French 365: Sports and Identities in the Francophone World

Professor: Dr. Rebecca Wines

Class meeting times: see schedule Classroom: South Hall 10

Block 2, 2018-19

Email: [rwines@cornellcollege.edu](mailto:rwines@cornellcollege.edu)

Office: 309 College Hall

Office phone: 895-4552

Office hours: Tue & Th 3-5, & by appt

# Course Information

## Course Description

What do sports mean? How do narratives about sports shape our understanding of ourselves and of other people? How are these representations impacted by cultural context? In this course, we will explore the intersections between sports and identities in places where French is spoken, giving special attention to the constructions of social categories such as gender, race, class, and sexuality. We will examine a variety of literary and cultural texts, dating from the late 19th century to the present, in order to better comprehend such interactions. Topics may include hockey in Québec, cycling’s Tour de France, and/or *laamb* (traditional Senegalese wrestling). No prior knowledge of sports or French is required. (Humanities)

This course will be taught in English.

This course may be counted for GSS credit.

## Course Goals

In this class, you will learn about the francophone sporting world and its historical, political, and social contexts. Through texts and films, you will analyze how aspects of identity such as race, gender, sexuality, nationality, and socioeconomic status are brought into play by sports and by narratives about sports. You will develop your written and oral communication skills as well as your critical and analytic reading skills.

## Educational priorities and outcomes

This course supports the Educational Priorities and Outcomes of Cornell College through emphases on *knowledge, inquiry, communication,* and *intercultural literacy. Ethical behavior* is expected at all times (see statement on Academic Honesty).

## Required Materials

There is one book required for this course:

Dubois, Laurent. *Soccer Empire: The World Cup and the Future of France*. University of California Press, 2010.

All other readings will be available on Moodle. You must print the readings and bring them to class so that you can have them at hand to refer to and cite during discussion.

# Course policies

## Drop/Withdrawal policies

The College drop policy will be strictly enforced. In order to drop on the fifteenth day of class, you must have attended all classes, turned in all work, and made a good faith effort to succeed in the course. If you are sick for a lengthy period of time, you will need to have documentation in order to petition for a Health Withdrawal. Please speak with me and/or your advisor if you have any questions about these policies or are considering either a fifteen-day drop or a health withdrawal.

## Accommodation for All Students

Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising, Brooke Paulsen (office: 309 Cole Library; email: [bpaulsen@cornellcollege.edu](mailto:bpaulsen@cornellcollege.edu)), and their course instructor of any disability-related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see [http://cornellcollege.edu/disabilities/documentation/index.shtml](http://www.cornellcollege.edu/academic-support-and-advising/disabilities/documentation/index.shtml)

## Academic Dishonesty

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgment of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalog, under the heading "Academic Honesty."

If I determine, after careful consideration, that academic dishonesty has occurred, the work in question will be assigned a grade of zero. There are always further penalties possible, including the assignment of a grade of F in the course. The specific circumstances will be communicated to the Registrar’s Office.

When in doubt, please discuss your assignment with me before submitting the work for credit.

Attendance  
Coming to class in a timely manner is mandatory. Three tardy arrivals will result in an absence counted against you, and more than two absences (that is, two class sessions) will result in a lowering of your participation grade by 3.5 percentage points for each additional absence. I do not differentiate between “excused” and “unexcused” absences; however, in the case of extenuating circumstances I am willing to discuss your situation with you.

If you know that you will miss a class for religious reasons or for an official Cornell College activity, please let me know ahead of time so that we can talk about arrangements. Note that in any case of absence, it is your responsibility to cover the material you missed. It is therefore a good idea to exchange contact information with at least two other students in this class with whom you can discuss what you missed and who are willing to share their notes with you.

## Technology in the classroom

* *Phones*. Turn off your cell phone or set it so that it does not make any noise or vibrate, put it in your bag, and leave it there during class. If you are texting, you are absent.
* *Laptops*. Students stay more engaged with class discussion and retain more information when they take notes by hand; therefore I ask that you not use your laptop or tablet during class. However, I might permit a laptop under special circumstances; please speak with me if you wish to have a laptop in the classroom.
* *Email*. Check your Cornell email account at least once per day, but not during class time. This is the main way I communicate with students. Please respond to course-related emails in a timely manner (24 hours or less, usually).

# Course Assignments and Requirements

## Evaluation

Evaluation of your work is based on several elements: addressing the assignment without digression; the quality of argument and development of ideas; demonstration of knowledge of material and depth of analysis; use of course materials and empirical information; and organization, coherence, and writing/presentation mechanics and style.

## Graded Work and Late Work

I do not grade on a curve. All coursework is due at the beginning of the indicated class period, unless otherwise stated. During each successive 12-hour period, the assignment’s grade will be docked a further 10%. For example, if a journal is turned in at the beginning of afternoon class instead of morning class, the highest possible grade for that assignment is a 90%. If it’s turned in the next day at the start of morning class, that falls to 80%. And so on.

## Participation

With attendance, participation is worth 20% of your course grade. The quality of your learning and of each class session are highly dependent on completing the reading and coming to class prepared to engage the material. Students will be evaluated based on the quality of their presence in the classroom. “Quality” here is defined as informed and respectful participation in class. “Quality” participation is impossible to attain without careful reading and thinking about the assigned reading before every class, attending class, and interacting respectfully with others in the classroom. Your grade will not be based on how often you talk but on how well your presence in the classroom facilitates discussion and comprehension. This means not only are you speaking constructively, but also you are refraining from activities that inhibit class discussion. Be polite and respectful. Consider other people’s feelings. Every person in this class is equally responsible for the success of the course.

To make most of your experience in this class:

* Enter into class activities with enthusiasm
* Respect the views of your classmates
* Be patient with others
* Be honest and sincere about your thoughts and feelings
* Restrict discussions to relevant topics
* Try not to monopolize discussions

## Reading response papers

You will write four short response papers this block, each worth 10% of your final course grade.

* The first response paper is due on Friday, September 28. You will select one of Dubois’s chapters for analysis, clearly indicating which one you’ve chosen, then identify and explain the author’s main argument (which may or may not be explicitly stated) from that chapter. Next, you should relate the specific chapter’s key ideas to the rest of the day’s reading. You should demonstrate an engagement with the readings as a whole and thoughtfully synthesize their arguments and concepts. Your paper should not be a general summary of the readings or a restatement of each chapter. In the second part of your paper, you should reflect on the readings by making connections to previous readings and/or concepts, linking the reading to issues of identity discussed in this course, examining specific examples, comparing cultural contexts, and/or otherwise demonstrating some analytic grappling with the material. The paper should be 1-1.5 pages long in total.
* The second paper is due on Wednesday, October 3 and is slightly longer than the first: 2-2.5 pages. I’m asking for more because for this paper, I want you to examine the Trevor Noah versus French Ambassador kerfluffle based on what you’ve learned so far in this course about French football, French identity, and French colonization, as well as on the articles and videos assigned about this particular cultural confrontation. Form an argument that analyzes and synthesizes the sources we’ve explored and expresses your understanding of what happened between Noah and the ambassador as well as why. Be sure to use MLA style when citing.
* The third paper, 1-1.5 pages long, is due on Tuesday, October 9. This paper will dissect masculinity and hockey in Quebec by using texts read over the weekend to analyze a character of your choosing from the film *Les Boys* (I will provide you with a list of characters). Guiding questions to consider: How does the character view himself and his masculinity or his lack of masculinity? How do the other characters view him? What role does hockey play in this construction and performance of masculinity? What role might Québécois culture play in it ? What does the film seem to be saying overall about the ways in which this character embodies (or fails to embody) hegemonic masculinity? Is it assessing the character positively ? negatively ? according to stereotypes ?
* The fourth response paper is due on Friday, October 12 and follows the format of the first paper. You will select one of Dine’s chapters or the Terret chapter for analysis, clearly indicating which one you’ve chosen, then identify and explain the author’s main argument (which may or may not be explicitly stated) from that chapter. Next, you should relate the specific chapter’s key ideas to the rest of the day’s reading. You should demonstrate an engagement with the readings as a whole and thoughtfully synthesize their arguments and concepts. Your paper should not be a general summary of the readings or a restatement of each chapter. In the second part of your paper, you should reflect on the readings by making connections to previous readings and/or concepts, linking the reading to issues of identity discussed in this course, examining specific examples, comparing cultural contexts, and/or otherwise demonstrating some analytic grappling with the material. The paper should be 1-1.5 pages long in total.

## Presentations

Every student will, with a partner, present part of the day’s reading and lead class discussion. Both students must share the preparation and the presentation in equal amounts! Each pair will choose one article or chapter from the assigned readings to examine more closely.

Before beginning in class, you must hand in an outline of your presentation with both your names on it. Include an MLA-style citation of the article/chapter that you worked on. The presentation should clearly identify several elements:

* thesis/central argument of text
* important supporting arguments
* evidence/data used to support the article’s arguments
* explanation of the text’s purpose/point/main take away (why does the thesis/text matter? How does it contribute to the larger academic conversation on the topic?)

It is important that you summarize and paraphrase in order to convey the essentials and not simply read from the text. This portion of your presentation should take 7-10 minutes.

Additionally, your group will lead discussion of the text for another 10-15 minutes. This conversation should afford deeper understanding of the text, more critical thinking about it, and put it in context regarding other course materials. You may ask discussion questions, give a quiz, or employ some other activity that keeps focus on the text at hand and involves class participation.

## Final Research Project

Over the course of the block, you will be engaged in a research project that will result in a final paper of 10-12 pages in length. You will submit your research topic and plan on Monday, October 1. An outline of your paper will be due on Wednesday, October 10. The final paper will be handed in on the last day of class. Please see additional handout for details.

## Breakdown of Course Grade

* Class participation/attendance (20%)
* Reading response papers (4 at 10% each)
* Presentation (10%)
* Final research project (30% total)
  + Topic and plan (5%)
  + Outline (10%)
  + Final paper (15%)

## Grade Scale

A 93-100% B+ 87-89% C+ 77-79% D+ 67-69%

A- 90-92% B 83-86% C 73-76% D 63-66%

B- 80-82% C- 70-72% D- 60-62%

F 59% and less

# Course Schedule

This schedule may be modified as needed during the block. Changes will be announced in class and posted on Moodle; please stay up to date.

## Week 1

Monday, Sept.24

9-11 : Introductions

Homework: Read: Barthes “The World of Wrestling,” “Wine and Milk,” “Steak and Chips”

Cropper “Olympic Restoration” (25 pgs)

Holt “Introduction: Sport in its Social Context” (14 pgs)

Weber “Faster, Higher, Stronger” (20 pgs)

Tuesday, Sept.25

9-11: Discussion: Cultural studies, rise of modern sports in France

Homework: Read: Dubois “Preface,” “Introduction” and chapters 1 and 2 (78 pgs)

Wednesday, Sept.26

9-12: Discussion: Football and identity in France

Homework: Read: Dubois chapters 3 through 5 (60 pgs)

Krasnoff “Politics, culture, identity” (4 pgs)

Thursday, Sept.27

9-11: Presentation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss Dubois and Krasnoff

1-3: Continued discussion of readings

Homework: Read: Dubois chapters 6 through 8 (65 pgs)

Write: First reading response

Friday, Sept.28

**Due**: First reading response paper

9-12: Discuss Dubois

Homework: Read: Dubois chapters 9 through 11 and “Epilogue: Returns” (76 pgs)

Dubois “Racism and the Specter of ‘Dual Nationality’” (22 pgs)

Write: Research paper topic and plan

## Week Two

Monday, October 1

**Due**: Research topic and plan

9-12: Presentation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss Dubois

Homework: Read/view: Trevor Noah articles and videos (Moodle)

Start Goldblatt

Tuesday, October 2

9-11: Discuss Trevor Noah and French national football team identity

1-3: Discussion, continued

Homework: Read: Goldblatt chapters 12, 16, and 20 of *The Ball is Round* (85 pgs)

Write: Reading Response paper two

Wednesday, October 3

**Due**: Second reading response paper

9-11: Discuss football in Africa

1-3: Discussion, continued

Homework: Read: Bloomfield “Introduction,” chapters 5 and 7 (69 pgs)

Kuper “Africa (In Brief)” (14 pgs)

Thursday, October 4

9-11: Presentation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss Bloomfield and Kuper

Homework: Read: Alegi chapters 5 and 6 (48 pgs)

Bale “Three Geographies of African Footballer Migration” (17 pgs)

Friday, October 5

9-12: Presentation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss Alegi and Bale

Homework: Read: Bauer *Hockey as Religion*, excerpts (13 pgs)

Dowbiggin chapters 1 and 2 (42 pgs)

Reeser and Seifert “Marking French and Francophone Masculinities” (23)

Watch: *The Hockey Sweater* (link on Moodle)

## Week Three

Monday, October 8

9-11: Discuss hockey in Quebec and masculinity

1-3: Film: *Les Boys*

Homework: Write: Third reading response paper

Tuesday, October 9

**Due**: Third response paper

9-11: Discuss *Les Boys*

1-3: Guest lecture: Dr. Roxanna Curto, University of Iowa

Homework: Read: Forman and Plymire “Amélie Mauresmo’s Muscles” (13 pgs)

Weber “La Petite Reine” (17 pgs)

Write: Research paper outline

Wednesday, October 10

**Due**: Research paper outline

9-11: Film: *2 Secondes*

1-3: Discuss women and cycling

Homework: Read: Campos “Beating the Bounds” (25 pgs)

Thompson “The *Géants de la Route*” (46 pgs)

Thursday, October 11

9-11: Presentation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss the Tour de France

1-3: Discussion, continued

Film: *Vive le Tour*

Homework: Read: Dine, selections

Terret “Learning to be a Man”

Write: Fourth reading response paper

Friday, October 12

Due: Fourth reading response paper

9-?: Anne Opener visit

1-3: Discuss rugby in France

Homework: Read: Dine, selections

Kilcline “Rugby in Toulon”

## Week Four

Monday, October 15

9-11: Discussion of rugby in France

1-3: Film: *Le Fils à Jo*

Homework: Examine: Images from *Dieux du Stade* and *Sortie du Match*

Tuesday, October 16

9-11: Discussion of film and images

Wednesday, October 17

**Due**: Final paper

9-11: Course wrap up and evaluations