

**San José State University**  
**Department of World Languages and Literatures**  
**French 102B: Francophone Cultures through Literature**  
**and Cinema**  
**Spring 2018**

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<b>Office Hours:</b>	Zoom teleconferencing Wednesday 1400-1600 (email to schedule), and by appointment
<b>Class Days/Time:</b>	ONLINE
<b>Classroom:</b>	ONLINE
<b>GE/SJSU Studies Category:</b>	SJSU Studies, Area V

**Technology Intensive, Hybrid, and Online Courses**

French 102B is a fully online course taught in English. Students are required to have access to a computer or device that can connect to the Internet to complete assigned online exercises. Useful class information and supplementary materials are also available on the University's Canvas Learning Management System (LMS) at <http://sjsu.instructure.com>

**Technical and accessibility support**

For technical support (Canvas, software, etc.), please visit:

<http://www.sjsu.edu/ecampus/support/>

For accessibility support at SJSU, consult the following site for services provided:

<http://www.sjsu.edu/accessibility/siteindex.html>

## Course Description

“Francophone Cultures through Literature and Cinema” is a 3-unit interdisciplinary course designed with several goals in mind. Students will understand and appreciate the distinctive modality of Western culture created by French-speaking peoples of the world through the study and analysis of primary source materials (literary texts and film). Secondary materials will serve to contextualize and give coherence to the primary sources. Students will first develop an appreciation of the cultural diversity (content learning outcome) found in the Francophone world. Francophone cultures through literature and film includes but is not limited to the discussion of Francophone people from Africa, Asia, the Caribbean, Europe, the Middle East, North and South America, including Québec and what was formerly known as Acadia. In addition, immigration issues dealing with the presence of large concentrations of French-speakers in the U.S., such as Haitians and Africans, will be explored. Finally, this course will delve into the question of how the U.S. serves as a cultural and linguistic model in the French-speaking world and the effects of this relationship, including a discussion of the perceptions of the U.S. by French speakers and vice versa.

## SJSU Studies, Area V GE Learning Outcomes (GELO)

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|--------|---|
| GELO 1 | Students will be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.; |
| GELO 2 | They will be able to identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture; and   |
| GELO 3 | They will be able to explain how a culture outside the U.S. has changed in response to internal and external pressures  |
| GELO 4 | Additionally, they will be able to demonstrate the interrelatedness of knowledge, and   |
| GELO 5 | They will be able to identify, compare and critique specific and concrete examples taken from literature, film and news accounts.   |

## Course Learning Outcomes (CLO)

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|-------|---|
| CLO 1 | To understand, appreciate, and interpret the expression of human ideas and relationships through the interaction between literary imagination and culture, as well as politics. |
| CLO 2 | To understand through literature and cinema the various beliefs, behavior, values and institutions of the various French-speaking groups.                                       |
| CLO3  | To understand how human expression has developed over time.   |

- CLO 4            To understand how French-speaking cultures and traditions have influenced American culture and society and vice versa.
- CLO 5            To understand through literature and cinema how some of the distinctive features of French-speaking cultures have developed and, conversely, how some are in the process of disappearing.
- CLO 6            To understand how French-speaking cultures interact with other cultures.

## Methodology

Students will be given a theoretical base or framework at the beginning of the semester through online lecture presentations, readings and completion of reading assignment questions based on Christopher Miller's *Blank Darkness* and Edward Said's *Orientalism*. The three essays, as well as the exercise activities, the midterm, final, and research paper will call upon the students' theoretical knowledge obtained from these readings to recognize, analyze and critique all forms of printed and visual discourse. Films will supplement reading materials and serve as the basis for further theoretical background and the critical analysis of visual discourse. **This part of the course is designed especially to develop and reinforce student SJSU Studies learning outcomes (GELO) 1, 2 and 3. (See individual module instructions for details as to student learning outcomes for each assignment)**

## Required Texts

Miller, Christopher. <i>Blank Darkness</i>	ISBN 0226526224
Said, Edward. <i>Orientalism</i>	ISBN 039474067X

### On Campus

Spartan Bookstore	Roberts Bookstore
Student Union Building	330 South 10th Street
San Jose State University	San Jose, CA
408-924-1809	408-286-0930

## Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 3 hours per unit per week, with one of the hours used for instruction or preparation/studying or course related activities. (See SJSU Academic Senate Policy S12-3.)

Participation in online discussions  
Viewing of a select number of films  
Completion of reading assignment questions, film review and assessment worksheets, exercise activities

Midterm (1,250 words)  
Essays (3 to 4 pages) (3) (750-1,000 words each)  
Final examination  
Term paper (6-8 pages) (1,500-2,000 words)

Writing assignments above surpass the 3,000 word requirement for SJSU Studies courses.  
All writing assignments (mid-term, essays (3) and term paper) are evaluated according to four grading criteria of equal weight (see also Writing Rubric Criteria on French 102B Homepage):

- 1) Quality of critical thinking skills
- 2) Writing skills (grammar, stylistics, etc.)
- 3) Organization
- 4) Reference to G.E. learning objectives

### **Classroom response time and feedback**

Students can typically expect to receive a response to an email query sent to my university email account within 24 hours.

Feedback regarding graded assignments will typically be provided no later than two weeks after the due date of an assignment.

Feedback regarding posts on the French 102B Discussion Board will be provided as needed or when appropriate.

### **Evaluation**

Final course grade will be computed as follows based on total points from each module:

Reading assignment questions, film review worksheets, exercise activities		200 points
Essays (3 of equal weight)	(emphasis GELO 4, 5)	300 points
Midterm	(emphasis GELO 4, 5)	150 points
Term paper (6-8 pages)	<b>(HARD COPY DUE MAY 18)</b> (emphasis GELO 1, 2, 3)	150 points
Final examination	<b>(MAY 18)</b> (emphasis GELO 1, 2, 3, 5)	200 points

**Grading scale is as follows:**

1000 – 970 = A+	969 – 930 = A	929 – 900 = A-
899 – 880 = B+	879 – 830 = B	829 – 800 = B-
799 – 780 = C+	779 – 730 = C	729 – 700 = C-
699 – 680 = D+	679 – 630 = D	629 – 600 = D-
599 – 0 = F		

Reading assignment questions for each module are worth 5 points whereas film review worksheets and assigned activities are worth 2 points. Please note that online discussion board entries are worth 5 points (you must post your responses on the web discussion board and respond to at least five other students each week in order to maximize student "interaction" in the class).

**How to Maximize your Performance**

Each course module has several types of activities for the sake of variety with various learning objectives and outcomes to ensure students have the opportunity to Review, Apply, Research, and Reflect.

- Review - Refers to Module readings and videos
- Apply - Gives activities related to the readings.
- Research - provides you with the opportunity to research the module topic on the Internet and/or in a library
- Reflect - Send written work to the instructor. Participate in an online discussion with other class members by writing your reflection to specific prompts and responding to the writings of other students.
  
- To do the course systematically, make a list of all the assignments in all of the modules
- Add up the point totals to equal the grade you want to earn
- Get to work

## Troubleshooting

Questions regarding technical problems with Canvas

Contact:       ECampus  
                  ecampus@online.sjsu.edu  
                  (408) 924-2670

Questions regarding use of library resources

## Library Liaison:

Contact:       Toby Matoush  
                  [toby.matoush@sjsu.edu](mailto:toby.matoush@sjsu.edu)  
                  (408) 808-2096

<http://libguides.sjsu.edu/content.php?pid=61934>

## Classroom Protocol

In this fully online class, you are expected to keep up with the due dates in accordance with the course calendar and email the instructor if you need help. Strict adherence to the academic integrity policy is also expected as described below.

## University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

## BIBLIOGRAPHY

Alexis, Jacques Stephen. *Black Liberator*

Arnold, A.J. *Modernism & Negritude*

Beti, Mongo. *Perpetua and the Habit of Unhappiness*

---. *The Poor Christ of Bomba*

Blair, Dorothy. *African Literature in French*

Césaire, Aimé. *Discourse on Colonialism*

---. *Notebook of a Return to my Native Land*

---. *The Tragedy of King Christophe*

Chateaubriand, François-René. *Atala and René*

Dib, Mohammed. *Who Remembers the Sea*

Fall, Malik. *The Wound*

Fanon, Frantz. *Black Skin, White Masks*

---. *The Wretched of the Earth*

Gide, André. *Travels in the Congo*

Glissant, Edouard. *Caribbean Discourse*

---. *The Ripening*

Hébert, Anne. *In the Shadow of the Wind*

Helias, Pierre Jakez. *The Horse of Pride*

Hoffmann, L.-F. *Essays on Haitian Literature*

Irele, Abiola, ed. *The African Experience in Literature and Ideology*

---. *Selected Poems of Léopold Sédar Senghor*

James, C.L.R. *The Black Jacobins*

Kane, C.H. *Ambiguous Adventure*

Kourouma, Ahmadou. *The Suns of Independence*

Laye, Camara. *The Dark Child*

---. *The Radiance of the King*

Maillet, Antonine. *Pélagie*

---. *Sagouine*

Makward, Christiane P., and Judith G. Miller. *Plays by French and Francophone women: A Critical Anthology*

Memmi, Albert. *The Colonizer and the Colonized*

Miller, Christopher. *Blank Darkness*

Montaigne, Michel de. *Complete Essays*

Montesquieu, Charles de Secondat. *Persian Letters*

Moore, G. *Twelve African Writers*

Nizan, Paul. *Aden, Arabie*

Ouologuem, Yambo. *Bound to Violence*

Ousmane, Sembene. *God's Bits of Wood*

---. *The Postal Order*

Oyono, Ferdinand. *Houseboy*

---. *The Old Man and the Medal*

Pfaff, F. *Twenty-five Black African Filmmakers*

Roumain, Jacques. *Masters of the Dew*

Rousseau, Jean-Jacques. *Discourse on the Origin and Foundations of Inequality*

Roy, Gabrielle. *The Tin Flute*

Schwarz-Bart, Simone. *The Bridge of Beyond*

Senghor, Léopold. *The Collected Poetry*

Shek, Ben-Zion. *Social Realism in the French-Canadian Novel*

Vallières, Pierre. *White Niggers of America*

Yacine, Kateb. *Nedjma*

Yeager, Jack. *The Vietnamese Novel in French*



FILMOGRAPHY\*    \*Films available in the World Languages and Literatures Media Center (Clark Hall 208), IRC or or by going to the following URL and watching them remotely on or off campus:  
[http://sjsu.edu/at/atn/webcasting/archives/fren\\_desalvo/fren102b\\_5y4bnruh/index.html](http://sjsu.edu/at/atn/webcasting/archives/fren_desalvo/fren102b_5y4bnruh/index.html)

Achkar, David. *Allah Tantou*

Annaud, Jean-Jacques. *Black and White in Colors*

\*Asté, Patricia. *Égalité for All: Toussaint Louverture and the Haitian Revolution*

Bekolo, Jean-Pierre. *Quartier Mozart*

Beresford, Bruce. *Mister Johnson*

Cissé, Souleymane. *Yeelen*

\*Davidson, Basil. *Africa*

Denis, C. *Chocolat*

\*Diawara, Manthia. *Rouch in Reverse*

\*Dibb, Mike. *Edward Said: The Last Interview*

\*Dupeyron, François. *Monsieur Ibrahim*

\*Gladu, André. *Maroon: On the Trail of Creoles in North America*

\*---. *Tintamarre - On the Trail of Acadians in North America*

Huston, John. *The African Queen*

\*Ignatieff, Michael. *Reconquering the Conquest*

\*Julien, Isaac. *Frantz Fanon: Black Skin, White Mask*

Kaboré, Gaston. *Wend Kuni*

---. *Zan Boko*

\*Kassovitz, Matthieu. *La haine*

Kobhio, Bassek Ba. *Sango Malo*

Kouyaté, Dani. *Keita*

Mambety, Djibril Diop. *Touki Bouki*

Mweze, Ngangura. *La vie est belle*

\*Palcy, E. *Sugar Cane Alley*

\*---. *Aimé Césaire: A Voice for History*

Pollack, Sydney. *Out of Africa*

\*Pontecorvo, Gillo. *The Battle of Algiers*

Radford, Michael. *White Mischief*

Ray, Rick. *Vietnam*

Schmitz, Oliver. *Mapantsula*

Seck, Amadou. *Saaraba*

Sissoko, Cheick Oumar. *Finzan*

\*Talreja, Sanjay. *Edward Said: On Orientalism*

Teno, Jean-Marie. *Afrique, je te plumerai*

\*Wagnier, R. *Indochine*

---. *The Lover*

### Spring 2018 Course Schedule

*Please note: Schedule is subject to change with fair notice*

#### Timeline

#### Assignment Due Date (by midnight PDT)

Week of January 29  Posts of examples of ten famous Americans on Discussion Board due <u>after</u> February 2 but <u>no later than</u> February 5 by midnight	Module 1 Activities Due (View McCullough <i>60 Minutes</i> interview and complete and email Film Review Worksheet; complete online library research tutorial exercise, Francophone Map dropped off or mailed and Famous Americans Exercise emailed to me using the following email address: desalvojweb@gmail.com)
Week of February 12  Posts on Discussion Board due February 19 by midnight	Module 2 Film Review Worksheet entries and responses to five others posted on Discussion Board; Module 2 reading assignment responses emailed to me using the following email address: desalvojweb@gmail.com
Week of February 26  Posts on Discussion Board due March 5 by midnight	Module 3 Film Review Worksheet entries and responses to five others posted on Discussion Board; Module 3 reading assignment responses emailed to me using the following email address: desalvojweb@gmail.com

<p>Week of March 5</p> <p>Posts on Discussion Board due March 12 by midnight</p>	<p>Module 4 Film Review Worksheet entries and responses to five others posted on Discussion Board; Module 4 reading assignment responses emailed to me using the following email address: <a href="mailto:desalvojweb@gmail.com">desalvojweb@gmail.com</a></p>
<p>Week of March 12</p> <p>Posts on Discussion Board due March 19 by midnight</p> <p><b>March 16 (Written Assignment #1 due)</b></p> <p><b>March 23 (Mid-term exam due)</b></p>	<p>Module 5 Film Review Worksheet entries and responses to five others posted on Discussion Board; Module 5 assigned activities emailed to me using the following email address:</p> <p>desalvojweb@gmail.com</p> <p>Mid-term exam; Research Topic Due on Francophone Group in US</p>
<p>Week of April 9</p> <p>Posts on Discussion Board due April 16 by midnight</p> <p><b>April 13 (Written Assignment #2 due)</b></p>	<p>Module 6 Film Review Worksheet entries and responses to five others posted on Discussion Board; Module 6 assigned activities emailed to me using the following email address: <a href="mailto:desalvojweb@gmail.com">desalvojweb@gmail.com</a></p>
<p>Week of April 16</p> <p>Posts on Discussion Board due</p>	<p>Module 7 Film Review Worksheet entries and responses to five others posted on Discussion Board; Module 7 assigned activities emailed to</p>

April 23 by midnight	me using the following email address: desalvojweb@gmail.com
<p>Week of April 23</p> <p>Posts on Discussion Board due April 30 by midnight</p>	<p>Module 8 Film Review Worksheet entries and responses to five others posted on Discussion Board; Module 8 assigned activities emailed to me using the following email address: desalvojweb@gmail.com</p>
<p>Week of May 7</p> <p><b>May 11 (Written Assignment #3 due)</b></p> <p>Posts on Discussion Board due May 14 by midnight</p>	<p>Module 9 Film Review Worksheet entries and responses to five others posted on Discussion Board; Module 9 assigned activities emailed to me using the following email address: <a href="mailto:desalvojweb@gmail.com">desalvojweb@gmail.com</a></p>
<p>Week of May 14</p> <p><b>Last Day of Instruction at SJSU (May 14)</b></p> <p><b>May 18 (Research Paper Due in my mailbox in Clark Hall 421)</b></p>	
<b>Friday May 18 (midnight)</b>	<b>ONLINE FINAL EXAM</b>