



Course Syllabus French 4013  
Contemporary French Cinema and Society Spring 2019  
Tuesday, Thursday 12:30-1:50 p.m., Dillard 131

Instructor: Dr. Lynch

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Bureau: Bea Wood 105

Horaires de permanence (Office Hours):

Mon. & Wed.: 9-11 am & 12:15-2:45 pm.

Tues. & Thur. 9:00-9:30 am or by appointment.

Textbook

William Edmiston and Annie Duménil. *La France contemporaine*, fifth edition. Cengage Learning, 2016.

Recommended: A good French-English dictionary

Please note:

1. This course uses supplemental D2L. Please make sure you access the D2L site every day for homework assignments, class updates, additional grammar explanation, practice materials, etc.
2. As per *The Code of Federal Regulations* (CFR Title 34, Part 600.2), “a credit hour is an amount of work [...that ] reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester.”
3. Please silence your cell phone it during class. Text-messaging or the use of non-authorized electronic devices is prohibited. Please speak with your instructor if you have questions.

General Objectives

This course seeks to analyze contemporary French culture and society through its representation in films and the media. Over the course of the semester, we will examine several trends pertaining to contemporary France, including education, immigration, labor, and the political system. The course will be conducted entirely in French and all assignments will be completed in the target language. Students will improve their language skills through class discussions, oral presentations, film viewings, readings, written film reviews, and reaction papers.

Skills and Outcomes

In this course, students will (1) become conversant with issues of contemporary French

society, (2) be able to describe the salient aspects of French society, and (3) develop the ability to articulate their point of view, or own “prise de vue,” on contemporary France, through readings, viewings, guided class discussions, presentations, and analytical written assignments.

### Core Objectives and Assessment

The core objectives for the Language, Philosophy and Culture Foundational Component Area are addressed in this course according to the following descriptions. Students will demonstrate their mastery of the core objectives in essays on cultural topic(s) presented by the instructor and/or of their choosing. The course will contribute to students’ mastery of the core objectives in the following skills areas:

1. **Critical Thinking Skills:** Students will demonstrate creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.
2. **Communication Skills:** Students will demonstrate effective development, interpretation and expression of ideas through written, oral and visual communication.
3. **Personal Responsibility:** Students will demonstrate the ability to connect choices, actions and consequences to ethical-decision making.
4. **Social Responsibility:** Students will demonstrate intercultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national and global communities

### Policies

1. **Attendance and Participation.** Please note that participation and attendance contribute 10% toward the final grade in this course. This grade component will be based on a combination of attendance and participation. Don’t worry about speaking perfect French, just speak! Accuracy will come with practice.
2. **Attendance:** Attendance in class is fundamental to the acquisition of language knowledge and ability. It should be understood that enrollment in the class represents a commitment to be in class, every day of class, for the entire class period. If you cannot attend class for some reason, such does not mean that you have the right to simply skip that information but, rather, that you must make an extra effort to find out what you missed and what you need to do for the next class period. In fact, the attendance grade is based on your being in class for the entire period. Repeated late arrival will count as an absence as well.
3. **Absences.** No absence will be “excused” without written document, and only then will it be excused if it involves an official university activity, illness, death, religious activity or other catastrophic event. A student can be dropped after six unexcused absences.
4. **Exams:** There will be an exam after each chapter. If you are absent from an exam, you must present documented proof of illness or university activity to your instructor. Otherwise, you will receive a grade of zero.
5. **Homework.** Regular assignments will be made from the text and from other sources (these will be detailed on the D2L class site which you should check

every day). Students are expected to prepare homework (*les devoirs*) as assigned. Independent study of grammar and vocabulary is also expected. The instructor is not limited to one graded assignment per class period. Graded homework will be 10% of your final grade. Homework will be taken up every day (place it on the desk at the front of the room as you enter); only homework turned in at the beginning of class will be accepted.

6. Quizzes. Frequent quizzes, based on homework and class work, will be given—in part—so that you will know what you need to study more before the exam.
7. Compositions. Students will write three short compositions to demonstrate their ability to use acquired vocabulary, language structures, and cultural information. The three compositions will equal 15% of your semester average.
8. Language Lab - Bea Wood 127 (\*Note the new location). You will be responsible for completing lab assignments throughout the semester. In general, there will be a single lab assignment per chapter, which will provide the listening component of the skill set covered in each chapter.
9. Oral Presentation: In order to demonstrate a more comprehensive mastery of at least one aspect of French and Francophone culture as well as linguistic and presentational abilities, students will research one of the themes for the semester, develop a thesis statement indicating the group's position/beliefs regarding some literary/ethical/socio-political/historical aspect of the theme, and deliver a presentation addressing the topic/thesis. The presentation may be presented "live" in class (the presentation may include short clips of video or images from the web), and the final product must be entirely in French. While notes may be consulted, the presentation may not be "read." In addition, while preparing your presentation, you should keep in mind that you need to include background information (e.g., history, cultural precedent, [who/what/when/where/why/how?], etc.), present-day events, and implications of your decision (i.e., no decision is entirely good or bad). The audience (i.e., your classmates) should also be included.
10. Late work and "make up." Late work is not accepted for credit; do not ask. You may, if you so wish, turn work in late if you want to know what your mistakes are, but no credit will be given.
11. Student Honor Creed.

*"As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so."*

"As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception. Thus, we, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters. We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one's own, work or ideas which are not entirely one's own. We recognize that any instructor has the right

to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student. We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed.” Written and adopted by the 2002-2003 MSU Student Senate

12. Students with Disabilities. The Americans with Disabilities Act, (ADA), is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Support Services in Room 168 of the Clark Student Center, 397-4140.
13. Safe Zones Statement. The professor considers this classroom to be a place where you will be treated with respect as a human being – regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of ideas is appreciated and encouraged, provided you can agree to disagree. It is the professor’s expectation that ALL students consider the classroom a safe environment.

#### Grading Components

Attendance/Participation	10%
Homework	15%
Film Reviews	20%
Exposés	15%
Papers	20%
Final Assessment	20%

General class calendar (Subject to modification): see the D2L page for specific assignments.

- 1/14-1/25: Chapitre 2 (« Paris et la vie urbaine ») dans *La France Contemporaine. Le fabuleux destin d’Amélie Poulain* (2001) de Jean-Pierre Jeunet.
- 1/28- 2/8: Chapitre 11 « La protection sociale » dans *La France Contemporaine. Les glaneurs et la glaneuse* (2000) d’Agnès Varda.
- 2/11-2/22 Chapitre 13 « L’immigration ». Abdellatif Kechiche, *La graine et le mulet* (2010).
- 2/25-3/8 Chapitre 8 « Les partis politiques et les élections ». Lucas Belvaux, *Chez nous* (2017).

- 3/11- 3/15    Chapitres 6-7 « La République française » et « L'état ».  
*Caché* (2005) de Michael Haneke.
- 3/16-3/24    Spring Break.
- 3/25 - 3/29:    Chapitre 16 « La technologie et le commerce ».  
Christophe Barratier, *L'Outsider* (2016).
- 4/1-4/12:    Chapitre 10 « Le travail et le temps libre ».  
*Ressources humaines* (1999) de Laurent Cantet.
- 4/16:    *La haine* (1995) de Mathieu Kassovitz.
- 4/18-4/19    Pas de cours.
- 4/22-5/3:    Chapitre 14 « L'éducation ».  
*Entre les murs* (2008) de Laurent Cantet.