

French Course Descriptions: 2015/2016

ex: 101 = course NOT being offered (*plain text*)
 ex: **101** = course being offered (*bold & underline*)

◇ = counts toward on-campus requirement for **MINOR** only
 ◆ = counts toward on campus requirement for **MAJOR** and **MINOR**

<u>Fall 2015</u>	<u>Winter 2016</u>	<u>Spring 2016</u>	Min ◇ Maj ◆	<u>Summer '15</u>
<u>101</u> , 102, 103	101, <u>102</u> , 103	101, 102, <u>103</u>		<u>101, 102, 103</u>
<u>111</u> , 112	<u>111, 112</u>	111, <u>112</u>		111, 112
<u>150</u> , 151	150, 151	150, 151		
199	199	<u>199</u>		199
<u>201</u> , 202, 203	201, <u>202</u> , 203	201, 202, <u>203</u>		<u>201, 202, 203</u>
<u>301</u>	<u>301</u>	<u>301</u>		301
<u>302</u>	<u>302</u>	<u>302</u>		302
307	<u>307</u>	<u>307</u>		307
312	<u>312</u>	312	◇	312
<u>317</u>	317	<u>317</u>	◇	317
318	<u>318</u>	318	◇	318
<u>319</u>	319	<u>319</u>		<u>319</u>
<u>320</u>	<u>320</u>	320	◆	<u>320</u>
330	330	<u>330</u>	◆	
331	<u>331</u>	331	◆	
342	342	342		
361	361	361	◆	
<u>362</u>	362	362	◆	
363	363	363	◆	
399	399	399		
407, 407/507	<u>407</u> , 407/507	<u>407</u> , 407/507		
410, 410/510	410, 410/510	410, 410/510	◆	
416	<u>416</u>	416		

<u>425</u>	425	425	♦	
450, 450/550	450, 450/550	450, 450/550	♦	
451, <u>451/551</u>	451, 451/551	451, 451/551	♦	
460, 460/560	460, <u>460/560</u>	460, 460/560	♦	
480, <u>480/580</u>	480, 480/580	480, 480/580	♦	
490, 490/590	490, <u>490/590</u>	490, 490/590	♦	
492, 492/592	492, 492/592	492, <u>492/592</u>	♦	
497, 497/597	497, 497/597	497, 497/597		
607	<u>607</u>	607		

♦ = counts toward on-campus requirement for **MINOR** only

♦ = counts toward on campus requirement for **MAJOR** and **MINOR**

FALL 2015

FR 101, 102, 103 First-Year French- Various

Introduction to French stressing the development of listening, speaking, reading, and writing skills through a communicative approach. Sequence. Conducted in French. ↑

FR 111, 112 Intensive Beginning French- Various

Intensive study for experienced language learners (ex: took French during High School). Introduction to French culture. Prereq for 111: previous study of French or competence in another Romance language. ↑

FR 150 Cultural Legacies of France- Browning & McPherson

The purpose of this course is to explore and explode cultural stereotypes while examining some of the social and cultural phenomena we associate most strongly with France. We will look at the way France continuously reworks the cultural legacies of Greek and Roman antiquity as well as the legacies it has bequeathed to the rest of the world. We will focus our reading and discussion through five main topics: language and identity; love and romance; food and fashion; wars and revolutions; and cultural imperialism. Readings and discussions in English. ↑

FR 201, 202, 203 Second-Year French- Various

Development of reading, writing, and speaking skills; study of short literary and cultural texts; considerable attention paid to oral use of the language. Prereq for 201: first-year language competence. ↑

FR 301: Culture and Language: Contemporary France- Poizat-Newcomb

This course explores French society and culture in the 21st century. It investigates current social issues, cultural traits, tradition and change through a variety of documents (articles, cartoons, videos, websites and a movie). A comparative book on French and American culture is read and summarized at home, chapter by chapter, and discussed in class. Grammar topics include a review of the subjunctive mode,

personal pronouns, comparative and superlative, the negation, the imperative mode, the passive voice and numbers in French. Readings, writing and discussion in French. [↑](#)

FR 302: Contemporary Francophone World- Djiffack

This course would explore the richness and variety of Francophone cultures in the Caribbean, North America, Africa and Southeast Asia, with a particular emphasis on North Africa and Sub-Saharan Africa. We would use literary, journalistic, artistic and audiovisual materials to analyze the cultural legacies of colonialism and the complexities of evolving national identities in the French-speaking world today. [↑](#)

FR 317: French Survey: Medieval and Renaissance- Albert-Galtier

Introduction to major themes and ideas in French literature from the medieval and Renaissance periods through the reading of representative texts. [↑](#)

FR 319: French Survey- 19th & 20th Centuries- Djiffack

Representative literary works from the 19th and 20th centuries with attention to literary analysis and literary history. [↑](#)

FR 320: Intensive French Grammar Review- Williams

This course promotes linguistic competency in French through intensive review and refinement of French grammar while introducing basic vocabulary and linguistic concepts. [↑](#)

French 331: French Theater- Alexandre Albert-Galtier

From Molière to Olivier Py, French theater has always been a reflection of French society, a stage for political statement, social controversy or a laboratory of forms of discourse, experimentation of esthetic styles and the interaction between different levels of the French language. This class will present some masterpieces of the French theater repertory including plays by Molière, Musset, Beckett and Koltès. "French Theater" has three objectives. The first is to discover and master the vocabulary and concepts linked to French theater. The second is to understand the different genres: comedy, tragic-comedy, drama, tragedy, absurd theater, musical theater, etc. The third is to explore, through different plays, readings and directors' interpretations, the tension between French identity and its universal implications. To emphasize the current importance of ongoing creation, the class will review some aspect of the Festival d'Avignon, one of the largest world events about contemporary French theater.

This class is for intermediate students and, through the study of dialogues, helps to improve communication skills in French.

FR 362: French Film: Paris, Capitale Culturelle de l'Europe- Gould

Ce cours entreprend d'examiner "Paris" comme une idée puissante mais quasi imaginaire qui influence notre vue de la France et même de toute l'Europe. A travers une série d'images cinématographiques et littéraires, notre but sera de découvrir et de déconstruire le comment et le pourquoi de ces images. Dès qu'un capital n'est plus strictement géographique mais s'impose comme une idée de « culture, » il faut se demander de quelle idée de culture part-on ? Qui est ce "on" voyageur imaginaire du cinéma ? et où parton? Textes: Alice Kaplan, French Lessons; Mariama Bâ, Un Chant écarlate ; Camus l'Etranger ; Course Packet : Vocabulaire du film, Albert Camus, « Crise en Algérie, » « Algérie 1958 » Marker, La Jêtee; lectures variées sur chaque film. Films (un choix parmi les suivants): A Bout de Souffle ; Madame Rosa ; Métisse ; La Vie de Jeanne Schwartz ; Bataille d'Algers ; Thé au Harem ; Auberge Espagno ; Un Secret ; La Jêtee ; Afrique, je te plumera ; Rue Cases-nègres ; Afrique, Je te plumerai ; Indochine ; Hiroshi a mon amour ; Entre les murs. [↑](#)

FR 425: French / English Translation- Poizat-Newcomb

Think you'd like being a translator? FR 425 focuses on the acquisition of practical translation skills, from English to French and from French to English. We study registers, linguistic and cultural differences, the types of translation used for fiction literature, but also for commercials, comic books, poetry, recipes, and

instruction manuals. The class is lively and relies on group work. We also practice interpretation (simultaneous oral translation) and learn the basics of translation theory. Weekly quizzes on false cognates. Readings in French and English, discussions in French. . ↑

FR 451/551: Molière- Albert-Galtier

From the early farces to the great comedies, Molière's theater provides an insightful look into seventeenth century French society. This class offers a rereading of Molière's most important plays under different critical approaches: biographical (R. Duchêne), historical (G. Couton), sociological (A. Viala), moral (P. Bénichou), political (J.M. Apostolides) and, of course, literary. We will discuss the two last editions of Molière's complete work done by G. Couton and G. Forestier (Bibliothèque de la Pléiade). The program may include: L'École des femmes, La Critique de L'École des femmes, L'Impromptu de Versailles, Tartuffe, Dom Juan, Le Misanthrope, Le Bourgeois gentilhomme, Les Femmes savantes. **M.A. Period 2.** ↑

FR 480/580: Paris & Modernity- Browning

L'une des plus grandes contributions intellectuelles, culturelles et littéraires du dix-neuvième siècle est ce que l'on appelle, avec une certaine ambiguïté, "la modernité." Dans ce cours, on va interroger la modernité en tant que phénomène multiforme qui essaie de rompre avec le passé et la tradition pour créer du neuf et du choquant. Notre but n'est pas d'arriver à une définition précise, mais de capter les tensions entre le présent et le passé, le nouveau et l'ancien, l'évanescence et le durable. A cette fin, on sonde des rapports entre modernité et avant-garde d'une côté et les anti-modernes, l'arrière-garde, et le cliché de l'autre. On va analyser la capitale, Paris, comme être vivant en métamorphose constante, faisant partie de l'aventure de la modernité. A travers la poésie, un roman et d'essais philosophiques, on va lire des voix diverses, parfois contradictoires, qui contribuent à ce phénomène et poser la question s'il faut mieux parler des modernités au lieu de la modernité. Auteurs: Baudelaire, Stendhal, Flaubert (L'éducation sentimentale), Rimbaud, Mallarmé, Benjamin, Foucault, Rancière. **M.A. Période 3&4.** ↑

WINTER 2016

FR 101, 102, 103 First-Year French- Various

Introduction to French stressing the development of listening, speaking, reading, and writing skills through a communicative approach. Sequence. Conducted in French. ↑

FR 111, 112 Intensive Beginning French- Various

Intensive study for experienced language learners (ex: took French during High School). Introduction to French culture. Prereq for 111: previous study of French or competence in another Romance language. ↑

FR 201, 202, 203 Second-Year French- Various

Development of reading, writing, and speaking skills; study of short literary and cultural texts; considerable attention paid to oral use of the language. Prereq for 201: first-year language competence. ↑

FR 302: Contemporary Francophone World – Poizat Newcomb

This course explores the richness and variety of Francophone cultures in the Caribbean, North America, Africa and Southeast Asia, with a particular emphasis on North Africa and Sub-Saharan Africa. We use literary, journalistic, artistic and audiovisual materials to analyze the cultural legacies of colonialism and the complexities of evolving national identities in the French-speaking world today. The course is organized around thematic units such as Ecology and Environment; Belief and Identity; Struggle and Resistance; Migration, Exile and Diaspora; Folklore and Cultural Production. Grammar topics include a review of the past tenses, the future and conditional, and relative pronouns. Readings, writing and videos in French, discussions in French. ↑

FR 307: Oral Skills- Williams

Practice in improving oral, comprehension, and listening skills in French. Communicative activities in class in addition to language laboratory work. [↑](#)

FR 312 French Survey: Francophone Literature- McPherson

This course is an introduction to major authors and texts of the French-speaking world outside of France. Conducted in French. [↑](#)

FR 318: French Survey: Baroque and Enlightenment- Albert-Galtier

Introduction to major themes and ideas in French literature from the 17th and 18th centuries through the reading of representative texts. [↑](#)

FR 320: Intensive French Grammar Review- Williams

This course promotes linguistic competency in French through intensive review and refinement of French grammar while introducing basic vocabulary and linguistic concepts. [↑](#)

FR 331: French Theater- Albert-Galtier

Explores important aspects of French theater. Reading plays from different periods. Emphasizes formal aspects and critical reading.

Prereq: FR 301, 303. [↑](#)

FR 407: War in French Comics / La Guerre dans la BD- Moore

Ce cours invite les étudiants à aborder la bande dessinée comme un genre hybride et complexe où texte et image interagissent pour produire un sens que nous apprendrons à décoder. Nous nous concentrerons sur les représentations de la guerre dans la bande dessinée francophone: nous étudierons plusieurs conflits (Révolution française, la Commune de Paris, la Première et la Deuxième guerre mondiale, les guerres coloniales y compris la guerre d'indépendance algérienne). Nous étudierons l'esthétique d'auteurs/artistes qui ont inventé des icônes telles que Tintin et Astérix & Obélix, et nous lirons des œuvres contemporaines majeures (de Tardi, Comès, Ferrandez). L'objectif du cours est d'améliorer votre expression française orale et écrite, de communiquer vos idées critiques grâce à un genre qui défie le canon littéraire tout en étant incroyablement expressif.

PRE-REQUISITES: Two survey courses (from FR 312, 317, 318, 319) [↑](#)

FR 416: Advanced Writing in French- Poizat Newcomb

Even if you don't like writing, you should have some fun in this class. It offers a variety of activities: dictation practice, vocabulary review, creative writing, a study of traditional writing tips with a user-friendly textbook, and the step-by-step creation of a research essay about a topic that is of genuine interest to you. We aim to end the class with a clear, coherent, interesting paper (in some cases, publishable) written with a reader-oriented mind. Throughout the term, we study how to choose a topic, how to present a claim, how to find and use sources, and how to organize and support our ideas in a clear, attractive, convincing manner – all useful skills, in and out of the classroom! Conducted in French. [↑](#)

FR 460/560: Nature and Civilization- Moore

Quelle est l'histoire des idées de « nature » et de « civilisation » à la suite du fameux essai de Montaigne sur les cannibales de 1580 ? Comment analyser les références au sauvage, au barbare, et au monstre qui interviennent à la croisée des définitions interdépendantes de nature et de civilisation au siècle des Lumières ? Nous étudierons tour à tour les différentes incarnations de ces termes à partir d'œuvres fondamentales du XVIIIème et XIXème siècle. Nous commencerons par les auteurs mettant en scène le « sauvage américain » (Lahontan, Voltaire, Chateaubriand) avant d'étudier « le bon sauvage » de Rousseau. Nous contrasterons ces représentations avec celle du « sauvage africain » (Marivaux, De Gouges, articles de l'Encyclopédie), puis de la « femme sauvage » (Staël, Chateaubriand). A l'aube du XIXème siècle, nous ouvrirons le dossier de « l'enfant sauvage », trouvé en Aveyron en 1800, grâce au film magistral de François Truffaut (1970). Enfin, nous élargirons le débat avec le fameux mythe de Robinson (le best-seller de Defoe, ouvrage clé des Lumières) tel que Michel Tournier l'a réécrit en 1967

(Vendredi ou les Limbes du Pacifique) : dans le contexte d'une île déserte, le problème de qui définit la nature et la civilisation, et comment, ne se dissout-il pas dans celui, plus urgent, et si contemporain, de préserver l'une et l'autre? **M.A. Period 2.** ↑

490/590: Migrations et Traumatismes postcoloniaux- Djiffack

Ce séminaire se propose d'analyser le traumatisme postcolonial à partir des écrivains de divers horizons (Afrique noire, Maghreb, Congo, Martinique, Amérique noire). La Sénégalaise Fatou Diome (*Le Ventre de l'Atlantique*) parle de l'impératif de maintenir la jeunesse africaine au bercail, une idée qui va à contre-courant de la vague migratoire de l'Afrique noire vers l'Europe. Tahar Ben Jelloun quant à lui (*Au Pays*) examine la hantise de retour au pays natal qui obsède la diaspora marocaine après toute une carrière professionnelle en France. Achille Ngoye (*Sorcellerie à bout portant*) décrit, dans une écriture caustique, les traumatismes de l'ancien exil de retour au pays natal (dans le cas d'espèce, le Zaïre en décrépitude de l'ancien dictateur du Zaïre Mobutu).

Prescribed books

Fatou Diome- *Le Ventre de l'Atlantique*, Tahar Ben Jelloun- *Au Pays*, Achille Ngoye- *Sorcellerie à bout portant*, Aimé Césaire- *Cahier d'un retour au pays natal*, Chester Himes- *La croisade de Lee Gordon*, Jean Marie Essomba- *Les Lanceurs de foudre*, Jean-Marie Adiafi- *La Carte d'identité.* **M.A. Period 4.** ↑

FR 607: Advanced Reading in French- Gould

Advanced Reading in French offers a bi-weekly writing workshop to students engaged in dissertation research in or related to French Studies. Our syllabus turns on your writing projects and is designed to provide readers and commentary on your work. At the core is an agreement to stay on task toward the completion of a full length dissertation project. regular attendance and willingness to stretch beyond one's own disciplinary boundaries and preconceptions are required. ↑

SPRING 2016

FR 101, 102, 103 First-Year French- Various

Introduction to French stressing the development of listening, speaking, reading, and writing skills through a communicative approach. Sequence. Conducted in French. ↑

FR 111, 112 Intensive Beginning French- Various

Intensive study for experienced language learners (ex: took French during High School). Introduction to French culture. Prereq for 111: previous study of French or competence in another Romance language. ↑

FR 201, 202, 203 Second-Year French- Various

Development of reading, writing, and speaking skills; study of short literary and cultural texts; considerable attention paid to oral use of the language. Prereq for 201: first-year language competence. ↑

FR 199: Oral Skills- Dickey

Description forthcoming. ↑

FR 301: Culture and Language: Contemporary France- Poizat-Newcomb

This course explores French society and culture in the 21st century. It investigates current social issues, cultural traits, tradition and change through a variety of documents (articles, cartoons, videos, websites and a movie). A comparative book on French and American culture is read and summarized at home, chapter by chapter, and discussed in class. Grammar topics include a review of the subjunctive mode, personal pronouns, comparative and superlative, the negation, the imperative mode, the passive voice and numbers in French. Readings, writing and discussion in French. ↑

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FR 307: Oral Skills- Williams

Practice in improving oral, comprehension, and listening skills in French. Communicative activities in class in addition to language laboratory work. [↑](#)

FR 317: French Survey: Medieval and Renaissance- Albert Galtier

Introduction to major themes and ideas in French literature from the medieval and Renaissance periods through the reading of representative texts. [↑](#)

FR 319: French Survey: 19th & 20th Centuries- Browning

Representative literary works (poetry, drama and prose) from the 19th and 20th centuries with attention to literary history and literary analysis. Authors include Lamartine, Hugo, Baudelaire, Verlaine, Rimbaud, Apollinaire, Eluard, Musset, Beckett, Maupassant, Camus, Aude and Duras. [↑](#)

FR 330: French Poetry- Moore

L'objectif du cours est d'étudier la poésie française à travers le temps dans toute sa richesse, sa beauté et sa diversité. A travers de nombreuses analyses textuelles, nous mettrons en lumière les aspects essentiels, formels et thématiques, de la poétique française. Lectures, exercices, exposés et devoirs écrits vous permettront d'améliorer votre français écrit et oral et de vous familiariser avec la tradition poétique française et ses plus grands auteurs. Lectures, discussions et travaux écrits seront tous effectués en français. [↑](#)

FR 407: The Tao of Montaigne- Poizat-Newcomb

Montaigne lived at the time of Shakespeare, but he asked questions we still ponder today, and not just in the classroom: "What's the difference between humans and animals? Is intelligence a curse? What is the ego? How can I calm my fear of death? What religion should I follow? What's the best way to live my life so I have no regrets? How should I treat my body? What did I learn from getting old?" Montaigne's texts are contrasted with texts and videos by modern-day teachers like Eckhart Tolle, Pema Chodron, Byron Katie, Thich Nhat Hanh, as well as very old advice from the Tao Te Ching and Sufi poems. Readings, writing and discussion in French. [↑](#)

FR 492/592 : Roman Francophone et crise d'identité- Djiffack

Depuis la Négritude jusqu'à nos jours, les écrivains africains n'ont de cesse de souligner le malaise des Africains que ce soit dans le rapport avec l'autre ou même dans la société pré-coloniale ou post-indépendance. Différentes formes romanesques ont en leur centre le mal-être des personnages, un mal-être qui se traduit par une véritable crise d'identité. Le roman initiatique du Marocain Tahar Ben Jelloun (*La Prière de l'absent*) autant que le récit satirique du Congolais Henri Lopes (*Le Pleurer-rire*) illustrent bien cette crise d'identité. Il en est de même de *L'Aventure ambiguë* du Sénégalais Cheick Hamidou Kane ou du *Devoir de violence* du Malien Yambo Ouologuem . *Le Vieux nègre et la médaille* du Camerounais Ferdinand Oyono aussi bien que *La Case du Commandeur* d'Édouard Glissant s'inscrivent également dans cette mouvance.

Prescribed books : Édouard Glissant- *La Case du commandeur*, Ferdinand Oyono- *Le Vieux nègre et la médaille*, Yambo Ouologuem- *Le Devoir de violence*, Cheick Hamidou Kane-*L'Aventure ambiguë*, Tahar Ben Jelloun- *La Prière de l'absent*, Henri Lopes- *Le Pleureur-rire*, Fatou Diome- *La Préférence nationale*. **M.A. Period 4.** [↑](#)

SUMMER 2015

FR 101, 102, 103: 1st Year French

Introduction to French stressing the development of listening, speaking, reading, and writing skills through a communicative approach. Sequence. Conducted in French. [↑](#)

FR 201, 202, 203: 2nd Year French

Development of reading, writing, and speaking skills; study of short literary and cultural texts; considerable attention paid to oral use of the language. Sequence. [↑](#)

FR 319: French Survey: 19th & 20th Centuries- Gould

Representative literary works (poetry, drama and prose) from the 19th and 20th centuries with attention to literary history and literary analysis. Authors include Lamartine, Hugo, Baudelaire, Verlaine, Rimbaud, Apollinaire, Eluard, Musset, Beckett, Maupassant, Camus, Aude and Duras. [↑](#)

FR 320 Intensive French Grammar Review- tba

Promotes linguistic competency in French through intensive review and refinement of French grammar while introducing basic vocabulary and linguistic concepts. Prereq: FR 203. [↑](#)