

## Term Information

Effective Term Spring 2020

## 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 4402  
Course Title France from the Great War to the Present: Culture in Flux  
Transcript Abbreviation France Since WWI  
Course Description Examines key historical events and cultural and social reactions to them in France from WWI to present through analyses of historical and literary texts, speeches, films, and songs. Focuses on understanding contemporary French culture through exploration of France's recent past. Helps students improve language skills through practice reading, writing, speaking, and listening to French.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites French 3101 and one of the following: French 3201, 3202, 3401, 3402, 3403, or 3701; or permission of the instructor.  
Exclusions  
Electronically Enforced Yes

## 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

- - understand and analyze full-length literary and expository texts (novels, articles, book chapters, etc.) in the original French with the help of a dictionary.
- - write 4-5 pages analytical papers in French that make a coherent argument and whose grammatical and lexical accuracy corresponds to ACFTL's Intermediate High level.
- - discuss historical and literary topics in French in paragraph-length discourse.
- - have a knowledge of French and French-colonial history and cultural production from World War I to the present.

### Content Topic List

- Cultural and social effects of France in the two world wars
  - Cultural and social effects of postwar economic expansion in France
  - Cultural and social effects of decolonization in France
  - Struggle for rights of workers, women, immigrants, and LGBTQ+ individuals in contemporary France
- No

### Sought Concurrence

## Attachments

- FR4402 France Since WWI syllabus rev. 9-26-19.docx: revised syllabus  
*(Syllabus. Owner: Willging,Jennifer)*
- FR UG curriculum map rev 9-26-19.docx: revised curriculum map  
*(Other Supporting Documentation. Owner: Willging,Jennifer)*

## Comments

- See 9-26-19 feedback email *(by Vankeerbergen,Bernadette Chantal on 09/26/2019 03:22 PM)*
- curricular map is required if it is an elective for the major *(by Heysel,Garett Robert on 05/11/2019 02:37 PM)*

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Willging,Jennifer	05/10/2019 05:24 PM	Submitted for Approval
Approved	Renga,Dana	05/11/2019 08:51 AM	Unit Approval
Revision Requested	Heysel,Garett Robert	05/11/2019 02:37 PM	College Approval
Submitted	Willging,Jennifer	05/11/2019 04:20 PM	Submitted for Approval
Approved	Renga,Dana	05/11/2019 05:02 PM	Unit Approval
Approved	Heysel,Garett Robert	05/11/2019 05:04 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/26/2019 03:22 PM	ASCCAO Approval
Submitted	Willging,Jennifer	09/26/2019 04:31 PM	Submitted for Approval
Approved	Renga,Dana	09/26/2019 04:41 PM	Unit Approval
Approved	Heysel,Garett Robert	09/29/2019 10:10 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	09/29/2019 10:10 PM	ASCCAO Approval

French 4402: France from the Great War to the Present: Culture in Flux

Instructor: Prof. Jennifer Willging, [willging.1@osu.edu](mailto:willging.1@osu.edu), Hagerty 213

Course meeting times:

Instructor office hours:

In this course, conducted entirely in French, we will examine a number of key historical events in France and a range of cultural and social responses to these events from World War I to the present. After conducting a very brief survey of the history of “modern” France (France since the Revolution of 1789), we will treat in more depth topics such as the two world wars, decolonization, post-war economic expansion, the student and worker riots of 1968, recent terrorist attacks, and ongoing struggles for the rights of women, immigrants, and LGBTQ+ individuals. You will acquire an understanding of these events and how they have shaped French culture through the analysis of historical and literary texts, speeches, films, and songs. In engaging in such written and oral analyses, you will not only gain knowledge of 20<sup>th</sup> and 21<sup>st</sup>-century French cultural history but also expand your vocabulary and improve your reading, writing, listening, and speaking skills in French.

#### Course goals and methods of assessment:

You will:

- understand and analyze full-length literary and expository texts (novels, articles, book chapters, etc.) in the original French with the help of a dictionary (examinations and papers)
- write 4-5 pages analytical papers in French that make a coherent argument and whose grammatical and lexical accuracy corresponds to ACFTL’s Intermediate High level (papers, written responses to study questions, examinations)
- discuss historical and literary topics in French in at least paragraph-length discourse (participation in discussion, oral presentation)
- have a knowledge of French and French-colonial history and cultural production from World War I to the present (examinations and papers)

#### Evaluation:

Presence in class each day	10%
Written preparation of reading questions and participation in daily discussions	10%
Oral presentation (7-8 minutes)	10%
Analytical papers (2, 1400 words each)	30%
Midterm examinations (2)	25%
Final examination	15%

Presence in class and participation in discussion are essential to language learning, and therefore they are both required. You will earn 5 points each day you attend class in full. You can earn up to another 5 points per day for bringing written answers to study questions and for active participation in discussion (active participation means volunteering pertinent remarks regularly rather than waiting to be called on). You may have one unexcused absence this semester without any deduction in presence and participation points; if you absolutely have to miss one or two more, you will be fine if your participation is regularly good.

On most days I will give you five or six questions on the reading for the following class period. Please read these over before doing the reading, write down answers to them (in French) while reading, and bring your answers to class. I will not usually collect them but will check for completion. Responding to these questions should both enhance your understanding of the texts and help you participate in discussion, which will be a substantial part of your final grade. Not bringing answers to class will negatively affect your participation grade.

There will be two midterm exams and one, comprehensive final exam. These exams will evaluate your understanding of the lectures, readings, and other documents treated and your knowledge of a set list of vocabulary. Please be sure, therefore, to take good notes during class, and reserve a section at the end of your notebook for a running list of words learned both in class and through your reading. This is one of the best ways to acquire and reinforce new vocabulary. Some of the reading questions may appear “as they are” on these exams, which is another good reason to answer these questions thoughtfully before each class.

Each of you will do a 7-minute oral presentation on a day of your choosing (I will circulate a sign-up sheet in class). Your task will be to choose a short passage from the text or a short scene from the film to be treated that day in class and to perform a “close reading” of it. That is, you will analyze the passage/scene in depth by studying and discussing the particularities of its vocabulary, grammar, syntax (the order of words in a sentence), tone, imagery, and/or style in order to interpret its meaning and its significance in the larger work. I will do such a reading of a passage early in the course so that you will see an example of a close reading. Please put the date of your exposé in your calendar and do not forget about it; you must present on the day you are assigned.

You will write two analytical essays in response to a choice of prompts I will give you. Your grade will be based on originality, clarity, soundness of arguments, logic of organization, grammar, and style, roughly in that order of importance (remember, however, that good grammar is essential for clarity). You will receive up to 30 points for the quality of the essay, then up to 20 points for the quality of a revision based on my comments and corrections. The first version you turn in should **not** be a rough draft but rather as accurate and polished as possible. Please turn in your essays on time. I will accept an essay that is up to 24 hours late with a 10% reduction in the grade, and up to 48 hours late with a 20% reduction in the grade. I will no longer accept essays after that.

Please note that you may only use an electronic device in class when we are consulting an electronic text together (I will specify these times). I will often put passages up on the classroom screen, however, so that you will not have to get out your device. Use of an electronic device to do anything other than to consult a text for class at designated times will result in a loss of participation points. Consider class time a much-needed break from your peeps.

#### Grading Scale:

A 93-100	B+ 87-89.9	B- 80-82.9	C 73-76.9	D+ 67-69.9	E 59.9-0
A- 90-92.9	B 83-86.9	C+ 77-79.9	C- 70-72.9	D 60-66.9	

### Texts and where to find or purchase them :

Jonathan Fenby, *The History of Modern France* (2016) (Barnes and Noble, High St.)

Louis-Ferdinand Céline, excerpts from *Voyage au bout de la nuit* (1932) (Carmen)

André Breton, “Ne visitez pas l’Exposition coloniale” (1931) (Carmen)

Charles de Gaulle, various speeches (Carmen)

Marguerite Duras, *La Douleur* (1984) (B&N)

“Le Manifeste des 121” (1960) (Carmen)

Georges Pérec, *Les Choses* (1965) (B&N)

Hervé Hamon, *Demandons l’impossible* (2008) (B&N)

A few articles on current events (Carmen)

### Song:

Boris Vian, *Le déserteur* (1954) (Carmen)

### Films:

Patrick Rotman, *L’Ennemi intime* (2002) (Secured Media Library)

Mathieu Kassovitz, *La haine* (1995) (SML)

### Academic Integrity:

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 <http://studentlife.osu.edu/csc/>.”

Although the existence of the internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple.

- Always cite your sources (your professor can help with this).
- Always ask questions before you turn in an assignment if you are uncertain about what constitutes plagiarism.
- Always see your professor if you are having difficulty with an assignment.

To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, DO NOT PLAGIARIZE!

### Disability Services:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request

that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

#### Mental Health:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

#### Sexual Misconduct:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

#### Diversity:

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Français 4402 Emploi du temps\*

DATE	A FAIRE A LA MAISON	A FAIRE EN CLASSE
mardi 7 janvier		Introduction au cours
jeudi 9 janvier	UNITE 1 : LA 1 <sup>E</sup> GUERRE MONDIALE Lecture : Fenby, ch. 12	Survol historique et discussion
mardi 14 janvier	Céline, extraits de <i>Voyage au bout de la nuit</i>	Exposé et discussion
jeudi 16 janvier	Céline, extraits de <i>Voyage au bout de la nuit</i> (Carmen)	Exposé et discussion
mardi 21 janvier	UNITE 2 : L'ENTRE-DEUX-GUERRES Lecture : Fenby, ch. 13 et 14	Survol historique et discussion
jeudi 23 janvier	Lecture : Poésie surréaliste (Carmen)	Exposés (2) et discussion
mardi 28 janvier	Lecture : Breton, « Ne visitez pas l'exposition coloniale »	Exposé et discussion
jeudi 30 janvier		<b>EXAMEN PARTIEL I</b>
mardi 4 février	UNITE 3 : LA 2 <sup>E</sup> GUERRE MONDIALE Lecture : Fenby, ch. 15 et 16	Discussion
jeudi 6 février	De Gaulle, discours (Carmen)	Exposés (2) et discussion
mardi 11 février	Duras, <i>La Douleur</i> : « Monsieur X. »	Exposé et discussion
jeudi 13 février	Duras, <i>La Douleur</i> : « Ter le milicien »	Exposés (2) et discussion
mardi 18 février	<b>ESSAI 1 à rédiger et à remettre en classe en copie dure, agrafée</b>	Survol historique et discussion
jeudi 20 février	UNITE 5 : LES TRENTE GLORIEUSES Lecture : Fenby ch. 17 et 18	Discussion
mardi 25 février	Lecture : Pérec, <i>Les choses</i> (1 <sup>e</sup> tiers)	Exposé et discussion

jeudi 27 février	Lecture : Pérec, <i>Les choses</i> (2 <sup>e</sup> tiers)	Exposés (2) et discussion
mardi 3 mars	Lecture : Pérec, <i>Les choses</i> (3 <sup>e</sup> tiers)	Exposés (2) et discussion
jeudi 5 mars	UNITE 4 : LA DECOLONISATION Lecture : Fenby ch. 19 et 20 <b>Révision de l'ESSAI 1 à remettre avec la version corrigée</b>	Discussion
mardi 10 mars	Film : Rotman, <i>Ennemis intimes</i>	Exposé et discussion ; Ecoute de Vian, « Le Déserteur »
jeudi 12 mars	UNITE 6 : MAI 68 Lecture : Fenby ch. 21	Slogans de Mai 68 ; discussion
<b>Spring Break</b>	Hamon, <i>Demandons l'impossible</i> 1 <sup>e</sup> tiers	Exposés (2) et discussion
mardi 24 mars	Hamon, <i>Demandons l'impossible</i> 2 <sup>e</sup> tiers	Exposés (2) et discussion
jeudi 26 mars	Hamon, <i>Demandons l'impossible</i> 3 <sup>e</sup> tiers	Exposé et discussion
mardi 31 mars		<b>EXAMEN PARTIEL 2</b>
jeudi 2 avril	UNITE 7 : PROTESTIONS ET REVENDICATIONS CONTEMPORAINES Lecture : Fenby ch. 23 et 24	Survol historique et discussion
mardi 7 avril	<b>ESSAI 2 à remettre</b>	Kassovitz, <i>La Haine</i>
jeudi 9 avril	Visionner le reste du film	Exposés (2) et discussion
mardi 14 avril	Martel, extraits de <i>La Longue marche des gays</i>	Exposé et discussion
jeudi 16 avril	Piser, « In France, is the #MeToo Movement Passé ? »	Discussion
mardi 21 avril	<b>Révision de l'ESSAI 2 à remettre avec la version corrigée</b>	<b>EXAMEN FINAL</b>

\* I reserve the right to revise the daily schedule slightly if we find we are getting behind, but I will never make due dates any earlier than listed on the original version or add additional readings. Any revisions will be in students' best interest.

	Cultural Awareness	Comprehension	Speaking	Critical Analysis	Writing and Critical Expr.
<b>Required courses</b>					
1101(GE)	B	B	B		B
1102 (GE)	B	B	B		B
1103 (GE)	B/I	B/I	B/I		B/I
1155 (GE)	B/I	B/I	B/I		B/I
2101	I	I	B/I	B/I	B/I
3101	I	I	I		I
<b>Elective courses in English</b>					
2501 (GE)	B			B	B
2801 (GE)	B			B	B
3301	I			I	I
3801 (GE)	I			I	I
5051	A			A	
5702	A			A	A
<b>Elective courses in French</b>					
3102	I	I	I		
3103	I	I	I		
3201	I	I	I		I
3202	I	I	I	I	I
3401	I	I	I	I	I
3402	I	I	I	I	I
3403	I	I	I	I	I
3501	I	I	I	I	I
3502	I	I	I	I	I
3570	I	I	I		I
3701	I	I	I	I	I
4100	A	A	A	A	A
4401	A	A	A	A	A
4402	A	A	A	A	A
5103	A	A	A	A	A
5104	A	A	A	A	
5105	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
5401	A	A	A	A	A
5403	A	A	A	A	A
5701	A	A	A	A	A