

Term Information

Effective Term Spring 2017

General Information

Course Bulletin Listing/Subject Area French
Fiscal Unit/Academic Org French & Italian - D0545
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4401
Course Title Topics in French and Francophone Studies
Transcript Abbreviation Topics FR Studies
Course Description In-depth exploration of a theme, issue, or question in French and/or Francophone Studies broadly conceived. Topics vary. Taught in French.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable Yes
Allow Multiple Enrollments in Term Yes
Max Credit Hours/Units Allowed 6
Max Completions Allowed 2
Course Components Seminar, Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Sometimes
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites French 3101 and at least one 3000-level literature, culture, or film course taught in French (3201, 3202, 3401, 3402, 3403, 3501, or 3701); or permission of the instructor.
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0901
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will read (view, listen to), understand, and critique a variety of advanced texts (literary works, newspaper articles, critical essays, history texts, films, songs, etc.) in the original French.
- Students will understand in some depth a particular issue, problem, or question in French and/or Francophone Studies.
- Students will write coherent argumentative essays (6-10 pages) in French that can be understood by a native speaker.
- Students will gain perspective on their own culture through the study of other cultures.

Content Topic List

- Contemporary Senegalese culture
- "New France": French explorers in North America
- Immigration and social tension in contemporary France
- French cinema and Hollywood: art versus industry?
- The "civilizing mission": French colonialism and its afterlives

Attachments

- FR 4401 syllabus Paris.docx: sample syllabus
(Syllabus. Owner: Willging,Jennifer)
- FR 4401 The Detective Novel and the Heritage of WWII.doc: sample syllabus 2
(Syllabus. Owner: Willging,Jennifer)
- FR UG curricular map rev 2-16.docx: revised UG curricular map
(Other Supporting Documentation. Owner: Willging,Jennifer)

Comments

- I have revised the Statement on Academic Misconduct on the first sample syllabus and added a second sample syllabus. I have also added our revised UG curricular map with this new course highlighted.

An omnibus course at the 4000 level will be appealing to French minors (of whom we have more than ever) in particular, because while they need at least one course at the 4000-level or above, many of them are intimidated by our 5000-level courses, which are populated mostly by our majors and graduate students. *(by Willging,Jennifer on 02/10/2016 05:25 PM)*

- A repeatable topics course like this requires at least 2 example syllabi. Also a place on the curricular map would be helpful. *(by Heysel,Garett Robert on 02/09/2016 08:18 PM)*

COURSE REQUEST
4401 - Status: PENDING

Last Updated: Heysel,Garett Robert
02/10/2016

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Willging,Jennifer	02/02/2016 04:18 PM	Submitted for Approval
Approved	Willging,Jennifer	02/02/2016 04:19 PM	Unit Approval
Revision Requested	Heysel,Garett Robert	02/09/2016 08:18 PM	College Approval
Submitted	Willging,Jennifer	02/10/2016 05:26 PM	Submitted for Approval
Approved	Willging,Jennifer	02/10/2016 05:26 PM	Unit Approval
Approved	Heysel,Garett Robert	02/10/2016 09:17 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadete Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	02/10/2016 09:17 PM	ASCCAO Approval

French 4401
The “City of Light” from the Revolution to Right Now:
The History and Geography of Modern Paris

Description

What was the city of Paris like in 1789, and how has its geography and society changed over the last two centuries? By reading and viewing representations of Paris in various media (maps, paintings, photographs, films, music, and literary and historical texts), we will explore both how the city’s landscape has shaped its society and how its society has in turn shaped and transformed its landscape to suit the Parisians’ evolving needs, desires, and caprices.

Evaluation:

Attendance and active participation in discussions	10%
Completion of reading questions	10
Midterm Examinations (2)	40
Critical Essays 2 (6-7 pages each)	40

Attendance and participation are crucial to your learning and your success in this course, so please arrive to every class on time and do your reading thoroughly. For most reading assignments I will give you a few study questions to guide your reading; please prepare answers to these questions and bring them to class so that you can participate in discussion as fully as possible. You may miss two class periods this semester without penalty, but each missed class after that will negatively affect your attendance and participation grade. In order to receive full credit for participation, you must not only attend class but speak in both class and small group discussions. I want to encourage you to use your oral French as much as possible in class in order to improve that skill to the best of your ability.

Every class period I will put on the board vocabulary that comes up during that period and for which we will find definitions in French. **You must keep a running list of this vocabulary in a notebook.** On the two exams, you will be given a series of definitions and/or fill-in-the blank sentences in French, for which you must provide the appropriate words. You will not be given a list of the vocabulary studied on the quiz or exam itself, so you must memorize each word, its spelling, its gender (if it’s a noun) and a definition for it in French.

Questions on the two midterm exams will cover vocabulary learned, historical and other information delivered in class, and the content of the texts you will have read and films/videos you will have watched. Each of the exams will cover only the material studied in the 7 or so weeks preceding it. I will describe the format of the exams in more detail as they approach.

For each of the two critical essays, I will give you a choice of prompts and guidelines at least 10 days in advance. Your first version of each essay will be worth up to 30 points and your revision will be worth up to 20 additional points.

Course objectives

Students will:

- Understand the historical evolution of the city of Paris
- Gain or expand upon a knowledge of French cultural and political history since the French Revolution by studying key events and sites in the city of Paris throughout this period.
- Improve critical thinking skills by analyzing (in discussions, in essays, and on examinations) a variety of historical and cultural texts.
- Expand vocabulary by recording in a notebook vocabulary encountered in the readings and in class discussions and by preparing to use this vocabulary on examinations and in essays.
- Improve reading comprehension by learning and applying strategies and tools to understand texts in the original French
- Improve spoken French by engaging in small-group and whole-class discussion.
- Improve listening skills in French by participating in small-group and whole-class discussions and by listening to lectures, films, songs, and videos.

Grading Scheme :

93 - 100 (A)

90 - 92.9 (A-)

87 - 89.9 (B+)

83 - 86.9 (B)

80 - 82.9 (B-)

77 - 79.9 (C+)

73 - 76.9 (C)

70 - 72.9 (C-)

67 - 69.9 (D+)

60 - 66.9 (D)

Below 60 (E)

Texts:

Available at Barnes and Noble, High St.:

Yvan Combeau, *Histoire de Paris*. Paris: PUF, 2013.

Colin Jones, *Paris: Biography of a City*. London: Allen Lane, 2004.

Honoré de Balzac, *Le Père Goriot*. Paris: Hatier, 2013.

Marguerite Duras, *La Douleur*. Paris: Gallimard, 1985.

Emile de la Bedollière, *Histoire de la mode en France*. Paris: Maxtor, 2012.

Available in Carmen:

Nathan Kranowski, excerpts from *Paris dans les romans d'Emile Zola*. Paris: PUF, 1968. 27-33 and 41-48.

Marcel Le Clère, ed., excerpts from *Paris, de la préhistoire à nos jours* (excerpts). Saint-Jean-d'Angély, France: Bordessoules, 1985. 404, 498, 556-78, and 611-32.

Emile Zola, *Au Bonheur des dames*, excerpts

Valerie Steele, *Paris Fashion: A Cultural History*. Oxford: Berg, 1998. Chpts. 12-13.

Bernard Marchand, “Un Nouvel Haussmannisme?” In *Paris, histoire d’une ville, 19e-20e siècle*. Paris: Seuil, 1993.

Various other web articles

Academic Misconduct :

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at <http://studentlife.osu.edu/csc>

Disability Services:

Students with disabilities who require accommodations for access and participation in this course should register with the Office for Disability Services (ODS). Please contact ODS by phone (614-292-3307 or 614-292-0901 (TDD)) or in person (150 Pomerane Hall, 1760 Neil Ave.), or consult their web site (<http://www.ods.ohio-state.edu/>). Students should also contact me as soon as possible to explore potential

The Collegiate Recovery Community (CRC):

The CRC supports students who are in or seeking recovery from drug and alcohol addiction. It is a supportive peer community on campus that helps students to have an authentic college experience while maintaining their recovery. The CRC is located in room 1230 of Lincoln Tower at 1800 Cannon Drive. Visit go.osu.edu/recovery or email recovery@osu.edu for more information.

EMPLOI DU TEMPS Français 4401

1e semaine –

mardi Introduction: géographie d'une ville et court résumé de l'histoire de Paris <http://www.iesanetwork.com/j.delbosboivin/documents/Savoir+paris.pdf>

jeudi UNITÉ 1 : Paris révolutionnaire, 1789-99
point de repère: Place de la Concorde, 1^e arrondissement
lecture : Jones, *Paris, Biography of a City* » chpt 7 (chpts 1-6 sont facultatifs) et « La révolution française (1789-1799) » et « II Révolution » (Carmen)

2e semaine

mardi Paris révolutionnaire, suite
lecture : Combeau, *Histoire de Paris*, 1-61.

jeudi **pas de cours ; faites la lecture ci-dessous et commencez la lecture pour mardi prochain!**
lecture : Jones, chpt. 8

3e semaine

mardi UNITÉ 2 : Le Paris de Balzac: la Restauration, 1815-30
point de repère: rue Tournefort, 5^e arrondissement
lecture : bref résumé du *Père Goriot*
au <https://balzacbooks.wordpress.com/2010/07/11/pere-goriot/> et *Le Père Goriot* 1^e 21-112

jeudi Le Paris de Balzac, suite
lecture : *Le Père Goriot*, 112-208

4e semaine

mardi Le Paris de Balzac, suite
lecture : *Le Père Goriot*, 208-299

jeudi Le Paris de Balzac, suite
lecture : *Le Père Goriot*, 299-fin

5e semaine

mardi
UNITÉ 3 : Le Paris de Haussmann, 1850-70
point de repère : Place de l'étoile, 17^e
lecture : Jones, chpt. 9

jeudi Le Paris de Haussmann, suite
lecture : Kronowski (extraits) et Zola, *Au bonheur des dames* (extraits) (Carmen)

6e semaine

mardi Le Paris de Haussmann, suite
lecture : Favier, « Un Paris nouveau » (Carmen)

jeudi **REMISE DE L'ESSAI 1**
UNITÉ 4 : Paris mobile: la construction du métro, 1896-
point de repère: Hôtel de Ville, 4^e
lecture : Jones, chpt. 10

7e semaine

mardi Paris mobile, suite
lecture : Le Clère, *Paris, de la préhistoire à nos jours*, « 1900 », 557-76 (Carmen)

jeudi En classe, exercices dans l'utilisation du métro de Paris et écoute et analyse de la chanson *Poinçonneur des Lilas* de Serge Gainsbourg (1958)
lecture : Combeau, *Histoire de Paris*, 61-fin

8e semaine

mardi **EXAMEN PARTIEL 1**

jeudi Autumn break, pas de cours

9e semaine

mardi
UNITÉ 5 : Paris occupé, 1940-44
point de repère : siège de la Gestapo, 11 rue des Saussaies, 8^e
lecture : Le Clère, *Paris, de la préhistoire*, 2^e guerre mondiale

jeudi **REMISE DE LA REVISION DE L'ESSAI 1**
Paris occupé, suite
lecture : Duras, « La Douleur » et « Monsieur X., dit ici Pierre Rabier »

10e semaine

mardi Paris occupé, suite
lecture : Duras, « Albert des capitales » et « Ter le milicien »
En classe : Paris à l'heure de la Libération <http://www.ina.fr/video/AFE85005788/paris-a-l-heure-de-la-liberation-video.html>

jeudi UNITÉ 6 : Paris à la mode, 1946-57
point de repère : Christian Dior, 30 avenue Montaigne, 8^e
lecture de la Bedollière, *Histoire de la mode en France* 1900-présent

11e semaine

mardi Paris à la mode, suite
lecture : « Histoire de la mode », années 40 et 50 <http://www.elle.fr/Mode/Histoire>

et « Les Années 50 » <http://www.palaisgalliera.paris.fr/fr/expositions/les-annees-50>

En classe : visionnement des « Années 50 », exposition au Musée Galliera de Paris <http://www.palaisgalliera.paris.fr/fr/expositions/les-annees-50> et « Christian Dior lance les jupes courtes » <http://www.ina.fr/video/AFE85005234/christian-dior-lance-les-jupes-courtes-video.html>

jeudi UNITE 7 : Paris modernisé, 1950-80
point de repère : Sarcelles, banlieue parisienne
lecture : Jones, chpt 12

12^e semaine

mardi Paris modernisé, suite
lecture : Marchand, « Un nouvel haussmannisme ? » (Carmen)

jeudi Paris modernisé, suite
“Les 20 ans de la pyramide du Louvre” <http://evene.lefigaro.fr/lieux/actualite/pyramide-louvre-mitterrand-ming-pei-2040.php>

et

« Haro sur la pyramide »

http://www.lemonde.fr/culture/article/2006/09/01/haro-sur-la-pyramide_808659_3246.html

13^e semaine

mardi **REMISE DE L'ESSAI 2** ; en classe, visionnement du film *Amélie* (2001)

jeudi discussion du film *Le Fabuleux destin d'Amélie*

14^e semaine

mardi UNITE 8 : Paris désaffecté: la banlieue en flammes, 2005
point de repère : Clichy-sous-bois, banlieue parisienne
lecture: <http://fresques.ina.fr/jalons/fiche-media/InaEdu04575/les-emeutes-dans-les-banlieues-francaises-en-2005.html>

jeudi Thanksgiving, pas de cours

15^e semaine

mardi Paris désaffecté, suite
lecture : http://www.huffingtonpost.fr/gerard-mauger/les-raisons-et-les-causes-de-lemeute-de-novembre-2005_b_4259589.html

jeudi Paris désaffecté, suite
lecture : « Dix ans après les émeutes de 2005, où est passée la colère? » http://www.huffingtonpost.fr/2015/03/16/emeutes-2005-dix-ans-apres-ou-est-colere-banlieues_n_6854126.html

16e semaine

mardi **EXAMEN PARTIEL 2**

Semaine des examens : **REMISE DE LA REVISION DE L'ESSAI 2**

French 4401 Topics in French and Francophone Studies : The Detective Novel and the Heritage of WWII

3 credit hours, 2 1h20m sessions per week with professor ; lectures and discussion format

In this class, we will study the work of French writers who are merging two literary genres: the detective novel and the historical novel. By writing the story of a character discovering his or her identity through an investigation of World War II, these authors show how the memory of the war, the *résistance* and the *Shoah* is inherited by the descendants of those who witnessed the events that occurred between 1939 and 1945. This course will examine questions of literary genres (in particular: novel, autobiography, essay, and autofiction) and such themes as the duty of remembrance, the representation of the Holocaust, and the transmission of trauma between generations. We will pursue two other objectives: we will reflect on new trends in contemporary French literature following the overwhelming success of *Les Bienveillantes* (2006) by Jonathan Littell; and we will compare the narrative structure and the representation of the *occupation* in the works being studied and two films based on two of these novels: *Au revoir les Enfants* (1987) and *Un secret* (2007).

Works (in chronological order)

- Perec, George : *W, ou le souvenir d'enfance*, Denoël, 1975.
- Modiano, Patrick : *Dora Bruder*, Gallimard, 1997.
- Grimbert, Philippe : *Un secret*, Grasset, 2004.
- Littell, Jonathan : *Les Bienveillantes*, Gallimard, 2006.
- Sansal, Boualem : *Le Village de l'Allemand, ou le journal des frères Schiller*, Gallimard, 2008.
- Humbert, Fabrice : *L'Origine de la violence*, Le livre de poche, 2009.
- Binet, Laurent : *HHhH*, Grasset, 2010.
- Lévy-Bertherat, Déborah : *Les Voyages de Daniel Ascher*, Rivages, 2013.

Films

- *Au revoir les Enfants* : Louis Malle, 1987.
- *Un secret* : Claude Miller, 2007.

Learning Objectives:

- Students will read, understand, and analyze a variety of advanced literary texts in the original French
- Students will discuss the literary texts and films studied in the course and their historical contexts, and give an oral presentation, in paragraph-length discourse using all major time frames accurately and appropriate vocabulary most of the time (ACTFL intermediate-high level).
- Students will write coherent argumentative essays (6-10 pages) in French that have few grammatical errors and that can be understood by a native speaker
- Students will understand the history of the detective genre in France and the influence the Second World War has had on it.
- Students will gain perspective on their own culture through the study of the literary production of another culture during a specific period.

Requirements:

1. Close reading of all assigned works before the day on which they are assigned for class.

2. Presence in class and active and regular participation in class discussions. You must come to each class prepared to share your reactions to the works being studied.
3. An oral in-class presentation (15 minutes). This presentation may be on one of the works we will be studying or on an issue related to them.
4. Two essays: a short essay (5 pages) due on February 11 and a final essay (8 to 10 pages, with prospectus) due by May 6. Subjects for the essays will be suggested throughout the semester and students are free to choose other subjects after discussing them with the instructor.
5. A midterm examination (Mars 11) in the form of a 45-minute in-class essay (with a dictionary) relating to the material covered in the class.

Grading:

The final grade for the course will be determined by five factors:

1. Attendance and active participation in seminar discussions (20%).
2. The in-class midterm essay (25%).
3. The in-class-presentation (15%)
4. The short essay (5 pp) 15%
5. The final essay (8-10 pp)25%

Scheme :

93 - 100 (A)
90 - 92.9 (A-)
87 - 89.9 (B+)
83 - 86.9 (B)
80 - 82.9 (B-)
77 - 79.9 (C+)
73 - 76.9 (C)
70 - 72.9 (C-)
67 - 69.9 (D+)
60 - 66.9 (D)
Below 60 (E)

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Disability Services :

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COURSE SCHEDULE

01/07 **Introduction**

- Introduction. Roman et Histoire: un renouveau du genre romanesque en France?

01/14

- Perec, *W, ou le souvenir d'enfance* (first part).

01/21

- Perec, *W, ou le souvenir d'enfance* (second part).

01/28

- Modiano, *Dora Bruder* (first part).
- Malle, *Au revoir les Enfants* .

02/04

- Modiano, *Dora Bruder* (second part).

02/11

- Grimbert, *Un secret* (first part) + **Short essay**.

02/18

- Grimbert, *Un secret* (second part).
- Miller, *Un secret*.

02/25

- Sansal, *Le Village de l'Allemand, ou le journal des frères Schiller* (first part).

03/04

- Sansal, *Le Village de l'Allemand, ou le journal des frères Schiller* (second part).

03/11

- Humbert, *L'Origine de la violence* (first part) + **In-class midterm**.

SPRING BREAK

04/01

- Humbert, *L'Origine de la violence* (second part).

04/08

- Binet, *HHbH* (first part).
- Littell, *Les Bienveillantes* (excerpts).

04/15

- Binet, *HHbH* (second part) + **Prospectus due**.

04/22

- Lévy-Bertherat, *Les Voyages de Daniel Ascher* (first part).

04/29

- Lévy-Bertherat, *Les Voyages de Daniel Ascher* (second part).

05/06

- **Final Essay Due.**

	Cultural Awareness	Comprehension	Speaking	Critical Analysis	Writing and Critical Expr.
Required courses					
1101.01 (GEC)	B	B	B		B
1101.51 (GEC)	B	B	B		B
1102.01 (GEC)	B	B	B		B
1102.51 (GEC)	B	B	B		B
1103.01 (GEC)	B/I	B/I	B/I		B/I
1103.02 (GEC)	B/I	B/I	B/I		B/I
1103.03 (GEC)	B/I	B/I	B/I		B/I
1103.04 (GEC)	B/I	B/I	B/I		B/I
1103.51 (GEC)	B/I	B/I	B/I		B/I
1155.01 (GEC)	B/I	B/I	B/I		B/I
1155.51 (GEC)	B/I	B/I	B/I		B/I
2101.01	I	I	B/I		B/I
2101.51	I	I	B/I		B/I
Elective courses in English					
1801 (GEC)	B			B	B
1802 (GEC)	B			B	B
1803 (GEC)	B			B	B
2801 (GEC)	B			B	B
3801 (GEC)	I			I	I
Elective courses in French					
3101	I	I	I	I	I
3102	I	I	I		I
3103	I	I	I		I
3201	I	I	I		I
3202		I	I		
3401	I	I	I	I	I
3402	I	I	I	I	I
3403	I	I	I	I	I
3501	I	I	I		
3701	I	I	I	I	I
4053	A			A	A
4501	A	A	A	A	A
4401	A	A	A	A	A
5051	A	A	A	A	A
5101	A	A	A	A	
5102	A	A	A	A	
5103	A	A		A	
5104	A	A	A	A	A
5201	A	A	A	A	A
5202	A	A	A	A	A
5203	A	A	A	A	A
5204	A	A	A	A	A
5205	A	A	A	A	A

5206	A	A	A	A	A
5207	A	A	A	A	A
5401	A	A	A	A	A
5402	A	A	A	A	A
5403	A	A	A	A	A
5701	A	A	A	A	A
5702	A	A	A	A	A