**FREN 4300/6300: France and Globalization**

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Office Hours: TBD

# Course Description

French 4300/6300 provides an analysis of the relationship between France and the concept of globalization. .

The class is divided in three main parts. The first part covers the development of Europe as well as the relationship between France and its neighbors. It also analyzes the consequences of colonization in the Americas and Africa. The second part starts with the French Revolution. It covers Modernity, the increasing importance of Paris in Europe, the Second Empire, the Second French colonial empire, orientalism and “Expositions Universelles” in Paris. The third part examines the growing conflict between France and Prussia that will later lead to the 14-18 war and eventually to the devastations of the Second World War. Reconstruction and efforts toward creating a peaceful Europe will be discussed during the third part of the semester. We will also look at the relationship of France to North Africa, Sub-Saharan Africa and Europe. We will also attempt to understand contemporary cultural attitudes toward Europe, immigration, industries, finance, investments, banks, and governments.

# Learning Objectives

Via this course, students will

* discover, reflect on, and understand the following concepts:
  + the transient nature of national identity
  + the ever changing nature of social organization
  + the destructiveness of war
  + the precarious nature of peace
  + the importance of culture
  + the weight of history
  + the necessity to respect one’s neighbors
  + the necessity to learn about the culture of other countries to put one’s own in perspective
* gain the ability to think dialectically about cultural relationships, i.e., gain an informed and non-judgmental perspective on social issues , acknowledge and understand the existence of multiple perspectives, recognize their weight and influence in the social field, imagine possible solutions
* realize the importance of keeping an open mind when encountering other cultures

# Grading:

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| --- | --- |
| 18%  06% | Participation  Presentation |
| 21% | Quizzes/Homework |
| 45% | 3 Exams |
| 10 % | Final Essay |

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| --- | --- | --- |
|  | 4300 | 6300 |
| Quizzes | 8 questions | 12 questions |
| Presentations | 7 minutes | 12 minutes |
| Final Paper | 4 to 5 pages | 8 to 10 pages |

# Requirements:

Students will be active participants in the classroom. They will do all assigned homework and come to class fully prepared. All class discussions will be in French. Students will practice all four skills for the target language: listening, speaking, reading and writing.

**Participation:**

All class discussions will be in French. Students will come prepared: they will have read the assigned texts before coming to class and will be ready to discuss them.

Your participation will receive a grade for each class. The average of that grade will be posted every three weeks. Here are the elements that will constitute the grade:

* level of preparedness and quality of answers in terms of content (your answers should clearly indicate that you have read the assigned texts/done the homework): 25%
* quality of answers in terms of form (expressing yourself in French): 25%
* willingness to volunteer answers, focusing on the class and not engaging on unrelated tasks: 40%
* being a good class citizen and respecting one’s classmates: 10%

# Quizzes:

There will be short quizzes on the homework. Each quiz will bear on the homework that was assigned.***6300 students will have to answer additional questions****.*

Here are the elements that will constitute the grade:

* Content:
  + Your answers indicate that you have done the homework: 35%
  + Your answers indicate that you can apply the knowledge learned from the homework: 35%
* Form:
  + grammatical accuracy: 10%
  + variety of grammatical forms and structures: 5%
  + accurate use of vocabulary: 10%
  + variety of vocabulary: 5%

# Exams:

You will need to review all class material read to this point. Your notes will be essential. At this point, you should have well-organized notes on the readings, the videos and movies we watched in class, our various class discussions and the presentations done by you and your classmates. Each of our three exams will test your knowledge as well as your comprehension of the issues we discussed.

Here are the elements that will constitute the grade:

* Content: 70%
* Form:
  + grammatical accuracy: 10%
  + variety of grammatical forms and structures: 5%
  + accurate use of vocabulary: 10%
  + variety of vocabulary: 5%

The exam may only be taken on the date indicated. In case of sickness or other reasons that prevent you to take the test on the indicated date, you have to inform the instructor prior to the test date and obtain valid documentation from a health official and/or from the office of the Dean of Students.

# Presentation:

Students have to sign up to give one oral presentation, which should be 7 minutes per student ***(12 minutes for 6300 students)***. Please provide a PowerPoint that contains your presentation’s main points and pertinent vocabulary. Students will research the topic and will provide sources (MLA bibliography with Internet links) on the last slide of their presentation. Students should not read but should speak as freely as possible in front of the class. You are allowed to look at your notes (on flash cards) but you cannot read a prepared text.

Here are the elements that will constitute the grade:

* Content: 35% (7% each)
  + Topic clearly articulated
  + Depth of analysis
  + Accuracy of communicated information
  + Relevance of communicated information to the chosen topic
  + MLA bibliography with pertinent information on sources
* Form: 35% (7% each)
  + Not reading but addressing the class
  + Ability to captivate the class
  + Pronunciation
  + Grammatical accuracy and variety
  + Vocabulary accuracy and variety
* Time constraints: 30% (5% each)
* Topic chosen by the deadline (before week 6)
  + Topic clearly communicated to class via online sign-up sheet (before week 6)
  + Topic discussed with prof during her office hours by the deadline (before week 9)
  + PowerPoint sent to prof at least two weeks before presentation.
  + Presentation done on assigned day
  + Respect of imparted time (presentation starts on time, ends on time)

# Final Paper:

In the final paper, students will show how well they can form an argument in French and discuss a topic that highlights and explains one of the issues related to the topics covered in class. Length: 4 to 5 pages. ***Students at the 6300 level will be expected to write 8 to 10 pages.***

Here are the elements that will constitute the grade:

* Form: 45% (5% each)
  + grammatical accuracy
  + variety of grammatical forms and structures
  + accurate use of vocabulary
  + variety of vocabulary
  + general spelling
  + correct use of accents
  + general flow
  + sources clearly identified
  + correct use of quotation marks
* Content: 40% (5% each)
  + Choice of topic: relevance, interest
  + Topic clearly articulated
  + Convincing argumentation
  + Depth of analysis
  + Accuracy of information
  + Relevance of information to the chosen topic
  + Research done on topic, as evidenced in the paper and in the bibliography
  + MLA bibliography with pertinent information on sources
* Respect of deadlines: 15% (5% each)
  + Topic chosen by the deadline (before week 10)
  + Topic discussed with prof during her office hours by the deadline (before week 12)
  + Paper sent via email to prof before deadline (same day and time as scheduled 4xxx final exam)

# Accommodations for Individuals with Disabilities:

Georgia Tech provides upon request appropriate academic accommodations for students with disabilities. To determine whether you qualify, please contact the ADAPTS Program at the Dean of Students office (http://www.adapts.gatech.edu). If they certify your needs, the School of Modern Languages will work with you to make appropriate arrangements. Please do not hesitate to talk to me to get the necessary assistance.

# Statement on Diversity and Inclusion:

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology’s commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in broader society.

# GT Academic Honor Code:

The Georgia Tech Academic Honor Code applies to this class.

<http://osi.gatech.edu/content/honor-code>

# Attendance:

More than 2 (two) unexcused absences will reduce your grade. You may fail (F) this class if you miss more than 5 (five) class periods unexcused. We will take attendance for every class meeting.

Students who are absent because of participation in approved Institute activities (such as field trips, professional conferences, and athletic events) will be permitted to make up the work missed during their absences. Approval of such activities will be granted by the Student Academic and Financial Affairs Committee of the Academic Senate, and statements of the approved absence may be obtained from the Office of the Registrar. <http://www.catalog.gatech.edu/rules/4/>

# Authorized collaboration and unauthorized collaboration for this class:

**Plagiarism:** Plagiarizing is defined by Webster’s as “to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source.” If caught plagiarizing, you will be dealt with according to the GT Academic Honor Code. Quote and attribute any words that are not your own. Do not cut and paste anything into your paper. You may insert quotes but you will have to identify the author according to MLA (Modern Language Association) guidelines, which can be found at [www.mla.org](http://www.mla.org/)

**For Homework/Essays/Quizzes/Tests:** Unless specifically identified as group work, homework, essays, quizzes, tests, etc. are to be completed alone. You are allowed (and encouraged) to work together with other students on homework, as long as you write up and turn in your own words. You are also allowed (and encouraged) to ask me questions. Cheating off another person’s test or quiz is unethical and unacceptable. Cheating off anyone else’s work is a direct violation of the GT Academic Honor Code, and will be dealt with accordingly. For any questions involving these or any other Academic Honor Code issues, please consult me or [www.honor.gatech.edu](http://www.honor.gatech.edu/)

**Student-Faculty Expectations**

At Georgia Tech, we believe that it is important to continually 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/> .

**Institute Commitment to Diversity, Equity and Inclusion**

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology’s commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in broader society.

# Syllabus

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| **ML PERFORMANCE GOAL #1: PROFESSIONAL COMMUNICATION** | |
| **ML Learning Outcome 1: Demonstrate oral and aural proficiency in the target language** | Students will demonstrate oral proficiency at the intermediate-high or higher level on the ACTFL scale, and will reflect in the TL upon the formative moments, locations, and historic periods of French  Identity in the context of globalization |
| **ML Learning Outcome 2:** Demonstrate effective presentation skills in the target  language | Students will present on topics connected to the formation of French identities and globalization |
| **ML Learning Outcome 3:** Demonstrate writing proficiency in the target language | Students will demonstrate writing proficiency at the advanced-low or higher level on the ACTFL scale |
| **ML Learning Outcome 4:** Demonstrate proficiency in comprehension of authentic written texts in the target  Language | Students will demonstrate reading proficiency at the Advanced –mid or higher level on the ACTFL scale through advanced work with texts such as summarizing argumentative structures of authentic  research texts, presenting authentic content in their own words to their peers, in reflective discussions, etc. |
| **ML PERFORMANCE GOAL #2: INTERCULTURAL SKILLS AND KNOWLEDGE** | |
| **ML Learning Outcome 5: Demonstrate in-depth knowledge of a *specific* target-language**  **country or region** | Students will critically reflect on the individual and national processes of identity formation. |
| **ML Learning Outcome 6:**  Demonstrate the ability to analyze an issue from target-culture perspective(s) | Students will understand the complexity of a many- faceted target culture from the various  perspectives of age, gender, social class, chosen identifications… |
| **ML Learning Outcome 7:** Demonstrate critical reflection on cultural complexity and context | Students will develop working definitions of notions such as “culture”, “nation,” “Identity,” in this class, discuss patterns of cultural contact and exchange, and will be asked to critically reflect upon these concepts and identify changes in them  over time. |

# Course schedule:

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| DATE | TOPIC |  |
| Week 01 | Introduction; brief history of Europe |  |
| Week 02 | Colonization: The Americas, Africa, Asia |  |
| Week 03 | Léopold Senghor, Aimé Césaire, Frantz Fanon |  |
| Week 04 | Edouard Glissant, Maryse Condé |  |
| Week 05 | EXAM 1  The French Revolution; Lafayette; Napoleonic Wars |  |
| Week 06 | Second French colonial empire, after 1830 |  |
| Week 07 | Orientalism; Delacroix, Assia Djebar |  |
| Week 08 | Industrial revolution and “Expositions Universelles” in Paris. |  |
| Week 09 | EXAM 2;  France and Germany |  |
| Week 10 | World War I and World War II |  |
| Week 11 | Algeria’s War of Independence; *La Bataille d’Alger;* Alice Zeniter, *L’Art de perdre.* |  |
| Week 12 | The construction of Europe |  |
| Week 13 | Current challenges: Brexit, immigration. Marie NDiaye, *Trois Femmes puissantes.* |  |
| Week 14 | EXAM 3  Final presentations |  |
| Week 15 | Final presentations |  |
| Exam Week | FINAL PAPER is due |  |