

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

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 online class notes that accompany each film. These notes are required reading. Additional reading assignments (PDFs) and/or listening or viewing assignments (available on the internet) will be posted 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](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**

## **Summer Semester A**

*Module 1: 1950s in the Maghreb: the end of the old order and the birth of the new*

**Class 1** "The Battle of Algiers" and excerpts from "The Year of the Embers."

**Class 2** Cairo Station."

**Class 3** "The Silences of the Palace" or "Black Girl."

*Module 2: A Continent in Transition*

**Class 4** "Moolaade"

**Class 5** "Hyenas"

**Class 6** "Keita, the Heritage of the Griot"

**Class 7** "Yesterday"

**Class 8** "The First Grader"

**Class 9** "This is Nollywood"

**Class 10** Any one of these. "The Necklace" or Bab'aziz or Dove's Lost Necklace

### Module 3: Power Plays (To Say the Least)

**Class 11** "Kingarwanda," and "The Ghosts of Rwanda"

**Class 12** "War Witch"

## Assignments for this course:

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

## Weekly Discussions

Before midnight on Monday of each week, you are asked to make one posting to our discussion board. Please note, the posting is NOT in any way 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 not only because \_\_\_\_\_ but because \_\_\_\_\_" You might write that the director did not begin to do justice to an issue, or that you had never before seen the connections between a series of issues. 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 and how that affected the story, let alone the issues involved. **Bottom-line: 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. What surprised you? Angered you? Embarrassed you? Delighted you?** Let me repeat: No plot summaries. These postings should run 200-250 words. 25% of grade

Before midnight on Tuesday of each week, you are asked to comment on two of Monday's 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.** Each of these postings must be at least 50 words. 12.5% of grade

Since this is an intensive summer course, we will be working on two films per week. Thus, Before Thursday midnight of each week, you are asked to make a posting to our discussion on the week's second movie. (Please follow the same directives as under the Monday instructions above, eg: Please note, the posting is NOT in any way a plot summary of the film. Rather, you are asked to write about what surprised and or moved you most in this film. 25% of grade

Before midnight on Sunday of each week, you are asked to comment on two of Monday's 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. Each of these postings must be at least 50 words. 12.5% of grade

### **End of semester project:**

Take the issue raised in one of our films that moved you or worried you most. Gather together 4 additional sources on that issue. Write a 5-7 page paper on how your understanding of the issue evolved. Were you aware of the issue before encountering it in film? Do the facts of the outside sources line up with those presented in the film? Where does the issue stand now? Can one make a reasonable argument that the issue is moving towards resolution? Did the film impact that resolution, if indeed one seems in process  
25% of your grade.

## 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 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](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.

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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](http://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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# Objectives

<b>Objectives</b>	<b>Assessment</b>
<p><b>MODULE 1</b></p> <p>Students will be able to demonstrate knowledge of issues surrounding colonialism and its aftermath</p> <p>Students will be able to demonstrate ability to analyze ideas such as “progress” in a cultural and societal context.</p> <p>Students will be able to demonstrate knowledge of the major historical building blocks of today’s North-African history and crises.</p> <p>Students will be able to development a vocabulary for evaluating film aesthetics and will begin to make those evaluations</p>	<p><b>Assessment</b> <b>Activity/Artifact:</b> Each of these assessments will measure each objective</p> <p><b>Assessment</b> <b>Activity/Artifact:</b> Each of these assessments will measure each objective</p> <p>Subjective discussion postings.</p> <p>Weekly “response” papers</p> <p>In-depth postings in response in instructor’s posted questions and articles.</p> <p>Final semester project</p>
<p><b>MODULE 2</b></p> <p>Students will be able to demonstrate knowledge of issues surrounding colonialism and its aftermath</p> <p>Students will be able to demonstrate ability to analyze issues around “tradition” vs. “development” in the context of Sub-Saharan Africa.</p> <p>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.</p> <p>Students will know the major historical building blocks of today’s sub-Saharan African history and crises.</p> <p>Students will be demonstrate further development a vocabulary for evaluating film aesthetics and will continue to make those evaluations</p>	<p><b>Assessment</b> <b>Activity/Artifact:</b> Weekly “response” papers</p> <p>Each of these assessments will measure each objective</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> <p><b>Assessment</b> <b>Activity/Artifact:</b> 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>

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