

HIST130.004 - Gender and French Empire Through Film

Professor Sara Rahnema
Morgan State University, Fall 2019
Tuesdays 10-10:50, Thursdays 9-10:50

Course Description

This course explores the history of French empire in the twentieth century through films. In class students will watch (portions of) films, learn about the historical context of these films, and learn to analyze them as primary and secondary sources. Students will explore themes including empire, gender, sexuality, borders, immigration, and resistance.

Course Goals

- Develop an understanding of how films offer particular depictions of history. Analyze how these versions of history affect contemporary readings of past events.
- Examine how films can be used by historians as primary and secondary sources.
- Analyze the limitations of film as a genre for historical understanding.
- Practice interpretive and analytic historical work by analyzing primary source documents.
- Actively engage in learning by not worrying about being correct.

Course Expectations

- Attend every class, do all required reading, and participate in discussion.
- Ask questions when you do not understand what is discussed in class or in readings.
- Show respect for the questions, viewpoints, and opinions that your fellow students offer in class, although it is in no way expected that you will necessarily agree with them, or with the instructor.
- Do not use cell phones in class. Use of laptops must be limited to note-taking and/or course-related objectives.

Grading

Attendance	15%
Participation	20%
Presentations	20%
Midterm Paper	20%
Final Paper	20%

Course Policies and Procedures

Attendance is mandatory. Participation is vital. Please come to class consistently ready to discuss the readings and documents and to participate in classroom conversations. If you cannot attend a class meeting because of an illness, an emergency, a personal matter or an official extra-curricular activity, please notify me by email. After two unexcused absences points will be deducted from your participation grade.

I will hold office hours weekly. My door will be open unless meeting with another student. Come on by! You can also email me in advance to schedule a time to meet with me during office hours or during an alternate time if you are unavailable during the regularly scheduled office hours.

Policy on Children in Class

I understand that illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving them with someone you or the child may not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

I understand that often the largest barrier to completing your coursework is the tiredness many parents feel in the evening once children have finally gone to sleep. I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise.

Student Athletes, Working Students, and Parents

While I maintain the same high expectations for all my students, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-life balance. For student athletes, please provide me with your excuse letter and schedule as soon as possible.

Counseling and Psychological Services Statement

Many students face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including counseling. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation. A counselor is also available on call 24 hours a day, 7 days a week in case of emergency.

Counseling Services: Carter Grant Wilson, Room 202, 443-885-3130

Maryland Youth Crisis Hotline: 1-800-422-0009

Sexual Misconduct Statement

Morgan State University is committed to maintaining an academic environment where all individuals feel safe and are free to develop intellectually, professionally, personally, and socially. Morgan State University strictly prohibits any acts of sexual misconduct by students, faculty, or staff—including sexual assault, sexual harassment, domestic violence, dating violence, and stalking. If you have experienced any of these, contact University Police at 443-885-3103, the Title IX Coordinator at 443-885-3559, or the Office of Student Rights & Responsibilities at 443-885-3527.

Academic Integrity

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at Morgan State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment by all members of the University community not to engage in or tolerate acts of falsification, misrepresentation or deception.

Any student who is found to have engaged in academic dishonesty (including but not limited to cheating and plagiarism) shall fail the assignment for which the student cheated and may be subject to more severe penalties.

Disability Accommodation Statement

If you know you have a disability or suspect you might, contact Student Disability Support Services (SDSS) by phone at 443-885-1719, by email at SDSS@morgan.edu, or in person in Rooms 131 or 132 in the Earl S. Richardson Library. If you need accommodations, please arrange to discuss your needs with me privately at the beginning of the semester.

Course Schedule

I.1

- Introduction to the Course
- Explanation of Format, Assignments

- How to Analyze Films
- Introduction to the French Empire

- 1.2
 - Euzhan Palcy, *La Rue Cases-Nègres/ Sugar Cane Alley* (1983)

- 2.1
 - In-class presentations

- 2.2
 - Edmond T. Greville, *Princess Tam Tam* (1935)

- 3.1
 - In-class presentations

- 3.2
 - Julien Duviver, *Pépé le Moko* (1937)

- 4.1
 - In class presentations

- 4.2
 - Régis Wargnier, *Indochine* (1992)

- 5.1
 - In class presentations

- 5.2
 - Ousmane Sembene, *La Noire de.../Black Girl* (1966)

- 6.1
 - In class presentation

- 6.2
 - No Class

- 7.1
 - Midterm Paper Discussion

- 7.2
 - Rachid Bouchareb, *Indigènes/Days of Glory* (2006)

- 8.1
 - In-class presentations

- 8.2

- Moufida Tlatli, *Samt el qusur/The Silences of the Palace* (1994)
- 9.1
 - In-class presentations
- 9.2
 - Youssef Chahine, *Jamila, the Algerian* (1958)
- 10.1
 - In-class presentations
- 10.2
 - Gillo Pontecorvo, *La battaglia di Algeri/The Battle of Algiers* (1966)
- 11.1
 - In-class presentations
- 11.2
 - Claire Denis, *Beau Travail* (1999)
- 12.1
 - In class presentations
- 12.2
 - Abdellatif Kechiche, *La graine et le mulet/The Secret of the Grain* (2007)
- 13.1
 - In class presentations
- 13.2
 - Mathieu Kassovitz, *La haine/Hate* (1995)
- 14.1
 - In class presentations
- 14.2
 - Mariannes Noires (2018)
- 15.1
 - In class presentations
- 15.2
 - No Class
- 16.1
 - Céline Sciamma, *Bande de filles/Girlhood* (2014)