</td> </tr> <tr> <th colspan="2">Scheduled Learning and Teaching Hours:</th> </tr> <tr> <td style="text-align: center;">Face-to-face learning</td> <td style="text-align: center;">36</td> </tr> <tr> <td style="text-align: center;">Total Scheduled Learning and Teaching Hours:</td> <td style="text-align: center;">36</td> </tr> <tr> <td>Hours to be allocated</td> <td style="text-align: center;">150</td> </tr> <tr> <td>Allocated Hours</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> | Independent Study Hours: | | Independent study/self-guided study | 114 | Total Independent Study Hours: | 114 | Scheduled Learning and Teaching Hours: | | Face-to-face learning | 36 | Total Scheduled Learning and Teaching Hours: | 36 | Hours to be allocated | 150 | Allocated Hours | 150 |
| Independent Study Hours: | | | | | | | | | | | | | | | | | |
| Independent study/self-guided study | 114 | | | | | | | | | | | | | | | | |
| Total Independent Study Hours: | 114 | | | | | | | | | | | | | | | | |
| Scheduled Learning and Teaching Hours: | | | | | | | | | | | | | | | | | |
| Face-to-face learning | 36 | | | | | | | | | | | | | | | | |
| Total Scheduled Learning and Teaching Hours: | 36 | | | | | | | | | | | | | | | | |
| Hours to be allocated | 150 | | | | | | | | | | | | | | | | |
| Allocated Hours | 150 | | | | | | | | | | | | | | | | |
| Reading List | <p><i>The reading list for this module can be accessed via the following link:</i></p> <p>https://uwe.rl.talis.com/modules/upgn9g-15-2.html</p> | | | | | | | | | | | | | | | | |

| Part 5: Contributes Towards | |
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| <p>This module contributes towards the following programmes of study:</p> <p>Film Studies {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2018-19</p> <p>Film Studies {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2018-19</p> <p>Film Studies [Sep][PT][Frenchay][6yrs] BA (Hons) 2018-19</p> | |