

# French Poetic Realism and Film Noir: “It’s Always Too Late”

## Participants

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## Goals

The cinematic history of American *film noir* is usually traced to German Expressionism of the late 1920s and the 1930s, ignoring obvious links to French Poetic Realism of the 1930s. This project explores the reasons why the French connection has been overlooked or downplayed.



## Research Aims

- Examine treatment of Poetic Realism in major critical texts.
- Analyze several French and American *films noir* to reinforce connections.
- Offer multiple proposals for neglect of the French contribution, including the Code, industrial filmmaking in the US, and post-war conformity of the Cold War period.

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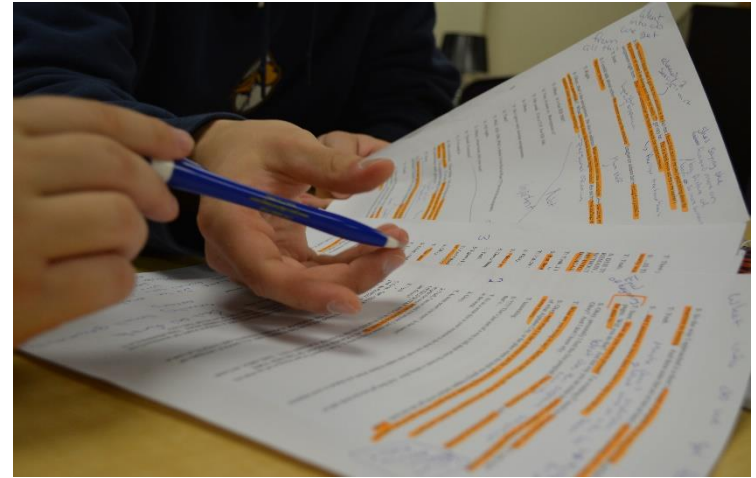
Robert Mundy, Assistant Professor

Michael Turner, Writing Center Director

Alysa Hantgan, Instructor

Alexandra Franciosa, Undergrad.

Alexa Blanco, Undergrad.



### Overall Goal

- Our research examines how writing and writing identities interact with support and with the very practical and demanding aspects of attending college as a non-traditional, female student.

### Specific Research Aims

- Understand how these women discuss their experiences in returning to school and how they discuss their support networks.
- Explore how support enables, disables, conflicts with, and disrupts the circumstances under which these students write and how they understand writing.

# Dyson Scholars in Residence Program

Created by Dr. Jane Collins,  
ENG, PLV campus

Supported by the Dyson Dean's  
Office and Residence Life



**Project:** Create a vibrant Living/Learning Community in the new PLV Residence Halls. Students in the Dyson Scholars in Residence program live together in Elm Hall, take a Fall semester course together and then do a community-based service project in the Spring semester. This year, students are taking a course called "Creating a Good Life," while planning to serve disabled adults and pursue research projects in the Spring semester.

## Benefits:

Sophomore Living/Learning Communities increase retention of students who have not yet found their community at a university.

Living/Learning Communities provide an integrated learning experience outside of the traditional classroom.

Students develop strong, meaningful relationships with their class peers and their faculty mentor.