

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

1. Submitted by the College of A&S Date: 9-10-08
 Department/Division offering course: MCLLC- French/Italian

2. What type of change is being proposed? Major Minor*

*See the description at the end of this form regarding what constitutes a minor change. Minor changes are sent directly from the dean of the college to the Chair of the Senate Council.

If the Senate Council chair deems the change not to be minor, the form will be sent to the appropriate Council for normal processing and an email notification will be sent to the contact person.

PROPOSED CHANGES

Please complete all "Current" fields.
 Fill out the "Proposed" field only for items being changed. Enter N/A if not changing.
 Circle the number for each item(s) being changed. For example: (6.)

3. Current prefix & number: FR 350 Proposed prefix & number: same

4. Current Title Cultural Profiles of France
 Proposed Title† Cultural Profiles of France (subtitle required)

†If title is longer than 24 characters, offer a sensible title of 24 characters or less: _____

5. Current number of credit hours: 3 Proposed number of credit hours: 3

6. Currently, is this course repeatable? YES NO If YES, current maximum credit hours: _____
 Proposed to be repeatable? YES NO If YES, proposed maximum credit hours: 6

7. Current grading system: Letter (A, B, C, etc.) Pass/Fail
 Proposed grading system: Letter (A, B, C, etc.) Pass/Fail

8. Courses must be described by at least one of the categories below. Include number of actual contact hours per week for each category.

Current:
 () CLINICAL () COLLOQUIUM (3) DISCUSSION () LABORATORY () LECTURE
 () INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY
 () SEMINAR () STUDIO () OTHER – Please explain: _____

Proposed:
 () CLINICAL () COLLOQUIUM (3) DISCUSSION () LABORATORY () LECTURE
 () INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY
 () SEMINAR () STUDIO () OTHER – Please explain: _____

9. Requested effective date (term/year): Spring / 2009

10. Supplementary teaching component: N/A Community-Based Experience Service Learning Both
 Proposed supplementary teaching component: Community-Based Experience Service Learning Both

ARTS AND SCIENCES
EDUCATIONAL POLICY COMMITTEE
INVESTIGATOR REPORT

<http://www.as.uky.edu/working/collegiate-governance/education-policy-committee/proposals/default.aspx>

INVESTIGATING AREA: Humanities COURSE, MAJOR, DEGREE or PROGRAM: FR 350

DATE FOR EPC REVIEW: 9/22/09 CATEGORY: NEW, CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to Office of the Associate Dean, 275 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.
The following words should be added under #15: "FR 350 can count twice within the major when taken under different subtitles."
2. If no modifications were made, review considerations that arose during the investigation and the resolutions.
3. List contacts with program units on the proposal and the considerations discussed therein.
4. Additional information as needed.
See attached
5. A&S Area Coordinator Recommendation:
APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE
6. A&S Education Policy Committee Recommendation:
APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE
7. David G. Hunter
2009-10 A&S Educational Policy Committee, Humanities Area Coordinator
David Hunter, david.hunter@uky.edu 257-7016

Date: Sept. 25, 2009

French 350
Cultural Profiles of France
MWF 3:00-3:50
107 OT

Jeffrey Peters
1031 OT
257-6747
Office Hours:
M, 1-2:00
W, 12-2:00
and by appt.

Inventing France

texts (available at UK and Kennedy Bookstores):

- Briggs, Robin. Early Modern France, 1560-1715, Oxford University Press.
- Champlain, Samuel de. Des Sauvages, ed. Alain Beaulieu, Réal Ouellet, Typo.
- Corneille. Le Cid, Classiques Larousse.
- Montesquieu, Charles-Louis de. Lettres persanes, GF Flammarion.
- coursepack (available from Johnny Print, 547 S. Limestone, as of August 27)
- Reading Journal (available from Johnny Print, 547 S. Limestone, as of August 27)

Student Learning Outcomes

Students will be able to:

- analyze and understand the history of French culture as it pertains to the evolving idea of the French “nation,” particularly in the early modern period;
- develop a critical language appropriate to the analysis of literary and primary cultural texts;
- continue to develop skills in written and spoken French;
- communicate their analyses effectively in written and spoken form.

Course objectives

Our goal in this course is to examine the construction of France as an idea between the Renaissance wars of religion (late sixteenth century) and the death of King Louis XIV (1715). We will not seek to describe France so much as we will ask how it emerges, and how it is produced, in a variety of different cultural and political contexts. Since this is not a history course, our focus in class will not be on the details of historical events. Rather, history will serve as a background for the specific texts we will read together. Our aim will be to consider the idea of “nationhood” as a phenomenon that can be deciphered and interpreted at and in different cultural moments. For example, an atlas of France might help travelers make their way from one place to another. But it also has

something to say about the nature of France itself: what is France according to the atlas? How is it defined by the atlas? With what ideological goals in mind was the atlas created? Who produced it and why? To what and whose ends? What do I, as an atlas reader, think about France after I've used its maps? How subtle is its message?

In short, how are particular ideas about what France is "written" into cultural experience?

Our second goal will be to continue to practice and hone our language skills. Class will be conducted entirely in French and you will have ample opportunity to speak, both in the large group and in smaller groups with partners. Since many of the primary texts that we will read were written during the sixteenth and seventeenth centuries, you will be exposed to early modern French whose most noticeable difference will be spelling. We will work in class on recognizing these differences. You will continue to build vocabulary, improve reading proficiency and develop increasingly sophisticated expression in your writing.

Readings

One of the books assigned for this class is in English. It is a general history survey of seventeenth-century France and will provide a context into which to place the cultural "moments" we will be exploring in class. In general, we will not discuss the substance of the history readings. Issues relating to your history reading will certainly arise and you should feel free raise questions about history at any time. But you will be responsible for learning the history on your own as the class progresses and for being able to relate our primary texts to significant historical events on the midterm and final exams. In class, we will focus our attention on the primary texts, most of which are to be found in the coursepack. With the exception of the Corneille and the Montesquieu, the primary readings are short. We will thus spend a good deal of time taking these texts apart in order to understand how they achieve their rhetorical goals and how they inscribe the "nation" within their process.

Course format and expectations

This is a discussion class. Before coming to class each day, you should have read the primary text closely, done the daily work in the reading journal (see below) and be prepared to ask questions, raise issues concerning the primary text and its relation to the historical reading and discuss your own ideas about the significance of the primary text's content and form. You will be required to lead discussion at least once during the semester and should come see me in my office beforehand to talk about how you will orient your session.

Please do not feel in any way that you should already be an "expert" in French history, culture or literature, or that you should be afraid to speak in class. It is my hope that we can get to know each other during the semester, feel comfortable in each other's presence and realize that we are all, myself certainly included, in class to learn from each

other. At all times I encourage working together outside of class, both on your daily reading and in preparation for exams. And by all means, use my office hours!

Assignments

Because this is a discussion class, your participation will constitute an important part of your final grade. In addition to a midterm exam (Monday, October 19, in class) and a comprehensive final exam (December 15, 10:30 A.M., 107 OT), there will be two written assignments. The first, 3 typed pages due on Friday, September 18, will be a piece of creative writing based on your reading of Gerzan's L'Art de voyager utilement. I will give you more details in class. The second, 4-5 typed pages in length due on Friday, December 4, will be analytical and historical in nature. You should expect to put into practice the reading techniques we will have been using in class.

You will also be keeping a reading journal throughout the semester. The goal of this journal is fourfold: 1) it will allow you to prepare for class by providing a forum in which to answer questions that we will develop together in class and which will serve as the basis for our discussions; 2) it will help you keep track of the vocabulary words and grammatical constructions you learn as you read, and it will give you a place to write the words and constructions you were not able to understand or look up; 3) it will give you a place to write your reactions to and reflections about the texts we read and to ask questions that we were not able to address in class; and 4) it will constitute a helpful review of the material covered in class during our discussions prior to exams. Be assured that at no time will I be grading you on the content of this journal. Your journal grade will be based on whether or not you have kept up regularly with your reading and the journal activities (answering the questions thoroughly and thoughtfully, taking time to think about the ways the text uses its vocabulary and language as per our discussions in class).

90-100%	A
80-90%	B
70-80%	C
60-70%	D
50-60%	F

Final Grade

Final exam	25%
Midterm exam	15%
Reading workbook	25%
Written assignment no. 1	10%
Written assignment no. 2	10%
Participation	15%

Policy on Academic Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@eamil.uky.edu) for coordination of campus disability services available to students with disabilities.

ACADEMIC INTEGRITY: All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2) at the following website:
http://www.uky.edu/USC/New/rules_regulations/index.htm. The Ombud site also has information on plagiarism found at <http://www.uky.edu/Ombud>.

Course Policies: (TBD)

(Attendance, Excused absences, Make-up opportunities, Verification of absences, Submissions of assignments, Academic Integrity, cheating & plagiarism, Professional preparations, Group work & student collaboration)

Attendance

In general, please let me know ahead of time when you plan to miss class. If you are sick, you don't need to bring me anything from anybody; just keep in touch to let me know what is going on. If you miss class more than once without contacting me first, it will have the following effect on your grade: every classed missed without prior notification beyond one will lower your participation grade half a letter grade (from a B+ to a B, for example).

French 350
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107 OT

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W, 12-2:00
and by appt.

L'invention de la France

Programme

mercredi, le 26 août	Introduction (analyse d'une publicité)
vendredi, le 28 août	1. Le Journal de lecture 2. "Avant de lire"
lundi, le 31 août	1. Henri IV, "L'Edit de Nantes" 2. Briggs, pp. 1-34
mercredi, le 2 septembre	Henri IV, "L'Edit de Nantes"
vendredi, le 4 septembre	1. Bouguereau, <u>Le Théâtre françois</u> 2. Briggs, pp. 77-86 à rendre: journal de lecture
lundi, le 7 septembre	Pas de réunion - fête du travail
mercredi, le 9 septembre	Bouguereau, <u>Le Théâtre françois</u>
vendredi, le 11 septembre	Gerzan, "L'Art de voyager utilement" à rendre: journal de lecture
lundi, le 14 septembre	Champlain, <u>Des Sauvages</u> , pp. 81-115
mercredi, le 16 septembre	Champlain, <u>Des Sauvages</u> , pp. 129-35; 143-54

vendredi, le 18 septembre	Champlain, <u>Des Sauvages</u> , pp. 191-99 à rendre: premier devoir
lundi, le 21 septembre	1. Loyseau, <u>Traité des ordres et simples dignités</u> 2. Briggs, pp. 86-128
mercredi, le 23 septembre	1. Richelieu, <u>Testament politique</u> 2. Briggs, pp. 57-61
vendredi, le 25 septembre	Richelieu, <u>Testament politique</u>
lundi, le 28 septembre	Corneille, <u>Le Cid</u>
mercredi, le 30 septembre	Corneille, <u>Le Cid</u> à rendre: journal de lecture
vendredi, le 2 octobre	Pas de réunion - fête d'automne
lundi, le 5 octobre	Corneille, <u>Le Cid</u>
mercredi, le 7 octobre	Corneille, <u>Le Cid</u>
vendredi, le 9 octobre	Pas de réunion - JNP à un colloque
lundi, le 12 octobre	Corneille, <u>Le Cid</u>
mercredi, le 14 octobre	1. Pelisson, <u>Histoire de l'Académie française</u> 2. Briggs, pp. 192-97
vendredi, le 16 octobre	Préface du <u>Dictionnaire de l'Académie française</u>
lundi, le 19 octobre	Examen de mi-semestre
mercredi, le 21 octobre	Furetière, <u>Dictionnaire universel</u> , "Chocolat"
vendredi, le 23 octobre	Gomboust, "Aux Lecteurs," <u>Plan de Paris</u> , 1647 à rendre: journal de lecture

lundi, le 26 octobre	Gomboust, "Aux Lecteurs," <u>Plan de Paris</u> , 1647
mercredi, le 28 octobre	Scudéry, "La Carte de Tendre," <u>Clélie. Histoire romaine</u> , pp. 394-413
vendredi, le 30 octobre	Scudéry, "La Carte de Tendre," <u>Clélie. Histoire romaine</u>
lundi, le 2 novembre	1. "Philibert Delneau, prêtre bourguignon qui avait vendu son âme au diable" 2. <u>Mazarinade</u> : "Extrait de quelques informations des violences, & desordres commis par les troupes du General Roze..." Briggs, pp. 201-05; 166-92; 128-44
mercredi, le 4 novembre	1. Rigaud, "Portrait de Louis XIV" 2. Briggs, pp. 144-65
vendredi, le 6 novembre	Rigaud, "Portrait de Louis XIV" à rendre: journal de lecture
lundi, le 9 novembre	Louis XIV, <u>Mémoires</u>
mercredi, le 11 novembre	Louis XIV, <u>Mémoires</u>
vendredi, le 13 novembre	Félibien, <u>Les Divertissements de Versailles</u>
lundi, le 16 novembre	Félibien, <u>Les Divertissements de Versailles</u>
mercredi, le 18 novembre	Vallot, d'Aquin et Fagon, <u>Le Journal de la santé de Louis XIV</u>
vendredi, le 20 novembre	1. Perrault, "Le Siècle de Louis le Grand" 2. Briggs, pp. 206-11 à rendre: journal de lecture
lundi, le 23 novembre	Perrault, "Le Siècle de Louis le Grand"

mercredi, le 25 novembre	Perrault, "Le Siècle de Louis le Grand"
vendredi, le 27 novembre	Pas de réunion - fête de Thanksgiving
lundi, le 30 novembre	Montesquieu, <u>Lettres persanes</u> : "Quelques réflexions sur les <i>Lettres persanes</i> ;" Introduction; lettres I-XXII, pp. 33-73
mercredi, le 2 décembre	Montesquieu, <u>Lettres persanes</u> : lettres XXIII-XLIV, pp. 73-104
vendredi, le 4 décembre	Montesquieu, <u>Lettres persanes</u> : lettres XLVI (106-08), XLVIII (110-116), L (117-18), LII (121-22), LIV-LXIII (124-40), LXVI (144-45), LXVIII-LXIX (155-59), LXXIII-LXXVIII (161-71), LXXX (171-73) à rendre: deuxième devoir
lundi, le 7 décembre	Montesquieu, <u>Lettres persanes</u> : lettres LXXXV-XCII (179-90), XCIV-XCV (192-95), XCVII-CIII (197-208), CVI-CVII (212-16) à rendre: journal de lecture
mercredi, le 9 décembre	Montesquieu, <u>Lettres persanes</u> : lettres CXIII (224-26), CXXI-CXXII (238-43), CXXXI-CXXXVIII (257-71), CXLVII-CLXI (298-311)
vendredi, le 11 décembre	Dernière réunion - conclusions