

**Aesthetics, Values, and Authority**  
**Honors Seminar V & V1: Third World Film**  
The Honors College, Florida International University  
IDH4007-4008 U17 — Fall 2016-Spring 2017  
Instructor: Elizabeth Hanly,  
Tuesdays: 7:15 p.m. – 10 p.m. **Classroom: DM163**  
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Office:DM 240 Office hours: By appointment

**Overview:**

This course aims to fulfill the goals of the global learning initiative. Innovative pedagogical strategies will be utilized to raise students' awareness of the interrelatedness of local, global, international, and intercultural issues. The interdisciplinary nature of the Honors College will facilitate students' ability to develop a multi-perspective analysis of local, global, international, and intercultural problems, as well as their willingness engage in problem solving in diverse settings.

While much of the world celebrates the work of the great film-makers of the U.S.A, France, Germany and Japan, extraordinary filmmaking has been accomplished, often in nearly impossible circumstances, across the Third World. This course will examine some of those films. It will focus on the artist values in a film, as well as the film's context. What were the political and cultural circumstances in country at the time the film was made? How difficult was it to make the film, in both political and economic terms? What is the film telling us about subtle as well as more obvious cultural concerns and realities? How was the film received in-country? How was it received internationally? How might it inform our understanding of these countries today? This course poses still more questions. Do different culture's approach "narrative" structure differently? What is the role of the story-teller and the madman in film in various countries? Are some techniques that we identify as utterly 'American' et al far more international than we realize? Have some of Hollywood's greatest directors –Alfred Hitchcock, for instance, been out-Hitchcocked, by great Egyptian directors like Youssef Chantine?

In the fall of 2014 the course will focus on African film. In the spring of 2015, the course will look at film from Iran, Iraq, Turkey et al.

**Course Outcomes:** At the end of this course, students will have been exposed to great art, most of it non-western. Perhaps that alone should be sufficient as a course outcome. In any case, students will also be able to critique films from both an artistic and a cultural perspective. Further, they will be able to understand in considerable depth the social and political reality of

the countries from which the films come. They will understand the extent to which one's suppositions about a place or a people may have little to do with the reality of that place or people. Students will have developed more interest, let alone understanding of The Other as he/she lingers over the stories of a great many "Others."

### **Global Learning Outcomes:**

**Global Awareness-** Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.

**Global Perspective-** Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.

**Global Engagement-** Students will be able to develop solutions to local, global, international, and/or intercultural problems and be able to articulate the causes and contributions to these problems through the paradigm of aesthetics, values and authority.

### **Global Learning Co-curricular Activity**

Students will perform at least twenty hours of Community Service per academic year either through the Honors College service partnerships (Sweetwater, Overtown Youth Center, etc.) or through other community service projects and/or events. If you want to apply this service to your graduation portfolio, be sure to document your hours.

### **Required Reading:**

Students will be provided with reading assignments (PDFs) and/or listening or viewing assignments (available on the internet) as particular class interests and issues develop.

### **Course Requirements:**

#### **Participation (10%)**

The course will be conducted as a seminar. You are expected to come to class prepared and participate fully in the discussions.

**Short papers (35%).** Each week a short (250-500 word) reaction paper will be due. This paper should focus on what surprised and moved you most in each film. Further details concerning what should be included in these papers will be given in class.

**Class presentations(20%).** Each week one student will be responsible for leading the class discussion. To prepare, you are encouraged to read various reviews and critiques about the film as well as helping to provide the class with historical context.

**Semester Papers/Projects. (35%).** By its nature, this course offers a wide-range of possible topics and approaches. You will be required to submit a 3000 word research paper. All such topics must be approved by Professor Hanly no later than October 31, 2013. If you prefer to tackle this semester project in some form other than a traditional paper, please feel free to talk through your ideas with Professor Hanly.

**Please note:**All written work must consistently adhere to a writing style manual of the student's choice (e.g., Chicago, Turabian, MLA, etc.). You are advised to carefully proofread *all* papers before submitting them. (Students with deficient writing skills should consult the university's free tutoring services: *On-Campus Learning Center*: PC 247; *Online Learning Center*: [w3.fiu.edu](http://w3.fiu.edu).)

You are expected to adhere to the [Academic Integrity Policy](#) of The Honors College and Florida International University

### Grading Scale

This scale displays the minimum number of points that you need to earn for each letter grade.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93	89	85	80	75	70	65	60	55	50	45	<45

## Class Schedule

- **8-23-16**--Intro to Course, including discussion of assignments and expectations. Intro to the vocabulary of cinema. Viewing of "Cairo Station." What light might this film show on Egypt today? Next week's viewing assignment: Algeria's "Chronicle of the Year of the Embers," by Mohamed Lakhdar-Hamina." View sections of "The Battle of Algiers," by Gillo Pontecorvo. Short paper topic: what surprised/confounded you in these films.
- **8-30-16** --Student led discussion of "Chronicle" and "Battle." Next week's viewing assignment: Tunisia's "The Silences of the Palace" by Nouri Bouzid. Or: Senegal's "Black Girl," by Ousmane Sembene. "Black Girl" was the first African film to have an impact on First World film-goers. In your short papers please address yourselves to that, as well as chronicling your usual thought. Also, please note: Sembene is arguably the father of African cinema. Short paper . Again, and for each subsequent week: what does this film have to say about the issues this country faces today?
- **9-6-16**-Student led discussion of "Silences" and "Black Girl." Viewing assignment: Senegal's "Moolaade" also by Ousmane Sembene. Short papers continue.
- **9-13-16** --Student led discussion of "Moolaade." We will continue to look at Senegal as a center of African film in next week's viewing assignment: "Hyenas" by Djibril Diop Mambety. He's been compared to Orson Welles; Welles should perhaps be compared to him. Short papers continue. Extra viewing from Senegal: a gorgeous heart-breaking movie, La Pirogue by Moussa Toure, recently celebrated in Cannes.
- **9-20-16**--Student led discussion of "Hyenas" and "La Pirogue." Viewing for next week: Franco Sacchi's " This is Nollywood," a documentary that chronicles the sky rocketing success of Nigeria's answer to Bollywood. Please view "Masai: Rain Warriors," by Pascal Plsson as well. Short papers continue.
- **9-27-16** --Student led discussion: "Bollywood" vs. "Masai: Rain Warriors" : two radically different narrative expressions. Next viewing assignment: from Burkina Faso,

"Keita, the Heritage of the Griot" by Dani Kouyaye. Additional viewing from Burkina Faso: "Tasuma," by Kollo Sanou. Short papers continue.

- **10-04-16**-- Student led "Keita" and "Tasuma" discussion. Discussion will highlight the role of the-story teller and the madman within various African traditions. Viewing for next week: any one of the three Nacer Khmer movies. Short papers continue.
- **10-11-16** --Student led discussion of various narrative strategies continue with discussion of Tunisia' Nacer Khmer's Sufi mysticism. Viewing for next week: "Yesterday" by Darrell James Roodt. This is the first Zulu film to reach an international audience. It focuses on AIDS. Short papers continue. (Additional viewing assignment to come.) Alternatively watch Kenya's "The First Grader," by Justin Chadwick. **Absolute final date to have proposal for semester paper approved by professor.**
- **10-18-16** --Student led discussion of "Yesterday." And "The First Grader." Next week's viewing assignment focuses on recent Rwandan experience: Hollywood's "Hotel Rwanda," by Terry George; Rwanda's "Kingarwanda," by Alrick Brown and (USA) PBS's Frontline Documentary, "The Ghosts of Rwanda." How effective are each of these films at telling the story? Which might be most effective for what audience and why? How did Rwandans feel about "Hotel Rwanda?" Short papers continue.
- **10-25-16** Student led discussion on Rwandan films. Viewing assignments: Angola's "Sambizanga," by Sarah Maldoror; South Africa's "Skin," by Anthony Fabian. Short papers continue.
- **11-01-16** Student led discussion on South African films. Viewing assignment: South Africa's "Gangster's Paradise: Jerusalem," by Ralph Ziman. Short papers continue

- **11-8-16** Student led discussion of “Gangster.” Viewing assignment: Abderrahmane Sissako’s (Mauritana) Timbuktu. Short paper continues. Class presentations of semester projects.
- **11-15-16**—Discussion of Timbuktu. Presentation of class projects. **Due date for all class projects.**
- **11-22-16**--- Presentation of Class Projects
- **11-29**---Presentation of Class Projects

(Please note this schedule is subject to minor changes.)

**Attendance/Classroom Etiquette:**

Class attendance is an important component of your grade. You will be allowed one unexcused absence or one unexcused instance of tardiness, no questions asked, with no penalty. Note, this is one absence OR one lateness, not one of each (the logical OR function, not the logical AND function). Any additional absence will incur a 12 point penalty per occurrence. Additional lateness occurrences are penalized as follows; 0-5 minutes: no penalty, 5-20 minutes: 6 points, >20 minutes: 12 points. If you notify your professor before class, these penalties may be excused for emergency situations at the discretion of the professor. If you do not notify the professor before class, there is no possibility of waiving the penalty. Since professors will only consider waving the penalty for extreme emergencies, we suggest that you save your one excused absence until the end of the semester.

***The use of laptops, cellular phones, or any other devices for voice or text communication is prohibited.***

**Academic Honesty and Plagiarism**

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**FIU Academic Misconduct Statement**

*Florida International University is a community dedicated to generating and imparting knowledge through excellence in teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportuni-*

ty to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct that demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Honors College Student Handbook.

Academic misconduct includes:

- *Cheating* – The unauthorized use of books, notes, aids, electronic sources, or assistance from another person with respect to examinations, course assignments, field service reports, class recitations or other work; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Cheating violates both University and College codes.
- *Plagiarism* – The use and appropriation of another’s work without any indication of the source, and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including Internet sources, commits plagiarism. Plagiarism violates both University and College codes.
- *Unacceptable behavior* – Students who show repeated or egregious disrespect for classmates or instructors, are disruptive, or consistently violate course rules are subject to the sanctions of the Honors College.

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity. Please refer to the following documents for additional information:

FIU Code of Academic Integrity – <http://www.fiu.edu/~dwyere/academicintegrity.html>

FIU Honors College Student Handbook – <http://honors.fiu.edu/handbook0910.html>

FIU Honors College Plagiarism Policy – [http://honors.fiu.edu/current\\_policy\\_plagiarism.html](http://honors.fiu.edu/current_policy_plagiarism.html)

## **Religious Observances**

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Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

## **Physical, Mental and Sensory Challenges**

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center, if you have not done so already.

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## Honors College Requirements

### Student Portfolios

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio method allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what "artifacts" or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of the student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each course will include at least one assignment that could potentially fit portfolio requirements. For more information on the student learning outcomes and constructing a portfolio for your senior year, see [honors.fiu.edu/portfolios](https://honors.fiu.edu/portfolios).

### Citizenship Requirements

**All members of the Honors College are expected to be active citizens of the College, the university, and the community at large. To be a committed Honors College student is to take advantage of enhanced learning opportunities and to assume a leadership role in the world. All College members are expected to participate in the community-building activities listed below:**

1. Attend one Honors Excellence Lecture per academic year and one Honors Colloquium per semester (fall and spring). (Attendance will be taken).
2. Participate in the Honors College Convocation each Fall. (Attendance will be taken).
3. Attend at least three Honors Hour sessions per semester or enrichment events specified by the Honors College as satisfying this requirement. (Attendance will be taken).
4. Perform at least *twenty* hours of Community Service per academic year (summer excluded) either through the Honors College service partnerships (Sweetwater, Overtown

Youth Center, etc.) or through other community service projects and/or events. If you want to apply this service to your graduation portfolio, be sure to document your hours.

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## GL Learning Outcomes

### GL Learning Outcomes for IDH 2003-4

- Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
  - **Course Learning Outcome:** Students will demonstrate knowledge of the inter-related dynamics (social-cultural, political, economic, etc.) that shape the actions of multiple figures in diverse cultural contexts.
- Global Perspectives: Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.
  - **Course Learning Outcome:** Students will be able to analyze the multiple causal forces that shape the perspectives of historical individuals/persons — economic, political, sociological, technological, cultural, etc.
- Global Engagement: Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.
  - **Course Learning Outcome:** Students will demonstrate a willingness to engage in negotiation regarding actions of global import within the context of the class simulation.

### GL Learning Outcomes for IDH 3034-5

- Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
  - **Course Learning Outcome:** Students will demonstrate knowledge of the inter-related global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.
- Global Perspectives: Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.
  - **Course Learning Outcome:** Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.
- Global Engagement: Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.
  - **Course Learning Outcome:** Students will be able to develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values, and authority.

Assignments must be able to assess the students' ability to demonstrate these outcomes. We will be collecting them at the end of the academic year (spring).

Global Learning Student Learning Outcome	Assessment Method	Assessment Results
<p><b>Global Awareness:</b> Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.</p> <p><b>Course Learning Outcome:</b> <i>Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.</i></p>	<p><b>Assessment Activity/Artifact:</b> <i>Gathering of oral history in Miami: a semester long project</i></p> <p><b>Evaluation Process:</b> <i>Rubric scale 1-5</i></p> <p><b>Sampling:</b> <i>All students in the course will be assessed.</i></p> <p><b>Minimum Criteria for Success:</b> <i>Students will receive a 3 or better on a 5 point rubric. .</i></p>	<p><i>Clearly report results. The results should be in a format dictated by the criteria for success (e.g., percentiles as the criterion, include percentiles when reporting the results).</i></p>

**Use of Results for Improving Student Learning**

*Using the results as a foundation, list strategies that will lead to student learning improvements. Focus on strategies that are sustainable and feasible.*

Global Learning Student Learning Outcome	Assessment Method	Assessment Results
<p><b>Global Perspectives:</b> Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.</p> <p><b>Course Learning Outcome:</b> <i>Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.</i></p>	<p><b>Assessment Activity/Artifact:</b> <i>Gathering of Oral History in Miami</i></p> <p><b>Evaluation Process:</b> <i>Rubric, scale of 1-5</i></p> <p><b>Sampling:</b> All students in the course will be assessed.</p> <p><b>Minimum Criteria for Success:</b> <i>Students will achieve a 3 or better on a 5-point rubric.</i></p>	<p><i>Clearly report results. The report must be dictated by the criteria for the assessment (e.g., percentiles as the criterion, in reporting the results).</i></p>
<p><b>Use of Results for Improving Student Learning</b></p>		
<p><i>Using the results as a foundation, list strategies that will lead to student learning improvements. Focus on strategies that are sustainable and feasible.</i></p>		

Global Learning Student Learning Outcome	Assessment Method	Assessment Results
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Global Learning Student Learning Outcome	Assessment Method	Assessment Results
<p><b>Global Engagement:</b> Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.</p> <p><b>Course Learning Outcome:</b> <i>Students will be able to develop solutions to local, global, international, and/or intercultural problems and be able to articulate the causes and contributions to these problems through the paradigm of aesthetics, values and authority.</i></p>	<p><b>Assessment Activity/Artifact:</b> <i>Gathering of oral history in Miami: a semester long project</i></p> <p><b>Evaluation Process:</b> <i>Rubric, scale of 1-5</i></p> <p><b>Sampling:</b> <i>All students in the course will be assessed.</i></p> <p><b>Minimum Criteria for Success:</b> <i>Students will achieve a 3 or better on a 5-point rubric.</i></p>	<p><i>Clearly report results. The re format dictated by the criteri percentiles as the criterion, in reporting the results).</i></p>
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<p><i>Using the results as a foundation, list strategies that will lead to student learning improvements. Focus on strategies that are sustainable and feasible</i></p>		

