

A - New Course Proposal V. 7.2022 : Entry # 2875**DEAN Decision**

Approved

Date

09/11/2023

Is this course intracollegiate or intercollegiate?

Intracollegiate

SCHOOL EPC Decision

Approved

Date

10/27/2023

SCHOOL EPC Comments

The HBS EPC had questions about whether this proposed course too closely resembled an existing course in the FRE curriculum. Proposer's explanation to follow: "The main difference between FRE 3080 and FRE 3780 is that the former is entirely conducted in French for French minors and majors, and the latter is in English and oriented towards a broader student population with diversity learning outcomes in mind. Thus, FRE 3080 inherently includes on focus on developing students' linguistic competencies, in addition to introducing them to the histories and cultures of the French speaking world. This emphasis on language is reflected in the student learning outcomes for FRE 3080: "1. Review, develop and refine their linguistic competence in French. 2. Develop their listening skills through a variety of inputs such as songs, podcasts and video on a variety of cultural topics". Concretely, we have grammar, vocabulary, and pronunciation lessons for each viewing/reading material. We spend time on reading strategies, comparative essay writing in French, creative writing in French, and pronunciation skills through presentations. Moreover, to align with its diversity learning outcomes, FRE 3780 intentionally focuses on legal and cultural history and implementation of French colonialism: for example, entire classes (and invited guests) are dedicated to learning about the Middle Passage. We will study the Indigenous Code, a set of laws implemented in French colonies (until the 1940s) to discuss racial discrimination in the French-speaking world. Conversely, the French colonial system will serve as a historical backdrop for FRE 3080; it will not be the explicit object of lessons. Consequently, while the regions/countries/populations studied in both courses can be the same, materials and themes greatly differ. For example, while both courses may include the French-speaking province of Quebec, Canada, FRE 3080 will focus on readings and documentaries pertaining to the "Quiet Revolution", a socio-political movement of the 1960s, while FRE 3780 will focus on the contemporary indigenous population of the province, the Innu. Studying about the Innu's history and culture specifically enriches students' understanding of the diversity of the French-speaking population of Canada."

GEC Decision

Approved

Date

11/10/2023

APIRC Decision

Approved

A - New Course Proposal V. 7.2022 : Entry # 2875**Date**

11/17/2023

Begin Form**Today's Date**

09/10/2023

Your Name:

Morgane Haesen

Your Email:mhaesen@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

Dr. Daliang Wang

Email address of your Department Chairdwang@highpoint.edu**By checking below, I certify that my department chair has seen and approved the new course that I am proposing.**

Yes

Please select the appropriate school overseeing this proposal:

Humanities and Behavioral Sciences

Which semester is this course to be taught for the first time?

Fall 2024

Information for the Registrar**Choose the department designator from the list below.**

FRE

Proposed Course Number?

3780

Is this course cross listed?

No

A - New Course Proposal V. 7.2022 : Entry # 2875**Does this course replace a current course?**

Yes

Is the course number being reused?

Yes

What is the title of the new course?

The French-Speaking World

Write the catalog description of your proposed course:

This course presents an overview of the histories and diverse cultures of French-speaking countries and regions (other than France) in Europe, North America, West Africa, the Indian Ocean, and the Pacific Rim. Through the study of contemporary expressions of diverse French-speaking cultures, students will complete the course with an understanding of the history of French colonialism as well as a critical discourse on related issues of political, racial, and gender inequality. Course content will be delivered in English through lectures, readings, films and documentaries, and discussions of relevant historical information.

How many credit hours will this course be?

4

How will the course be graded?

Letter grade

Please select the course repeat option for this course:

Not repeatable for credit

What is the offering cycle for this course?

Alternate years

Does your course have any prerequisites?

Yes

Please list all prerequisites this course requires:

ENG 1103, junior status, or permission of the instructor. Course is taught in English, with no previous knowledge of French necessary. Honors component available.

Is this new course being proposed because of a new or revised major or minor proposal?

No.

Gen Ed and Academic Programs**Is this course part of Gen Ed?**

- Yes

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Does your course count in the general education core (one of the core classes that cannot be double-dipped in your major or minor)?

None of the above

Does your course count in any general education categories that can be double-dipped in the core or in a major/minor?

- Diversity

Does this course count towards a major or a minor?

Yes

Please list the Major / Minor and if it is Required or Elective

French and Francophone Studies – Major and Minor – elective.

Is this course part of an academic program?

- This course does not fulfill academic program requirements

Does this course include any community engagement?

No

Does this course participate in the GoGlobal Program?

No

Information for Curriculum Review

Rationale and evidence for new course's consistency with departmental mission:

While the French language is synonymous with France to today's undergraduate student, the majority of French-speakers worldwide are located outside of the country of France. This course will familiarize students with the variety of French-speaking cultures and histories throughout the world to better reflect the geographical and cultural realities of the French language. In doing so, this course fulfills the department's commitment to the valorization of diverse cultures, in addition to languages and literatures.

List all student learning outcomes for this course.

General course learning outcomes:

- Engage in critical and analytical thinking by being exposed to a variety of perspectives on and in the French-Speaking world, and by being prompted to analyze and explore cultural objects issues, ideas, artifacts, and events;
- Demonstrate their ability to understand the major historical events that have shaped the French-speaking world, and to analyze similarities and differences among cultures;
- Research and synthesize knowledge across multiple historical periods and geographical areas;
- Read, analyze and interpret a selection of short texts and documents presenting various aspects of French-speaking cultures (history/geography, literature, popular culture, contemporary issues),

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- Challenge and confront their own beliefs following discussions on discriminatory political and cultural systems in French-speaking regions.

General Education Learning Outcomes – Diversity:

1. Organize evidence and logical inferences to reveal important patterns, differences, or similarities in the analysis of an issue or problem. (Analytic Skills #3)
2. Reflect critically on their own values in light of alternatives. (Ethical Reasoning #3)
3. Analyze significant connections between the worldviews, power structures, aesthetics, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures. (Appreciation of Difference #1)
4. Identify and describe how power and privilege, particularly as determined by racial and socioeconomic inequality, impact their own life circumstances and those of other people both locally and globally. (Appreciation of Difference #3)

List any units or content areas that will be required for all sections of this course.

The course will be organized geographically and according to the (approximate) historical advent and development of the French speaking world (i.e. the history of French colonialism). The units and their geographical foci will be:

Introduction: “Francophonie”: where is French spoken in the world and why?

Unit 1: Europe (Belgium, Switzerland)

Unit 2: North America (The Middle Passage; the province of Québec; Louisiana/Alabama; Martinique in the Caribbean)

Unit 3: West Africa (Senegal; the Ivory Coast)

Unit 4: The Indian Ocean (Mauritius and Mayotte islands)

Unit 5: The Pacific Rim (New Caledonia; French Polynesia)

List any assignments, tests, or other assessments that will be required for all sections of this course.

- Guided reading worksheets: These worksheets will be guided reading questions for longer/more analytical readings (to be completed and turned in before class time). These guides will facilitate student participation and overall class discussion.
- Exams: There will be two general exams for this course. Exams will consist of short answer questions relating to themes and concepts read and discussed about during the various units. Special attention will be paid to students’ ability to compare and evaluate various cultural facets from different French-speaking regions and periods. Example 1: “Compare the traditions and contemporary proceedings of Carnaval celebrated in Belgium and in Martinique.” Example 2: “What societal issues have former French colonies historically faced? Give an example from two different regions and periods.”
- Midterm essay: Students will be asked to write a short, 1000-word paper on the graphic novel Aya: Love in Yop City. Students will be asked to reflect on how the protagonist grapples with various cultural traditions and influences in defining her own cultural, racial, and linguistic identity.
- Group presentation: Towards the end of the semester, students will choose and present on a Francophone region/country that has not been studied in class. Students will focus on its history and ties to the French language, as well as present on one author or filmmaker from that region. Possible regions/countries include French Guiana, Reunion Island, Burkina Faso, Algeria, Democratic Republic of Congo, Guadeloupe, Cameroon, Haiti, and Madagascar.

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- Final paper: In a 1000-word paper, students will reflect on what fact/event/theme discussed throughout the semester helped them learn the most about French and Francophone issues, as well as myths, prejudices, or preconceived notions they critically learned about and reflected on.

List any readings or other materials that will be required for all sections of this course.

To efficiently interweave the history of the French-speaking world to its contemporary cultures, each unit will begin with a reading and class discussion over the history of the region.

Moreover, the following texts will be required materials for class:

- Hurston, Zora Neale. *Barracoon: The Story of the Last "Black Cargo"*. United States, Harper Collins, 2018.
This recently published account of the 1927 interview between Zora Neale Hurston and Cudjoe Lewis, the last known survivor of the Atlantic slave trade, depicts the life of an enslaved person before captivity in West Africa, during the Middle Passage and enslavement in Alabama, and after emancipation.
- Césaire, Aimé. *A Tempest*. United States, Alexander Street Press, 2010.
This play by Aimé Césaire, a Martinican poet and author, consists of a postcolonial adaptation of William Shakespeare's *The Tempest*. By reimagining the main characters in a racialized master/slave dynamic, this play allows for discussions on race and power dynamics.
- Devi, Ananda, and Le Clézio, Jean-Marie Gustave. *Eve Out of Her Ruins*. United States, Deep Vellum Publishing, 2016.
This novel depicts the underbelly of the seemingly paradisiacal island of Mauritius in the Indian Ocean. Through the stories of four protagonists coming into adulthood, Ananda Devi brings to light the country's endless cycle of poverty, fear, and violence in this former French colony.
- Abouet, Marguerite and Clément Oubrière. *Aya: Love in Yop City*. Drawn and Quarterly Press, 2013.
Set in the 1970s after the Ivory Coast's independence from France, the graphic novel *Aya: Love in Yop City* follows the story of a young woman navigating African and European traditions and influences to redefine gender roles in West Africa.

List any course policies that will be required for all sections of this course.

N/A

If you would like to specify how requirements for contact hours must be met for all sections of this course, please indicate below. (e.g., if any experiential learning activities will replace seat time)

N/A

Is there anything else the reviewing parties should know about this new course proposal that hasn't been addressed?

N/A

Sample Syllabus

- [Haesen-FRE-3780-Syllabus-and-Schedule.pdf](#)