
GENERAL INFORMATION

PROFESSOR INFORMATION

Instructor: Elizabeth Hanly
Phone: (305) 348-4100
Office: DM 240
Office Hours: By Appointment
E-mail: hanlye@fiu.edu

Please use Facebook for all course communication.

COURSE DESCRIPTION AND PURPOSE

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 sets out to focus equally on the artist values in a film, as well as the film's social political and historical context.

How then do these filmmakers work with camera, light, sound and direction to tell their stories?

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 iconically 'American' 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 2017 the course will focus on African film. In the spring of 2018, the course will look at film from Iran, Iraq, Turkey et al.

COURSE OBJECTIVES

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. 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 and historical 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.

IMPORTANT INFORMATION

POLICIES

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

As a member of the FIU community you are expected to be knowledgeable about the behavioral expectations set forth in the [FIU Student Code of Conduct](#).

TECHNICAL REQUIREMENTS & SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

Please visit our [Technical Requirements](#) webpage for additional information.

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ACCESSIBILITY AND ACCOMMODATION

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit [Blackboard's Commitment Accessibility](#) webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

ACADEMIC MISCONDUCT STATEMENT

Florida International University is a community dedicated to generating and imparting knowledge through excellent 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 opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which 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 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 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://integrity.fiu.edu/>

- FIU Honors College Student Handbook – <http://studentaffairs.fiu.edu/about/student-handbook/>
Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

COURSE PREREQUISITES

Admission to the Honors College

TEXTBOOK

CLASS NOTES AND LINKS TO ALL FILMS ARE POSTED ON BLACKBOARD WITH EXCEPTIONS OF

- "Lawrence of Arabia" is available through Youtube, Amazon, and Google Play for \$2.99
- "The Secret of the Grain" same places same cost.

IMPORTANT NOTE:

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.

EXPECTATIONS OF THIS COURSE

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- **Interact** online with instructor/s and peers
- **Review** and follow the course calendar
- **Log in** to the course **5 times** per week
- **Respond to discussion boards**, blogs, and journal postings within **two days**.
- **Respond to messages** within **2 days**
- **Submit** assignments by the corresponding deadline

The instructor will:

- **Log in** to the course **5 times** per week
- **Respond to discussion boards**, blogs, and journal postings within **2 days**
- **Respond to messages** within **2 days**.
- **Grade assignments** within **7** of the assignment deadline

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*.)

You are expected to adhere to the Academic Integrity Policy of The Honors College and Florida International University

COURSE DETAIL

COURSE COMMUNICATION

Course Communication in this course will take place via **Facebook**.

DISCUSSION FORUMS

Please note: this semester you are required to comment on three rather than four postings.

As our midterm, students are asked to do a new kind of posting and comments. Students will post one photograph or images of art or pieces of music or short videos that amplifies the historical context of one of our films. The choice is the student's own. Have fun on google. Alternatively, students may post a photograph or pieces of music, or short videos (including animation) that presents parallels found in today's world with the issues addressed in the films. Students will include a 150-200 word posting as to why they chose the posting they did.

Students will need the comment on three of those postings.

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

Discussions will take place on Facebook.

ASSIGNMENTS

Postings
 Comments
 Midterm Project
 Final Research Paper.

GRADING

Course Requirements	Number of Items		Weight	
Weekly Discussion Postings	1		30%	
Weekly Discussion Posting Responses (comments)	3		20%	
Midterm	3		20%	
Term Paper (End of Semester Project)	1		30%	
Total	8		100%	

Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A	95 or above	B	83 - 86	C	70 - 76
A-	90 – 94	B-	80 - 82	D	60 - 69
B+	87 – 89	C+	77 - 79	F	59 or less

COURSE CALENDAR

MODULE WEEKLY SCHEDULE

Module 1

<p>January 8th - February 18th</p> <ul style="list-style-type: none"> • Week 1 Lawrence of Arabia • Week 2 The Square • Week 3 Children of Heaven • Week 4 Women without Men • Week 5 Separation • Week 6 Mustang • Week 7 Distant <p>Tasks:</p> <p>Week 1</p> <ul style="list-style-type: none"> • Facebook Posting on the "Lawrence of Arabia" due Sunday January 7 • .Comments on Postings due Thursday January 11 <p>Week 2</p> <ul style="list-style-type: none"> • Facebook Posting on "The Square" due Sunday January 14 • Comments on Postings due Thursday January 18 <p>Week 3</p> <ul style="list-style-type: none"> • Facebook Posting on "Children of Heaven" due Sunday, January 21 • Comments on Postings due Thursday January 25 <p>Week 4</p> <ul style="list-style-type: none"> • Facebook Posting on "Women without Men" due Sunday, January 28 • Comments on Postings due Thursday, February 1 <p>Week 5</p> <ul style="list-style-type: none"> • Facebook Posting on "Separation" due Sunday, February 4 • Comments on Postings due Thursday Feb 8

January 8th - February 18th

Week 6

- Facebook Posting on "Mustang" due Sunday, February 11
- Comments on Postings due Thursday Feb 15

Week 7

- Facebook Posting on "Distant" due Sunday, February 18
- Comments on Postings due Thursday, February 22

Module 2

February 19th - March 25th

- **Week 8** Osama
- **Week 9** Patience Stone
- **Week 10** Welcome
- **Week 11** Spring Break
- **Week 12** Secret of the Grain

Tasks:

Week 8

- Facebook Posting on "Osama" due Sunday, February 18
- Comments on Postings due Sunday, February 22

Week 9

- Facebook Posting on "Patience Stone" due Sunday February 25
- Comments on Postings Responses due Thursday, March 1

Week 10

- Facebook Postings on "Welcome" due Sunday, March 4
- Comments on Postings due Thursday, March 8

- Midterm Project Due

Week 11

- Spring Break (No Classes)

Week 12

- Facebook Posting on "Secret of the Grain" due Sunday, March 18
- Comments on Postings due Thursday, March 22

Module 3

March 26th - April 22nd

- **Week 13** Waltzfor Bashir
- **Week 14** The Attack
- **Week 15** Syrian Bride

Tasks:

Week 13

- Facebook Posting on "Waltzfor Bashir" due Sunday, March 25
- Comments on Postings due Thursday March 29

Week 14

- Facebook Posting on "The Attack" due Sunday, April 1
- Comments on Postings due Thursday, April 5

Week 15

- Facebook Posting on "Syrian Bride" due Sunday, April 8
- Comments on Postings due Thursday, April 12
- Final papers due April 19