

The following adapted rubric is for ethnographic film projects for ANTHR 101. If you have further questions about the expectations for a short ethnographic film for this assignment, please discuss them with the teaching assistant for your section.

| An 'A' is not assumed, it must be earned! | A | B | C | D-E | Possible (50 total) |
|---|---|---|---|---|---------------------|
| Story | <p>The short film tells a meaningful story about a cultural phenomenon.</p> <p>The story has a narrative structure that introduces the phenomenon, unpacks the nuance of the phenomenon, and concludes in some meaningful way.</p> <p>The film has a well-executed and discernable narrative arc.</p> <p>**The film can play with narrative structure**</p> <p>(9 – 10 points)</p> | <p>The short film provides a story about a cultural phenomenon, but it does not excel in this category.</p> <p>The story has a narrative structure that introduces the phenomenon, and it attempts to unpack the nuance of the phenomenon and conclude in a mostly meaningful way.</p> <p>The film has a moderately discernable narrative arc.</p> <p>(8 points)</p> | <p>The short film attempts to provide a story about a cultural phenomenon.</p> <p>The story has a narrative structure that introduces the phenomenon, addresses the details of the phenomenon (though it may overlook some nuance) and concludes.</p> <p>(and/or...)</p> <p>The film's narrative arc is unclear or confusing but can be discerned with effort.</p> <p>(7 points)</p> | <p>The short film does not attempt to provide a story about a cultural phenomenon.</p> <p>(and/or...)</p> <p>The story's narrative does not clearly introduce the phenomenon, discuss it, and conclude, or is entirely missing one of these elements.</p> <p>(and/or...)</p> <p>The film does not have a narrative arc. It only provides random bits of information about the community thrown together.</p> <p>(< 6 points)</p> | 10 |
| Depth of Analysis (Observation/ Immersion) | <p>Film effectively provides some immersion into the world of the cultural phenomenon that it analyzes.</p> <p>Film dwells on practices and contexts, excellently immersing the viewer in the cultural world of the community.</p> <p>The purpose of depicting what the world and phenomenon <i>feels</i> like is obvious.</p> <p>There is an equal representation of interviews and participant observation content.</p> <p>(9 – 10 points)</p> | <p>Film mostly provides some immersion into the world of the cultural phenomenon that it analyzes.</p> <p>Film dwells on practices and contexts, mostly immersing the viewer in the cultural world of the community.</p> <p>The purpose of depicting what the world and phenomenon <i>feels</i> like is sufficiently attempted.</p> <p>Both interviews and participant observation are present but one is slightly more prevalent.</p> <p>(8 points)</p> | <p>Film attempts to provide some immersion into the world of the cultural phenomenon.</p> <p>Film relies mostly on narration and/or talking-head interviews. The viewer is partially immersed in the cultural world of the community.</p> <p>(and/or...)</p> <p>The purpose of depicting what the world and phenomenon <i>feels</i> like is attempted, but it is unclear.</p> <p>(and/or...)</p> <p>Both interviews or participant observations are present but one is clearly and obviously more prevalent.</p> <p>(7 points)</p> | <p>Film does not effectively provide any immersion into the world of the cultural phenomenon.</p> <p>(and/or...)</p> <p>Film relies exclusively on narration and/or talking head interviews. The viewer is not immersed in the cultural world of the community.</p> <p>(and/or...)</p> <p>The purpose of depicting what the world and phenomenon <i>feels</i> like is not attempted.</p> <p>(and/or...)</p> <p>Either interviews or participant observation is entirely absent.</p> <p>(< 6 points)</p> | 10 |
| Central Point (Conclusion) | <p>The film poses some interesting questions or provides an overview of some phenomenon.</p> <p>Does not need to provide answers but the film does dwell on some topic to make the viewer consider the topic and its significance.</p> <p>(9 – 10 points)</p> | <p>The film adequately poses a question or provides an overview of some phenomenon, but it could have been more insightful or interesting.</p> <p>The film spends time on a topic prompting some consideration and thoughts on significance.</p> <p>(8 points)</p> | <p>The film poses a question or overview of some phenomenon in an unclear, confusing, or insignificant way.</p> <p>The film spends some time on a specific topic to prompt viewer's thoughts.</p> <p>(7 points)</p> | <p>The film doesn't pose a question or overview the phenomenon. It is simply a visual collection of facts about the community they spent time with.</p> <p>The film doesn't spend significant time on any specific topic to prompt viewer's thoughts.</p> <p>(< 6 points)</p> | 10 |
| Write-Up | <p>Analyzes what the film is trying to accomplish as an ethnographic film.</p> <p>Goes into detail about the techniques (cinematography, editing, etc.) that were used to achieve the aims of the film.</p> <p>Clearly ties objectives back to course material.</p> <p>Cited material from the syllabus and lecture/readings is present and enhances write-up.</p> <p>(For collaborative films only) Each students' contribution to the collaborative film project is clear.</p> <p>(9 - 10 points)</p> | <p>Identifies what the film is trying to accomplish as an ethnographic film, but it could have provided more detail in the analysis.</p> <p>Provides a summary about the techniques that were used to achieve the aims of the film.</p> <p>Ties objectives back to course material.</p> <p>Cited material from the syllabus and lecture/readings is present, but its inclusion could have more effectively enhanced the write-up.</p> <p>(For collaborative films only) Each students' contribution to the collaborative film project is mentioned.</p> <p>(8 points)</p> | <p>Identifies an idea of what the film is trying to accomplish though not stated clearly.</p> <p>Provides an insufficient summary of techniques that were used to achieve the aims of the film.</p> <p>(and/or...)</p> <p>Inadequately ties the objectives of the film back to course material.</p> <p>(and/or...)</p> <p>Material from the syllabus and lecture/readings is alluded to but not cited.</p> <p>(and/or...)</p> <p>(For collaborative films only) Each students' contribution to the collaborative film project is stated in an unclear or confusing way.</p> <p>(7 points)</p> | <p>Does not identify what the film is trying to accomplish.</p> <p>Does not address techniques that were used to achieve the aims of the film.</p> <p>(and/or...)</p> <p>Does not tie objectives back to course material.</p> <p>(and/or...)</p> <p>No cited material from syllabus or lecture/readings is present, or if it is there is incorrect.</p> <p>(and/or...)</p> <p>(For collaborative films only) Student contributions are not mentioned.</p> <p>(< 6 points)</p> | 10 |
| Editing (Mechanics) | <p>The film is edited with an obvious purpose.</p> <p>Visual content is crisp, steady, and focused.</p> <p>Audio content is clear, audible, relatively free from distracting background noise.</p> <p>The pacing of the film and smooth transitions enhance the flow and coherence of the narrative.</p> <p>All material is appropriately cited (Chicago author-date), and participants are credited at the end of the film.</p> <p>(4.5 - 5 points)</p> | <p>The film is adequately edited with a purpose.</p> <p>Visual content is clear and focused.</p> <p>Audio content is mostly clear and audible with a few issues and is potentially overshadowed by distracting background noise.</p> <p>Pacing of the film is mostly smooth, with transitions that adequately move through the narrative.</p> <p>Material is credited but citations may have minor errors. Participants are credited at the end of the film</p> <p>(4 points)</p> | <p>The film is somewhat edited with a purpose.</p> <p>Visual content is sometimes shaky or blurry.</p> <p>(and/or...)</p> <p>Audio content is occasionally inaudible, unclear, or drowned out by background noise.</p> <p>(and/or...)</p> <p>Pacing of the film is formulaic, transitions are present, but do not aid the flow of the narrative.</p> <p>(and/or...)</p> <p>Material is cited but incorrectly formatted. Not all participants are credited at the end of the film.</p> <p>(3 points)</p> | <p>The editing of the film lacks a purpose.</p> <p>Visual content is frequently shaky, blurry, and hard to follow.</p> <p>(and/or...)</p> <p>Audio content is frequently unclear, inaudible, or drowned out by background noise.</p> <p>(and/or...)</p> <p>Pacing is choppy, transitions are either not present or completely disrupt the flow of the narrative.</p> <p>(and/or...)</p> <p>Material is frequently incorrectly or entirely not cited. Participants are not credited at the end of the film.</p> <p>(< 3 points)</p> | 5 |
| Style/Creativity | <p>The film demonstrates a creative and original approach to the topic.</p> <p>The film is engaging and interesting for the intended audience.</p> <p>(4.5 - 5 points)</p> | <p>The film demonstrates a mostly creative and original approach to the topic.</p> <p>The film is generally engaging and interesting for the intended audience.</p> <p>(4 points)</p> | <p>The film is somewhat creative and originally approaches the topic.</p> <p>The film is only somewhat engaging and interesting for the intended audience.</p> <p>(3.5 - 3 points)</p> | <p>The film is formulaic and not a creative/original approach to the topic.</p> <p>The film struggles to engage or interest the intended audience.</p> <p>(< 3 points)</p> | 5 |