

FRE 3393: Culture et Société - Le cinéma
Spring 2012



Course Instructor:

Dr. Marcella Munson

Telephone : (561) 297-2118

Office: CU 272

Office hours MW 1-1:50PM ; TR 2-4:10 PM

Email: mmunson@fau.edu

Course Assistant:

Fran Rodriguez

Tel. messages: (561) 297-2118

Office: TBA

Office hours: M 12:30 – 2:30 PM

Email: frodri16@fau.edu

Course Meeting Time/Days : MW 11 AM – 12 :20 PM

Course Meeting Location: SO 390

Catalog Description:

Culture et Societe: Cinema (FRE 3393) 3 credits [Prerequisite: FRE 2221 or permission of instructor] Course provides intensive practice in spoken and written French through an examination of selected cultural topics in contemporary French and francophone culture as highlighted in recent French-language films.

Course Description:

This three-credit course, part of the formal sequence for the undergraduate major and minor in French, provides students the opportunity to improve both their compositional writing skills and oral skills in French through the viewing, discussion and analysis of a number of French and Francophone films. These films have carefully been chosen to allow students to reflect on and discuss a variety of cultural objects, social situations, and political and historical moments that have played or are playing a central role in French/Francophone culture. Strong emphasis will therefore be placed on the multiple ways in which these themes have shaped the image of modern France and helped construct its national identity. All oral and written assignments, and all class discussions, will be conducted entirely in French. In-class discussions always focus on accurate cinematographic vocabulary and filmic analysis, and are designed to help students transition from being mere consumers of films to active readers/producers of meaning and critical interpretation. *Please note: Given the limited span of time during which we meet each week, students will be required to view all films on their own, outside of class. All of the films we will be seeing are readily available either through the FAU library or through such venues as Netflix. Part of the challenge of this course is to be organized and make sure that you are able to view the movies ahead of time, in accordance with the syllabus.*

Course Objectives:

- Introduction to analytical cinematic reading/interpretation
- Improved knowledge and more accurate control of oral/written French vocabulary, grammar, and idioms
- Stronger oral/written argumentation skills; more accurate expression of personal opinions and intellectual observations
- Authentic exposure to French/Francophone cultural issues through film, discussion, and research assignments



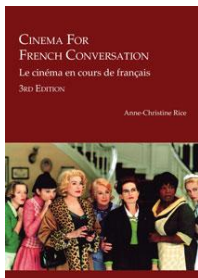
Grading Basis:

Attendance and active participation:	10%
Occasional homework projects (individual/group, oral/written):	10%
Blog du cinéphile (on Blackboard):	10%
Quizzes (to be administered through the semester):	10%
Oral presentation, to be given in class:	10%
Written essays (5) on varying topics:	25%
Final exam (written):	25%



Grading Scale:

A 93-100	A ⁻ 90-92	B+ 87-89	B 83-86	B ⁻ 80-82	C+ 77-79	C 73-76	C ⁻ 70-72
D+ 67-69	D 63-66	D ⁻ 60-62	F < 60				



Textbook / Course Materials:

- Rice, Anne-Christine. *Cinema For French Conversation. Le Cinéma en cours de français*. 3rd Edition. Focus Publishing : Newburyport, 2007.
- A good dictionary (*Larousse* or *Le Petit Robert*)
- Additional readings / viewings available on Blackboard

Class Policies:

Regular attendance is crucial: not only are we a vibrant academic community, but your own academic growth in this class depends on your willingness to routinely practice key skills in class. **You may therefore only have two (2) unexcused absences. Each additional absence will lower your participation grade by a full letter grade.** Absence due to illness, death in the family, court appearance, etc. will only be excused upon valid documentation. In these cases, you must meet with me as soon as possible after the absence. [Note: The observance of a religious holiday, or student-athlete participation in an official FAU sports event, counts as an excused absence.] **If you miss a presentation, a quiz, or an exam due to an unexcused absence, and the assignment due date appears on this syllabus, you will receive a 0/100 for it and there will be no make-up.**

Your oral participation will be scored according to the following rubric:

17-20	Volunteers frequently, speaks clearly, and demonstrates thorough preparation of course materials. Contributes insightful ideas and opinions to class. Participates well in small group work, and shows sensitive engagement with the thoughts and ideas of others. Speaks French to classmates, attends class regularly, and is always on time.
14-16	Volunteers occasionally, speech is not always clear, and does not always demonstrate thorough preparation of course materials. Sometimes contributes ideas to class, and participates effectively in small group work. Sometimes needs to be reminded to use French with classmates; sometimes late for class or leaves early.
11-13	Offers ideas only when spoken to; listens passively. Does not demonstrate any notable preparation of course materials, and/or does not bring course materials to class for reference. Has a tendency to use English too often. Contributes little to group discussions/work. Does not attend class regularly. Often late to class or leaves early.
0-10	Does not participate efficiently either because of class performance or repeated unexcused absences, tardiness, or leaving class early. No visible course preparation demonstrated; no course materials brought to class for reference.

One more word about participation:

Participation is crucial, since this course focuses on debate. You need to come to class fully prepared to participate actively to the discussion/debate, which means having diligently completed all assignments/film viewings. "Active participation" means full engagement with all assigned films/texts/materials. Sometimes this may mean looking up a word or reference you do not understand; sometimes it may mean reading or viewing something a second, third, or fourth time. I will often give you assigned reading questions to help you navigate each film/text. These reading questions are intended to help you encounter the film more effectively and intelligently, to stimulate in-class discussion, and to help give you a jump start on your essays. You do NOT always need to produce written answers to each question, but I do expect you to be prepared to discuss them in class. In addition, I also expect that you will use these questions to generate your OWN questions or observations to bring up in our class discussions.

Regular homework assignments (10%):

- You are expected to read, view films and complete each assignment for the date indicated prior to coming to class. **Homework should be completed on time, and no late homework will be accepted without a documented excuse.** If you are absent for any reason, you will still be responsible for turning homework in on time, and will also be responsible for the material covered in class. So be sure to check blackboard, get in touch with friends, email instructor, check syllabus, etc. You need to be proactive! Please note: Some homework assignments will be written, others oral. Some will involve group work; others will be accomplished individually.

More details regarding specific course assignments and projects:

Blog du cinéphile (10%):

For each film that we see, you will write a full and well-reasoned entry in your BLOG DU CINÉPHILE. Each entry is due on the scheduled date, BEFORE you come to class. I will suggest specific questions and/or topics, often in accordance with the textbook. Your blog will be maintained on Blackboard. Once a week you will also write a response to a classmate's blog entry. **Any journal entries that are late will be marked down by one (1) point for every day late.** You will receive a score for each main blog entry (one per film) according to the following rubric:

17-20	<i>EXCELLENT:</i> A strong, specific, thorough, and well organized response which shows clear engagement with the film in question and which stimulates active discussion and reflection. Besides demonstrating clear logic and a strong engagement with the film (i.e., providing specific examples/citations/references), the response will also have relatively few language errors (vocabulary, spelling, punctuation, syntax, etc.) and will demonstrate a wide variety of advanced linguistic structures.
14-16	<i>PROFICIENT:</i> A solid, fairly thorough response which although lacking in full specificity, still shows a clear engagement with the film and the issues raised or questions asked. There is clear organization around a basic idea, and a clear attempt to engage the reader, even though there may be some language errors (vocabulary, punctuation, syntax, etc.) and a somewhat limited variety of structures. Overall, though, the response demonstrates good command of language, solid interpretive skills, and a real attempt to stimulate critical debate.
11-13	<i>WORKING TOWARD PROFICIENCY:</i> A very basic or partial response which does not offer anything much beyond basic plot summary and which is based on reactionary (and not interpretive) skills. There is a minimum of organization/engagement with the film. There may be some attempt at organization, but not necessarily effective organization. The language used may be at a basic level, and there may be many errors, limited variety of structures, word-order errors, etc. – in other words, linguistic production below what is expected of students at this level.
0-10	<i>INSUFFICIENT:</i> A response whose content and/or language level is too minimal/short, too sloppy, or too inaccurate to be acceptable. Any response containing plagiarized material will automatically earn 0 points, and may trigger larger penalties.

NOTE: In addition to writing one (1) main blog entry for each film we see, you will also be participating actively each week in the online discussion about each film. For every film we see, you will write at least one (1) well-reasoned, respectful, and insightful response to a classmate's blog entry on that same film.



Oral Presentation (10%):

Each student will be giving one (1) individual 10-15 minute class presentation in French on a topic related to one of the films we are discussing in class. Potential topics and dates will be posted on Blackboard, but I will consider other topics you might be thinking of. Presentations should NOT last more than 15 minutes, and ideally only 10-12 minutes. The presentation will be evaluated not only for its intellectual contribution but also its pedagogical value. The reaction of your classmates to the presentation will be taken into consideration: keep in mind that your goal is to present your topic to the class in an organized and intellectually stimulating way. Presentation topics WILL appear on quizzes and exams, so your contribution to the class is vital! I strongly recommend that you use some sort of visual aide during your presentation; PowerPoint is the standard, but you are of course free to choose the format you prefer (photocopied outline of your presentation, list of key scenes, brief bibliography, clips, video, etc.). **Any student who is absent on the day of his/her presentation will receive a 0 for it.** Presentations will be evaluated and scored based on the following rubric:

	EXCELLENT	TRÈS BIEN	BIEN	ASSEZ BIEN	INSUFFISANT	Valeur
Organisation	Organisation claire, logique, et facile à suivre. Introduction très forte et conclusion efficace. Transitions fortes entre idées, sections.	Organisation claire et logique. Intro et conclusion efficace. Transitions suffisantes.	Organisation plus ou moins claire et qui suit un plan discernible. Intro et conclusion acceptable ; quelques problèmes de transition.	Problèmes à suivre un plan ; problèmes d'intro et manque de conclusion; transitions peu efficaces	Plan insuffisant et qui manque d'intro/conclusion; pas de transitions	___ / 20
<ul style="list-style-type: none"> • Information • Thèmes développés • Contenu de la recherche • Réponse aux questions 	Tous les thèmes sont présentés de façon claire et complète ; information et détails supplémentaires ; exemples clairs et pertinents; l'étudiant répond facilement (et avec des réponses pleines) aux questions demandées.	Contenu complet, tous les thèmes sont clairement présentés ; exemples et explications satisfaisantes. Réponse très satisfaisante aux questions posées par les paires/professeur.	Contenu complet mais manque d'élaboration et/ou d'exemples clairs. Réponse suffisante aux questions posées par les paires/professeur, et l'étudiant offre une réponse à chaque question posée.	Contenu assez insuffisant; certains thèmes et questions ne sont pas articulés adéquatement ; manque d'exemples ; pas de réponse satisfaisante aux questions posées.	Pas assez de recherche, ou des recherches mal guidées / hors sujet; incompréhension globale de l'étudiant face aux questions posées.	___ / 20
Support visuel	D'excellents documents d'appui pour supporter information et contenu de la recherche; tout mot et idée important apparaît sur écran	Utilise un document d'appui en support du contenu de la présentation.	Utilise un document d'appui, mais le contenu est parfois mal organisé ou inapproprié pour le sujet abordé.	Peu de visuels sont utilisés, et ceux qui sont offerts semblent inappropriés au contenu	Aucun support visuel	___ / 20
Articulation	Voix claire ; bonne prononciation ; rythme approprié ; démontre de la confiance ; utilise un vocabulaire et grammaire correcte ; très peu d'erreurs	Voix claire et majorité des mots bien prononcés ; démontre confiance ; utilise vocabulaire et grammaire correcte (peut-être avec quelques erreurs)	Difficultés à entendre présentation; mots et prononciation incorrectes; de nombreuses erreurs grammaticales ou de syntaxe	Grosses difficultés à suivre la présentation; erreurs de vocabulaire et de grammaire qui nuisent à la compréhension	Beaucoup d'anglais; pas de contenu français ; un français impossible à suivre/comprendre	___ / 20
<ul style="list-style-type: none"> • Présentation originale • Plagiat • Bibliographie • Sources citées 	Présentation originale supérieure ; mots et expressions originales (formulées par l'élève) qui démontre une grande compréhension et maîtrise du sujet.	Présentation originale dans les mots de l'élève; toutes les sources sont citées	Présentation originale dans les mots de l'élève; presque toutes les sources sont citées	Présentation peu originale, basée sur le travail (ou les mots) de quelqu'un d'autre (avec attribution); et/ou une présentation traduite d'une autre langue; majorité des sources sont bien citées	Présentation basée sur le travail de quelqu'un d'autre sans attribution; présentation traduite à la machine ; plagiat	___ / 20
TOTAL						___ / 100

REMEMBER: Oral presentations absolutely CANNOT be rescheduled, so please plan wisely when choosing your presentation date/topic!

Quizzes (10%):

From time to time we will have VERY brief quizzes based on the films / vocabulary / texts we are discussing. The purpose of these quizzes is to ensure that students are keeping up with all course assignments in a timely manner and mastering course material effectively. **Please note: Some quizzes will be unannounced!**

Essays (5 @ 5% each, for a total of 25%):

Students will write five (5) very short essays (2-3 pages each) over the course of the semester. The essays will NOT require any outside research beyond that presented in the textbook or other course readings. Each essay will have a slightly different focus; some will be film reviews, some will be position papers, and some will be well-organized analytical responses to specific questions asked. In all cases, however, the essays will focus on analysis, and not on description or unfounded opinion. The essay will be done in two stages: a rough draft and the final, polished version. Because I strongly believe that practice is the key to developing strong writing skills, I always give students the opportunity to turn in a rough draft. All students turning in a rough draft will receive detailed feedback in three key areas: language, organization, and ideas. Students will also get an indication of what rough grade the paper would receive if it were the final version. Only the final version will earn an actual grade to be recorded in the grade book. The final version counts for 5% of the overall grade. **Essays turned in late will be penalized by a full letter grade for each day it is late.**

Final Exam (25%):

There will be one (1) exam in this class: a final exam. It is designed to be completed in 2 hours. It will involve essay responses focusing on in-class discussion, films viewed/discussed, and student presentations. It is worth 25% of the final grade. There will be NO make-up final given except in cases of an excused absence with documentation. (I must keep a hard copy of all documentation of absence according to official departmental policy.)

FAU Policies

Students with Disabilities

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton –SU 133 (561-297- 3880), in Davie, MOD I (954- 236-1222), in Jupiter- SR 117 (561-799-8585), or at the Treasure Coast – CO 128 (772- 873- 3305) and follow all OSD procedures.

Plagiarism

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see: http://www.fau.edu/regulations/chapter4/4.4001_Honor_Code.pdf



Venez nombreux !

TENTATIVE SCHEDULE
Please note that this is a TENTATIVE schedule;
specific homework assignments may be subject to modification!

WEEK 1:

***Readings and homework are listed one session in advance, and are to be prepared for the following session.**

Session 1 : Jan 9 -- Présentation du cours. Paramètres : les présentations orales.
 -- Introduction au *Fabuleux destin d'Amélie Poulain* 117-120
 -- Etude de la bande d'annonce du film
 -- Répondre aux questions p. 120 et lire p. 121

Devoir : --Lire les pp. 117-120 (Introduction au film : *Le Fabuleux Destin d'Amélie Poulain*)
 --Préparer des réponses orales à l'activité 2, questions 1, 2 et 3 (page 120)
 --Voir la bande-annonce du film (<http://www.youtube.com/watch?v=85dTf05vnZc>)
 --Après avoir vu la bande-annonce, répondre aux questions 1-6 de l'activité 3 (page 120)
 --Dans votre BLOG, écrire une COURTE réponse (d'environ 200 mots) à la question 6, activité 3 (page 120)

Session 2 : Jan 11 -- Première approche du film : répondre aux questions 1- 27 p. 121-122
 -- Analyse d'une photo
 -- Analyse de citations p. 122
 -- En groupes : Jouez avec les mots p. 124

Devoir : --Etudier le vocabulaire p. 123.
 -- Choisir un des sujets de la page 125 et composer un essai de 300 mots pour y répondre
 --**Visionner le film (chez vous ou à la bibliothèque !)**



WEEK 2

----- **Jan 16 : Martin Luther King, Jr. Holiday – Congé** -----

Session 3 : Jan 18 -- **Présentations orales : Montmartre et le contexte artistique, culturel, littéraire**
 -- Analyse d'une scène : les flèches bleues. Répondre aux questions A, B et C
 --**Remettre la COMPOSITION #1 (jet)**

Devoir : Question E page 127. Comparaison avec une autre scène
 « Le Montmartre d'Amélie » p. 132 – et répondre aux questions p. 133

WEEK 3

Session 4 : Jan 23 – Correction des devoirs
 -- Le coin du cinéphile : comparaison première et dernière
 scènes, les images et la musique, les sous-titres p. 128
 --Affinez votre esprit critique p. 129



Session 5 : Jan 25 --Remettre les devoirs
 -- **Présentations orales : Auguste Renoir et « le Déjeuner des Canotiers »**
 -- p. 131.Dossier : *Studio Magazine*. Lire le texte et répondre aux questions p. 133-134
 --**Remettre la COMPOSITION #1 (version finale)**

WEEK 4

Session 6 : Jan 30 -- *Au Revoir les enfants* : Présentation du film, vocabulaire et traduction
 -- Bande annonce : <http://www.youtube.com/watch?v=IXDLcrRb0X4>, ques. 4 p. 203
 --A savoir avant de visionner le film p. 203

Session 7 : Feb. 1

--Présentations orales : La France de Vichy, Pétain et la collaboration
(organiser la présentation en vous servant des questions p. 199)

-- Présentations orales : La Résistance

Quand et comment a-t-elle commencé ? que faisaient les Résistants ?

Devoir : Visionner le film (aussi disponible sur : <http://www.youtube.com/watch?v=Y6j5zqqy1II&feature=related>)
et répondre aux questions 1-10 p. 204

WEEK 5

Session 8 : Feb 6

-- Discussion du film :
-- Répondre aux questions p. 204
-- Lire et commenter les Témoignages p. 200-203

Devoir : Terminer la lecture des témoignages p. 200-203
Choisir une des questions (pp. 206-07) et y répondre dans un essai de 350 – 400 mots

Session 9 : Feb 8

--Commenter les témoignages. Pourquoi est-il important de les recueillir ?
-- Page 205. Analyse d'une photo + Analyse des citations
--Jouez avec les mots p. 207
--Essais p. 207
--Remettre la COMPOSITION #2 (jet)

Devoir : Etudier le vocabulaire p.206



WEEK 6

Session 10 : Feb 13 --Quiz sur le vocabulaire
--Analyse d'une scène. La forêt 48 :10-57 p. 208-09

Devoir : Lire le texte p. 212-216 et répondre aux questions 1-9 p. 216

Session 11 : Feb 15 --Remettre la COMPOSITION #2 (version finale)
-- Le coin du cinéphile 210-211
--Affinez votre esprit critique p. 211

WEEK 7

Session 12 : Feb 20 -- Présentations orales : L'Algérie de 1830-1962
(Organiser la présentation de manière à répondre à la première série de questions des Repères Culturels p.4)
-- Présentations orales : L'immigration en France après 1945
(Organiser la présentation de manière à répondre à la question 4 p. 5)
-- Incha'Allah Dimanche présentation du film + Repères culturels
--La bande annonce, le contexte p. 6
<http://www.youtube.com/watch?v=Y6j5zqqy1II&feature=related>

Devoir : -- Traduisez p. 4
-- Etudier le vocabulaire

- Session 13 : Feb 22** -- Correction des traductions
-- Présentations orales : la condition des femmes en France entre 1945 et 1974
(contextes : vote, avortement, divorce)

Devoir : Visionner le film (disponible également sur :

<http://www.youtube.com/watch?v=rC47R5iMBCo&feature=fvw>



WEEK 8

- Session 14 : Feb 27** --Première approche p.7-8
-- Analyse d'une photo, analyse des citations

Devoir : Etudier le vocabulaire

- Session 15 : Feb 29** --Quiz sur le vocabulaire
--Jouez avec les mots p. 9-10
-- Commencer à traiter les questions de la partie Réflexion

Devoir : --Rédiger un essai de 500 mots pour répondre à la question 6 p.10

----- VACANCES DE PRINTEMPS (MARCH 5-11) ----- BONNES VACANCES !

WEEK 9

- Session 16 : March 12** --Remettre la COMPOSITION #3 (jet)
-- Analyse d'une scène : p. 11-12
--Travail sur la langue (D)
--Parallèles avec d'autres films

- Session 17 : March 14** -- Traiter les questions de la partie réflexion (p. 10)

Devoir : Lecture texte p.15-16 et répondre aux questions



WEEK 10

- Session 18 : March 19** -- Remettre les devoirs
--Remettre la COMPOSITION #3 (version finale)
--Le coin du cinéphile, Affinez votre esprit p. 13-14

Devoir : Faire une petite recherche et lire Repères culturels 3, 4, 5 p. 99 + Contexte

- Session 19 : March 21** -- *Ridicule*. Présentation du film
--Traduisez ! p. 99 et Lectures : Les philosophes ; La France à la fin de l'Ancien Régime
--Présentations : Louis XVI et Marie-Antoinette ; La Révolution française
-- Bande-annonce : <http://www.youtube.com/watch?v=tNcDjePV7co>

Devoir : Visionner le film et étudier le vocabulaire pp. 98-99

WEEK 11

- Session 20 : March 26**
- Réflexion – Essais p. 103
 - Analyse d'une photo p. 104
 - Analyse de citations p. 104
 - Sous-titres pp. 104-5
 - Parallèles avec d'autres films (p. 105)

Devoir : Faire une petite recherche pour répondre aux questions 1-3 p. 66.

- Session 21 : March 28**
- Ressources Humaines*. Présentation du film.
 - Présentations orales : Sarkozy ; taux de chômage ; semaine de travail**
 - Traduisez + Repères culturels pp. 66-67
 - Première approche. Répondre aux questions relatives à l'histoire p. 68-69
 - Bande-annonce : <http://www.youtube.com/watch?v=SfgJic4uaho>

WEEK 12

- Session 22 : April 2**
- En groupes : répondre aux questions p. 71
 - Analyse d'une photo
 - Analyse des citations p. 69

Devoir : Rédigez un essai de 400-450 mots pour répondre à la question 12 p. 71



- Session 23 : April 4**
- Remettre la COMPOSITION #4 (jet)**
 - Analyse d'une scène : 1^{re} journée à l'usine p. 72- 73
 - Travail sur la langue

Devoir : Etudier le vocabulaire

WEEK 13

- Session 24 : April 9**
- Quiz sur le vocabulaire
 - Le coin du Cinéphile, Affinez votre esprit critique : p. 74-75

Devoir : Lecture p. 76-78 Répondre aux questions 1-8 p. 78-79

- Session 25 : April 11**
- Remettre la COMPOSITION #4 (version finale)**
 - Présentation du film : *La Haine*
 - Contexte culturel
 - Bande annonce http://www.youtube.com/watch?v=hMKLEeoR_A

Devoir : Visionner le film

WEEK 14

- Session 26 : April 16**
- Analyse d'une scène en classe

Devoir : Lisez les questions (Réflexion-Essais) p. 226 et inspirez-vous en pour rédiger un essai dans lequel vous analysez le film *La Haine* (600 mots)



Session 27 : April 18 --Présentations orales : Les émeutes de 2005 dans les banlieues parisiennes ;
Jean-Marie Le Pen ; élections présidentielles en France (22 avril ; 6 mai 2012)
--Remettre la COMPOSITION #5 (jet)

WEEK 15

Session 28 : April 23 --Projet de groupe : Présenter et discuter les films Tournées

Session 28 : April 25 --Projet de groupe : Présenter et discuter les films Tournées
-- Synthèse globale
--Remettre la COMPOSITION #5 (version finale)

EXAMEN FINAL :

Wednesday (May 2) 10:30am – 1:00pm – SO 390