FREN 4241/8803 Migration in French Cinema

Spring 2027

Mondays/Wednesdays 11:00 AM - 12:15 PM

Clough UG Learning Commons, Room 125

Instructor Information

Instructor: Andrea Jonsson

Email: ajonsson7@gatech.edu

General Course Information

Description

Literary and theatrical aspects of French drama are explored through class discussion and performance of selections from contemporary and classical plays. Taught in French.

Course Learning Goals and Outcomes

- Analyze representations of migration in French and Francophone cinema, examining how films portray displacement, exile, belonging, and cultural identity.
- Develop an understanding of the historical, political, and social contexts of migration in France, including colonialism, postcolonialism, immigration policies, and contemporary debates.
- Critically examine questions of identity and belonging, particularly how race, ethnicity, gender, class, and religion intersect with experiences of migration.
- Interpret cinematic language and techniques, including narrative structure, cinematography, sound, and visual storytelling, to understand how filmmakers represent migrant experiences.
- Explore the relationship between cinema and society, evaluating how films reflect, challenge, or reinforce dominant narratives about immigration, integration, and French national identity.
- Compare diverse perspectives on migration, considering the experiences of first- and second-generation immigrants, refugees, and diasporic communities.

- Engage in informed critical discussions about migration, cultural difference, discrimination, and social justice, using evidence from films and scholarly readings.
- Strengthen French-language proficiency through film analysis, discussion, presentations, and critical writing.
- Develop intercultural competence and critical thinking, recognizing the complexity of migrant experiences and the role of cinema in shaping collective memory and public perceptions.

Pre- &/or Co-Requisites

FREN 2001 or equivalent

Required Course Materials

Course materials will be made available on Canvas and via the Kanopy streaming site through GT Library.

Grading Policy:

Course Requirements & Grading

Course Requirements & Grading

Assignment	Weight (Percentage)
Short assignments	20%
Formal writing	10%
In-class participation	25%
Midterm	10%
Presentation (Discussion leader)	10%
Final project	25%

Description of Graded Components

All written assignments and assessments will be turned in on Canvas. All assignments and due dates are on the course calendar of this syllabus, and will have specific portals on Canvas. Late work will be accepted for one week after the due date, if the student has requested the accommodation formally with the professor. Resubmission of work is not permitted.

Short assignments include written and filmed responses to discussion questions, in-class groupwork on a concept, watching documentaries, films, reading short texts, learning vocabulary, or short grammar reviews.

Midterm In-class writing on a topic related to the films and migration.

Short assignments include written and filmed responses to discussion questions, in-class groupwork on a concept, watching documentaries, films, reading short texts, learning vocabulary, or short grammar reviews.

In-class participation is the most important element of this course. I require the students to come to or sign into class prepared, having done the reading for that day. Students who come with pertinent questions or comments and demonstrate a willingness to engage with the texts will receive full marks (graded out of 20). Discussion will be prepared by guided questions, but will be spontaneous and not scripted. Your participation is essential to creating a productive, engaging class experience for us all. Contribution to the class discussions is more than essential. Outstanding participation (19-20/20) is defined as habitually arriving for class on time, with the day's reading prepared, listening attentively when others speak, voluntarily asking pertinent questions, participating in all activities with enthusiasm, and responding to questions from others. Average participation (15-18/20) means occasionally arriving late to class, being unprepared with the readings, sometimes listening to others when they speak, sometimes asking questions or waiting to be called on, participating in all activities, occasionally contributing to group activities, and occasionally responding to questions. Unacceptable participation (0-15/20) is defined as often arriving late to class, not having done or understood the reading, not listening when others speak, seldom asking questions, not contributing much to group work, and seldom responding to questions.

Students who earn full credit for participation will:

- Be present in class on time and with all the required texts for that day
- Consult the preparation guide (course calendar) for each course and prepare for class thoughtfully and thoroughly
- Listen actively in class, ask and respond to questions, contribute to group/pair discussions and activities, engage productively and respectfully with their colleagues
- Demonstrate thoughtful engagement and preparation in informal in-class writing

Leading in-class discussions

Different students will lead discussions each week, focusing on a particular film, presenting a scene, genre, imagery, text, and historical context of the current play to jump start our discussion. Presentation dates chosen at the beginning of the semester.

Final project

Written response and analysis of the scenes (4-6 pages), presentation in class.

Extra Credit Opportunities

Because this is a course about current events, extra credit will be given to students who attend events, plays, performances, watch additional documentaries, or make interdisciplinary connections that go above and beyond what is asked in class.

Extra credit is also given for any attendance at or participation in French events such as the Table Francophone, French Day, movie nights, flash classes or research talks, on campus or virtually. Other possibilities for extra credit may be discussed and approved ahead of time with the professor. Options include going to plays, reading articles, or filmed responses to discussion questions.

Course Policies

Attendance and/or Participation

Attendance and/or Participation

Students are allowed up to 3 excused absences for the course. To be considered excused, the student must email the professor ahead of time to request the accommodation. Students may be excused from class for illness, religious observance, or All-Majors Career Fair, university trip, off-campus interview, or other academic or professional event. The student is responsible for following up with any missed work.

Students who are absent because of participation in a particular religious observance will be permitted to make up the work missed during their absence with no late penalty, provided the student informs the course instructor of the upcoming absence, in writing, within the first two weeks of class, and provided the student makes up the missed material within the time frame established by the course instructor. Exercising one's rights under this policy is subject to the Georgia Tech Honor Code. The course instructor is responsible for establishing reasonable deadlines and/or make-up material for the missed work, and for clearly communicating this information to the student.

Students may choose to appeal to the Student Academic and Financial Affairs Committee of the Academic Senate for formal approval of this type of absence.

Course Website and Other Classroom Management Tools

Canvas : check Canvas often! Turn your notifications on.

Course Policies, Expectations, & Guidelines

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review Georgia Tech's Honor Code and the student Code of Conduct.

Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Attendance and/or Participation

Attendance is required for this course. You are expected to attend all classes, unless you have an excused absence. (Absences are not excused unless they are personally cleared with me by email.) If you miss a class, please ask another student for assistance in catching up on the material: students are responsible for all material covered in their absences, and they are responsible for the academic consequences of their absences.

Additional Syllabus Components

Collaboration & Group Work

Students are responsible for their own work and cannot collaborate on assignments unless specifically asked to do so. Dividing up work on a list of questions and then sharing the answers is not allowed. The only group work that can be prepared and presented together will be indicated in the assignment details.

Additional Syllabus Components

AI-Based Assistance

All work you submit must be your own. You should never include in your assignment anything that was not written directly by you without proper citation (including quotation marks and in-line citation for direct quotes). Including anything you did not write in your assignment without proper citation will be treated as an academic misconduct case.

If you are unsure where the line is between collaborating with AI and copying from AI, I recommend the following heuristics:

Heuristic 1: Never hit "Copy" within your conversation with an AI assistant. You can copy your own work into your conversation, but do not copy anything from the conversation back into your assignment.

Heuristic 2: Do not have your assignment and an AI agent open at the same time. You should avoid using tools that directly add content to your assignment submissions.

Deviating from these heuristics does not automatically qualify as academic misconduct; however, following these heuristics essentially guarantees your collaboration will not cross the line into misconduct.

Extensions, Late Assignments, & Re-Scheduled/Missed Exams

I will grant extensions on a case-by-case basis. If the extension deadline is not met, 5% will be taken off per day late. If a student misses a quiz or an exam, they are responsible for getting in touch with me to reschedule a make-up.

Student-Faculty Expectations Agreement

At Georgia Tech we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See http://www.catalog.gatech.edu/rules/22/ for an articulation of some

basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Student Use of Mobile Devices in the Classroom

When we meet face-to-face, please keep your phones and tablets put away, not on your desk or in your lap.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review Georgia Tech's Honor Code and the student Code of Conduct.

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Core IMPACTS

Core IMPACTS is the University System of Georgia's General Education curriculum. If you are teaching a course that counts towards Core IMPACTS, you should include a syllabus statement about the Core area and associated career competencies. This resource developed by the Center for Excellence in Teaching and Learning and Online Education at Georgia State University includes template syllabus statements for each of the Core IMPACTS areas that you may adapt for your course.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. The Student-Faculty Expectations articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Campus Resources for Students

Undergraduate Student Academic Success Resources:

- Academic Support: Academic Success and Advising (a unit in the Office of Undergraduate Education & Student Success) provides free support for your courses. Students can attend scheduled supplemental review (PLUS) sessions, stop by Drop-In Tutoring, or schedule a one-on-one appointment through Knack. To explore what options work best for you, please visit us online at success.gatech.edu/tutoring, email us at tutoring@gatech.edu, or come see us at Clough Undergraduate Learning Commons, Suite 283.

Graduate Student Academic and Professional Success Resources:

A list of resources for graduate students is given on the Office of Graduate and Postdoctoral Education website. Specific information for current graduate students includes

- Academic Resources such as the Communications Center, Language Institute, Library, Catalog, Registrar, resources for conducting research, Advocacy and Conflict Resolution resources, and how to manage unexpected situations that may impact your academic performance;
- Student Resources such as Campus Services, Child Care/Family programs, Health & Wellness, Career Services, and the Student Resource Guide; and
- *Professional Development such as the programming from the Career Center and other professional development resources and events"*

Student Well-Being:

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A comprehensive list of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being (student-resource-guide (gatech.edu)