Français 342: Modern France and Francophone Cultures

Professeur: Kristine Butler  
KFA 350 LMV 11:00-11:50  
Bureau: 284 KFA (x3121)  
Courriel: kristine.butler@uwrf.edu  
Réception: LMV 10h-11h et 12h-1h; et sur r.-v.

“Aimez” le site Facebook “UWRF Les amis du français” pour recevoir des infos sur le club du français, ainsi que des actualités du monde francophone et d’autres sites intéressants.

Textes: - Edmiston et Duménil. La France contemporaine. (FC) Holt, Rinehart and Winston, 2010  
- Steele, La Civilisation francaise en evoluation, vol. 1. (CFE) Heinle, 1996  
- Redonnet, Steele, et. al. Héritages francophones (HF) Yale, 2010

Goals of the Course:

• This course gives an overview of contemporary French history and its intersection with modern Francophone cultures. We will look at the evolution of political and social structure and cultural phenomena, using texts taken from a variety of sources.

• This course is also designed to improve your fluency in listening, speaking, reading and writing to the Advanced level of proficiency on the ACTFL Rating Scale, indicated by an ability to do the following:
  o satisfy the demands of work and/or school situations by participating actively in conversations on a variety of topics of historical and cultural import  
  o narrate and describe in all major time frames (past, present future) with good control  
  o use a variety of communicative devices to get around any gaps in vocabulary or grammar  
  o sustain communication by using, with suitable accuracy and confidence, connected discourse of paragraph length and substance  

• Finally, this course is designed to address the historical and cultural themes from the perspective of sustainability. UWRF defines sustainability as “our local and global responsibility to meet the needs of present and future generations, as demonstrated by an integrated set of ecologic, social, and economic values, principles, and practices that frame how we think, choose, and act in personal professional community life. Why is this important for a class titled “Modern France and Francophone Cultures”? Simply put, because in order to understand France’s colonial past, and the legacy of that past today, we need to look at the issue of resources. Countries expand their influence by gaining territory, to increase their global presence, but also to take control of that territory’s natural (and human) resources. The issue of colonization is always linked to the issue of resource consumption. In discussing sustainability, we will be asking the following questions:
  o Economy: What has been, is, and will be the economic situation of these countries?  
  o Social Equity: What has been, is, and will be the future of these countries in terms of decisions made in the realm of social equity?  
  o Environment: What have been, are, and will be the environmental consequences of these decisions?

Course Requirements

• You will be expected to come to class prepared to discuss the reading assigned on the dates indicated on the syllabus, and having done any questions assigned.
You will write essays, thoughtful responses to the reading assignments, and other assignments as components of the writing requirements for this course.

French will be used at all times in class – except for an occasional video in English – to develop your listening skills.

Class discussion will be very important, especially in the latter part of the class which deals with contemporary society and events. Your speaking skills will develop through these discussions of the themes presented in the lecture and your readings.

Attendance, participation, and preparedness are crucial to doing well in this course. Please respect others and me by coming to class on time and prepared. Note that more than 2 absences will affect your grade adversely. No makeup exams will be given without a written doctor’s excuse.

Grade evaluation
Your GRADE will be based on the following scale:
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% = F

Répartition de la note

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tr>
<td>Essais (3 x 40)</td>
<td>120 pcs.</td>
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<tr>
<td>Petit exposé</td>
<td>20 pcs.</td>
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<tr>
<td>Examens écrits (2 x 30)</td>
<td>60 pts.</td>
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<tr>
<td>Examen final</td>
<td>50 pts.</td>
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<tr>
<td>Devoirs/participation/assiduité</td>
<td>50 pcs.</td>
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<td>TOTAL:</td>
<td>300 pts.</td>
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Other Administrative Remarks

Students planning to gain licensure to teach are REQUIRED by the state of Wisconsin to have an immersion experience in the foreign language in order to be certified. The Modern Language Department strongly requires a period of at least one semester, and preferably one year, of study abroad in a country where the target language is spoken. In addition, teacher education students must take two language proficiency exams (Oral Proficiency Interview and Writing Proficiency Test) and receive a rating of Intermediate High on the ACTFL scale in order to be certified. It is extremely likely that you will pass these exams without a period of extensive immersion in your language. Please plan your academic career with this in mind. For a description of the ACTFL Proficiency Guidelines in Writing and Speaking, see http://www.actfl.org/i4a/pages/index.cfm?pageid=4236

For those of you preparing a Teacher Education certificate, please refer to the Appendix C for this class at http://www.uwrf.edu/cas/DPI.htm for a description of the requirements this course fulfills.

UW-River Falls Faculty/Academic Staff Handbook
Section 1.3.4 Shared Vision and Expectations of the Academic Community at River Falls:
It is the academic community as a whole that determines the quality of education at the University of Wisconsin-River Falls. Our daily actions as individual members should be in accordance with the shared expectations of the academic community. Therefore, all members of the academic community have a shared expectation to: prepare thoroughly; meet obligations punctually; participate fully and constructively; display appropriate courtesy; adhere to deadlines and timetables; provide constructive feedback; respect the confidentiality of information shared or exchanged; and challenge each other intellectually.
4 septembre Présentation du cours

6 LA REVOLUTION DE 1789
• CFE: “Révolution pp. 130-133 et questions 1-8 p. 133
• “Les révolutions américaine et française et l’avancement de la démocratie” pp. 1-5 (D2L).
  Prenez des notes sur les points-clés et les comparaisons que fait l’auteur!

9 La Déclaration des droits de l’homme et du citoyen
• CFE: “Déclaration des droits de l’homme et du citoyen” pp. 134-5 et questions 1-6 p. 135
• “Les révolutions américaine et française et l’avancement de la démocratie” pp. 6-10(D2L)

11 Les gouvernements révolutionnaires; Robespierre

13 Napoléon Bonaparte
• Vidéo: Napoléon Bonaparte: The Glory of France (voir D2L) et répondre aux questions de
  la fiche que la prof vous aura donnée
  http://www.imdb.com/video/hulu/vi3417086745/

16 DOSSIER FRANCOPHONE 1: HAÏTI (LES ANTILOS FRANÇAISES)
La Révolution haïtienne
• Héritages francophones (HF) Enquête trois: Haïtiens, nos frères en liberté 106-118 et
  questions p. 107 1-5; p. 111-1-8

18 Haïti (suite): économie, justice sociale, durabilité environnementale
• Héritages francophones (HF) Enquête trois: Haïtiens, nos frères en liberté 106-118 et
  questions pp. 118-129 et questions “A la recherche d’idées” pp. 121, 124, 125 et 127

20 Haïti: les ressources naturelles, la gestion, la durabilité
Jared Diamond, Collapse (extrait disponible sur D2L)

23 Révisions

25 EXAMEN 1: La Révolution de 1789

27 Le XIXe SIECLE
La contribution de Bonaparte à la France
Régimes de la première moitié du XIXe: La Restauration (1814-1830)
• Essai 1 de 400-600 mots sur l’un des sujets suivants:
  a) Activités écrites 1 p. 131 OU
  b) Enquêtes interculturelles C p. 131

20 Pettit exposé: Guadeloupe ____________________________________________________________
La Monarchie de Juillet (1830-1848); La Révolution de 1848

2 octobre DOSSIER FRANCOPHONE 2: LE MAGHREB
La colonisation du Maghreb: ressources naturelles, stratégies politiques
• HF Enquête Cinq: Les Francophones du Machrek et du Maghreb: Le dialogue des
  cultures” pp. 166-173 et questions 1-5 p. 173
L'Algérie (suite): Le Maghreb aujourd'hui: économie, justice sociale, durabilité environnementale

Petit exposé: Le Maroc _______________________________________
La IIe République et le Second Empire
• CFE: pp. 138-142 et questions p. 142

Le Baron von Haussmann, Les Expositions Universelles de Paris

Petit exposé: Le Mali _______________________________________
• Essai 2 de 400-600 mots sur l'un des sujets suivants:
  Enquêtes interculturelles B ou C p. 205
La guerre franco-prussienne et la Commune
En classe: Début de la vidéo “The Franco-Prussian War”

La IIIe République
• Regardez la suite de la vidéo “The Franco-Prussian War (voir D2L) (4/4) et répondez aux questions sur la fiche que la prof vous aura donnée
  http://www.youtube.com/watch?v=cVsYG_fkwL4&feature=related

Petit exposé: La Côte d'Ivoire _______________________________________
La “fin du siècle”: Les frères Lumière et les débuts du cinéma, la Tour Eiffel, art, littérature, musique
• CFE “Du réalisme au symbolisme” pp. 342-344 et questions 1-5 p. 344

L'affaire Dreyfus
En classe: The Infamous Dreyfus Affair (vidéo)
• CFE: “Dreyfus: Le triomphe du libéralisme” et “J'accuse” 94-97 et questions p. 97

DOSSIER FRANCOPHONE 3: L’AFRIQUE FRANCOPHONE
La colonisation de l'Afrique noire: ressources naturelles, stratégies politiques
• HF Enquête Six: “Les francophones africains: La présence noire” pp. 210-217 et questions 1-7 p. 217

L'Afrique noire aujourd'hui: économie, justice sociale, durabilité environnementale
• HF Enquête Six: “Les francophones africains: La présence noire” pp. 218-227 et questions 1-7 p. 227


Examen: Le XIXe siècle

1er novembre Le XXe SIECLE
De la Belle époque à la première guerre mondiale
La Première guerre mondiale et les conséquences

Essai 2 de 400-600 mots sur l'un des sujets suivants:
Activités écrites C p. 239 OU
Enquêtes interculturelles A, C ou D p. 239

Petit exposé: Le Cameroun

Les années 30; la Deuxième guerre mondiale
En classe: Ecoute de Charles de Gaulle, “Appel aux Français”
• CFE: “L’Etat français” 158-162 et questions 1-5 p. 160

La Deuxième Guerre mondiale et ses conséquences;
• Article: “World War II: The Unforgotten War” from Sixty Million Frenchmen Can’t Be Wrong, Nadeau et Barlow, 2003

Petit exposé: La Guyane (Amérique du Sud)

La IV République; la Guerre en Algérie et la fin de la colonisation
• Site web: La guerre d’Algérie: http://www.onwar.com/aced/data/alpha/falgeria1954.htm
• Article: “Algeria: The Unacknowledged War” from Sixty Million Frenchmen Can’t Be Wrong

FILM: LA BATAILLE D’ALGER (dir. Gillo Pontecorvo, 1966; 121 mn.)
La Bataille d’Alger

Petit exposé: Le Gabon

La Ve République

Examen: Le XXe siècle

LA FRANCE CONTEMPORAINE
Discussion de “l’examen” final: Présentation d’un sujet portant sur la France contemporaine
Les institutions de la Ve République
FC: “L’état” pp. 108-120 et questions V. Discussion 1-5 p. 123

27, 29 JOURS FERIES: Le Thanksgiving (Bonne dinde!)
**French 342 Oral Presentation -- SUSTAINABILITY**

Assignment: Students will address the three legs of the sustainability stool in the case of a particular "Francophone" country. Discuss, to the extent possible, the current situation of your chosen country in terms of the following:

1) Economic leg (ex: good jobs, fair wages, security, infrastructure, fair trade)
2) Environmental leg (ex: pollution and waste, renewable energy, conservation, restoration)
3) Social leg (ex: working conditions, health services, education services, community and culture, social justice)

**French 342 Oral Presentation Assessment Rubric**

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<tr>
<th>Outcome</th>
<th>Exceeds outcome</th>
<th>Meets outcome</th>
<th>Does not meet outcome</th>
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<tbody>
<tr>
<td>Demonstrates awareness of <strong>economic</strong> situation (ex: good jobs, fair wages, security, infrastructure, fair trade) and its impact on the population</td>
<td>Well-developed identification of economic issues related to sustainability and their impact or influence</td>
<td>Developed identification of economic issues related to sustainability and their impact or influence</td>
<td>Incomplete or no identification of economic issues related to sustainability and their impact or influence</td>
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<td>Demonstrates awareness of <strong>environmental</strong> situation (ex: pollution and waste, renewable energy, conservation, restoration) and its impact on the population</td>
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