

Honors Seminar V & V1: Third World Film
The Honors College, Florida International University
IDH 3034 RVHCA---54064 Summer 2018
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Overview:

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 storyteller 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?

During Summer A the course will focus on African film. During Summer B, 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 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.

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:

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

Grading Scale

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

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

Class Schedule

Class 1 "Children of Heaven"

Class 2 "Women Without Men"

Class 3 "Separation"

Class 4 "Mustang"

Class 5 "Pirogue"

Class 6 "Welcome"

Class 7 "Pirogue"

Class 8 "Osama"

Class 9 "Patience Stone"

Class 10 "Waltz for Bashir"

Class 11 "The Attack"

Class 12 "Syrian Bride"

Assignments for this course:

At least one movie will be assigned for each class. You are required to watch that movie. Each week short additional reading information or podcasts will also be required.

Weekly Papers

One or several films are assigned for each class during the semester. By midnight on Monday and midnight on Thursday, short papers (250-400 words) must be uploaded into Turnitin. The paper is NOT a plot summary of the film. Rather, you are asked to write about what surprised and or moved you most in this film. You might write about the narrative itself eg. "I was surprised and gratified to see _____ receive so much attention." You might write about the director's use of sound or camera angles or a choice to use black and white as opposed to color film. This assignment asks you to look at your expectations about film, let alone film from these countries and to ask yourself whether they have been confounded. While you are required to watch all the films assigned weekly, you are asked to write on just one. Let me repeat: No plot summaries. 50% of your grade.

Weekly Discussions

Before each class you will be asked to make one posting to our discussion board before midnight on Monday. That posting will be a short summary of the papers assigned above. (Around fifty words). 12.5% of your grade.

Each week before Friday at midnight you are required to comment to at least two of the above postings. Please note that the comments must deepen the conversation. Comments such as "I agree" or a variant of that (ones that do not further the conversation) will not be counted as a posting. 12.5% of your grade.

End of semester project:

Take the issues raised in one of our films. Gather together 5 additional sources on that issue and film-maker. Explain how together these sources give an overview of the roots of this issue/ where the issue stands now/ whether one can make a reasonable argument that the issue is moving towards resolution. This paper should also include an in-depth analysis as to how or whether film and or video and or photography has moved the issue along. The paper can be as long or short as it takes to answer these questions in depth. Average suggested length 10-15 pages. Please note, the quality of the paper is going to be based on the excellence of your sources.

25% of your grade.

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

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 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 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/handbookog10.html>

FIU Honors College Plagiarism Policy – http://honors.fiu.edu/current_policy_plagiarism.html

Religious Observances

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.

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.

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.

Objectives

MODULE 1

- Students will be able to demonstrate knowledge of issues surrounding colonialism and its aftermath
- Students will be able to demonstrate ability to analyze ideas such as “progress” in a cultural and societal context.
- Students will be able to demonstrate knowledge of the major historical building blocks of today’s North-African history and crises.
- Students will be able to development a vocabulary for evaluating film aesthetics and will begin to make those evaluations

MODULE 2

- Students will be able to demonstrate knowledge of issues surrounding colonialism and its aftermath
- Students will be able to demonstrate ability to analyze issues around “tradition” vs. “development” in the context of Sub-Saharan Africa.
- Students be able to demonstrate ability to analyze viable institutions or the lack of them over the last 50 years throughout wide swaths of Sub-Saharan Africa.
- Students will know the major historical building blocks of today’s sub-Saharan African history and crises.
- Students will be demonstrate further development a vocabulary for evaluating film aesthetics and will continue to make those evaluations

Assessment Activity/Artifact:
 Each of these assessments will measure each objective response” papers

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Weekly discussion postings
 Weekly “response” papers
 Weekly discussion postings in instructor’s posts
 In-depth postings in response in instructor’s posted questions and articles
 Final semester project
 Final semester project

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Weekly discussion postings
 Each of these assessments will measure each objective response in instructor’s posted questions and articles
 Weekly discussion postings.
 Final semester project
 In-depth postings in response in instructor’s posted questions and articles
 Final semester project papers

Weekly discussion postings.
 In-depth postings in response in

	<p>instructor's posted questions and articles. Final Semester Project</p>	
<p>MODULE 3 Students will be able to demonstrate knowledge of issues surrounding colonialism and its aftermath</p> <p>Students will be able to demonstrate understanding of the issues around post-colonial African social unrest and power plays that brought about some of the most dire humanitarian crises in history.</p> <p>Students will be able to demonstrate an understanding of the processes societies taking to try to heal those divisions and recover from the horror.</p> <p>Students will know the major historical building blocks of the major conflict- zones in today's Africa.</p> <p>Students will be demonstrate further development a vocabulary for evaluating film aesthetics and will continue to make those evaluations</p>	<p><u>Assessment Activity/Artifact:</u></p> <p>Each of these assessments will measure each objective</p> <p>Weekly "response" papers</p> <p>Weekly discussion postings.</p> <p>In-depth postings in response in instructor's posted questions and articles.</p> <p>Final semester project</p>	

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Rubric for weekly papers:

Please note: no plot summaries will be accepted.

Writing should be in the form of a short essay. First person should be used. This assignment is open-ended but must address at least one political/societal/historical issue **and/or** one artistic choice the director made that elicited surprise **and/or** anger(irritation) **and/or** appreciation. **Why?**

There is no right or wrong answers to these papers. You will be graded on the degree of your reflection and authenticity. Among other things this assignment asks one to look at one's presuppositions about life in these countries and ask oneself if the world represented in a film alters that view.

Rubric for discussions.

Please note: no credit will be given for comments limited to "I agree" or a simple variant of that such as "I agree with everything stated."

Your comments must serve to further the conversation by adding another point or an additional detail or question or reflection.