

FRCH 3113: Early Modern French Culture, Civilization, and Literature

CRN: 25349

SP 2019 - MW 3.30-4.45 - LAR 115

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Course Description from Catalog

“FRCH 3113 – Early Modern French Culture, Civilization, and Literature is a study of the various aspects of French culture, civilization and literature during the Renaissance and the 17th century. Prerequisite(s): ENG 1113, ENG 1213, and 14 hours of French.”

Additional Course Information

This course covers important cultural, political, and artistic movements of the 16th and 17th centuries in France. Readings will inform students of the important events and movements that have lasting influences on French culture today. In addition to learning about the history of the period through readings and videos, students will read important texts from the Renaissance (Rabelais, a wide selection of poetry, Montaigne) and the Grand Siècle (Corneille, Racine, Descartes, Pascal, La Fontaine, Mme de Lafayette). The thematic focus of the course will focus on connections between current elements of French culture and their foundations in early modern French civilization.

Required Texts

As a survey course, all reading selections will be available on D2L.

Course Outcomes

By the end of the course, students will be able to:

1. Express an understanding of the history of France from the early Renaissance to the end of the Grand Siècle from cultural, social, political, institutional, intellectual, and artistic points of view.
2. Demonstrate French-language ability to discuss literature and social history of early modern France (through an oral presentation, class discussions, and writing assignments).
3. Relate this early history to their understanding of contemporary French culture through a creative writing assignment.
4. Demonstrate research, language, and leadership skills through oral presentations that include leading peers in a learning activity and through written analysis.
5. Recite a poem in French, a fable of Jean de la Fontaine, and lead the class in an analysis of the fable.

Transformational Learning Objectives

Upon successful completion of this course, it is expected that each student will achieve four goals of the central six (<http://www.uco.edu/central/tl/central6/index.asp>).

- **Research, Scholarly and Creative Activities** – students will critically analyze historical literary texts and social issues. They will integrate course material into a metacognitive weekly journal and formal two writing assignments.
- **Discipline Knowledge** - students will expand their knowledge of French literature, culture, society and history.
- **Global & Cultural Competencies** – students will gain exposure to historical relationships between cultures and peoples and learn about cultural relativism and the construction of national culture.
- **Leadership** – Students will demonstrate leadership skills in the classroom by directing the class discussion of a La Fontaine fable each. Students will also learn about important leaders of the period including François I, Catherine de Medici, Cardinal Richelieu, Louis XIV, etc.

Breakdown of Course Components

Your final grade will be based on the following criteria:

Recitation/ Presentation	15%	A	90-100
Weekly Journal	15%	B	80-89
2 Compositions	40%	C	70-79
Final Exam	20%	D	60-69
Class Participation	10%	F	59 or below

Assignment Overview

1. Recitation/ Presentations 15%
 - a. In the final weeks of class, you will each recite a poem (a fable of La Fontaine). Begin memorizing your selection early in the semester!
 - b. You will present a brief analysis of your particular fable through discussion-leading.
 - c. You will demonstrate leadership by directing the discussion, and posing questions, and preparing learning activities for their peers.
2. Weekly Journal 15%
 - a. Each week, you will journal your thoughts and reactions to course content in an on-going journal that I will review at two points in the semester.
 - b. This is an opportunity to reflect on your own learning and improve your language skills through regular writing in French.
3. 2 Compositions 40%
 - a. One paper will be creative to demonstrate understanding of the sociopolitical situations surrounding the Wars of Religion.
 - b. One paper will be literary analysis to demonstrate close-reading skills.
 - c. The papers will be assessed based on both content and language skill, and rubrics are available on D2L.
4. Final Exam 20%
 - a. The final exam will include identification of historical information from the course and literary analysis.
5. Participation 10%
 - a. In a small class, each student's regular attendance and participation in class discussions is essential. The grade will be assigned at the end of the semester based on your performance throughout
 - b. Preparation for class (by completing reading assignments on time and being prepared for discussion) will be counted as part of the participation grade.

Attendance and Participation:

Policy on Absences

***It is very important to arrive to class on time. Arriving late counts as one third of an absence. If you arrive 5 minutes (or more) late, your instructor may not allow you to stay and you will be marked as absent.**

*If you are absent, it is your responsibility to find out what you missed so that you come prepared when you return to class. If you know you are going to be absent from a class, inform your instructor beforehand and submit all assignments in advance. If you have to miss class because of sudden illness or an emergency situation, inform your instructor by e-mail as soon as possible.

ALL documentation for excused absences MUST be presented to the teacher in ONE WEEK.

*Students are permitted 2 “free” absences. After that, your final grade goes down 2 percentage points per absence. So if you have an 83% with 4 total absences, your grade will drop to 79%.

*Absences for university activities, illness, military service, or any kind of emergency situation will be excused at the instructor’s discretion.

*If you are a member of a team, performing group, or other University organization that will require you to miss class, your absences will be excused only upon receipt of your game/performance schedule signed and dated by your coach/adviser.

***After 7 absences you will receive an F as a final grade. This constitutes ¼ of the class meetings.**

Classroom Respect:

In order to maintain a positive learning environment, respect and professional courtesy are an essential part of the classroom. Students will not talk over other students or the teacher. It is important that everyone in the classroom be respectful of students’ questions and statements so that everyone may contribute to engaging discussions.

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationality. Class rosters are provided with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of your preference early in the semester so that I may make appropriate changes to my records.

Late Work Policy:

Absolutely no late work will be accepted without **documentation** of a legitimate emergency or medical issue. If you receive accommodations for athletic, religious, or disability reasons, you must notify me the first week of class and all arrangements for make-up work **MUST** be made **in advance**, before the assignment or your absence.

Technology Policies:

- ***Absolutely no cell phones in class.*** They are distracting to me and to your classmates, and they are severely detrimental to your learning. If I see you on your cell phone in class, **I will mark you absent for the day.**
- You are expected to *check your UCO email at least once a day.* I will also use D2L to communicate important information and to give you quizzes. Log on regularly.

UNIVERSITY POLICIES

1. Regents' Statement on Course Workload and Homework-OSRHE II-2-34

It is expected that a full-time college student will spend a minimum amount of time each week in class attendance and study out of class approaching a 40-hour work week. A person employed on a full-time basis should not simultaneously expect to maintain a full-time academic schedule. At the undergraduate level, this means that for each hour in class, a student is expected to spend at least three (3) hours doing homework. For a three-credit class, a student is expected to spend nine (9) hours a week doing homework.

2. ADA Statement

The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting the Coordinator of Disability Support Services at (405) 974-2516. The DSS Office is located in the Nigh University Center 309. Students should also notify the instructor of special accommodation needs by the end of the first week of class.

3. Psychologically Safe Environment

In this class, each student's questions and ideas are valuable and will be respected. It is essential that a safe and comfortable environment be established to allow each student to question, challenge, and share ideas openly.

4. UCO Academic Integrity Statement

Your participation in this course comes with the expectation that your work will be completed in full observance of the UCO Student Code of Conduct to be downloaded at:

<http://www.uco.edu/student-affairs/conduct/files/codeofconduct.pdf>

***Note that the use of on-line translating programs to complete assignments constitutes a violation of the Student Code of Conduct.**

5. Academic Affairs' Student Information Sheet

The Student Information Sheet can be found (<http://www.uco.edu/academic-affairs/>) for information on general university policies and expectations.

Course schedule: (dates may be subject to change)

All reading pages listed must be completed **BEFORE** coming to class on the date indicated.

Each is posted on D2L under the title given below. The readings and videos are in order on D2L.

Lundi	Mercredi
14/1	16/1
Introduction au cours Vue d'ensemble – du Moyen Age au Roi Soleil, en passant par la Renaissance	François I À lire – <i>Histoire en BD</i> p.43-55 À lire – <i>Roi Chevalier</i> À lire – Short Intro to Renaissance
21/1 **MLK Day – Pas de cours**	23/1
	Rabelais & l'Humanisme À lire – Rabelais
28/1	30/1
Intro à la poétique de la Renaissance Les Grands Rhétoriciens L'Ecole Lyonnaise À lire – Poétique de la Renaissance	Poétique et langage – La Pléiade À lire – La Pléiade À lire – Défense et illustration
4/2	6/2
Du Bellay – <i>Regrets, Antiquitez</i> À lire – Du Bellay À lire – Du Bellay 2 À lire – Du Bellay poèmes	Ronsard et l'évolution poétique À lire – Ronsard À lire – Ronsard 2 À lire – Ronsard poèmes *** À rendre 19h sur D2L – journal (you should have 4 entries by this point)
11/2	13/2
La Philosophie du moi - Montaigne À lire – Montaigne À lire – Montaigne 2	Henri II – la France impériale La Réforme en Europe À lire – Short Intro to Reformation
18/2	20/2
La Réforme en France, les Guerres de Religion, et la fin des Valois – vue d'ensemble À lire – <i>Histoire en BD</i> p.56-61 À lire – Guerres de Religion	Catherine de Médicis À lire – <i>Reines</i> p.265-308

25/2	27/2
<p>Guerres de Religion</p> <p>À lire – <i>Histoire pour nuls</i> p.1-19</p>	<p>Guerres de Religion Saint Barthélemy</p> <p>À lire – <i>Histoire pour nuls</i> p.20-29 À lire – D'Aubigné <i>Tragiques</i> (extraits) À lire – Saint Barthélemy</p>
4/3	6/3
<p>Guerres de Religion – Henri IV et l'Édit de Nantes</p> <p>À lire – <i>Histoire pour nuls</i> p.30-48 À lire – Henri IV À regarder – <i>Secrets d'Histoire – Henri IV</i> (lien sur D2L)</p> <p>*** À rendre – première composition (outline) creative one !</p>	<p>Intro au Bourbons, le Grand Siècle (thèmes – théâtre, le baroque, la Contre-Réforme,)</p> <p>À lire – Grand Siècle</p>
11/3	13/3
<p>Louis XIII et le Cardinal Richelieu L'Académie française</p> <p>À lire – <i>Histoire en BD</i> p. 63-67 À regarder – Cardinal Richelieu (lien sur D2L) À regarder – Académie Française (lien D2L)</p> <p>*** À rendre – première composition (final)</p>	<p>Corneille – <i>Le Cid</i></p> <p>À lire – Classicism in theatre À lire – <i>Le Cid</i> Acte I (regardez la vidéo tout en lisant, suivant le dialogue pour mieux comprendre - lien sur D2L)</p>
18/3	20/3
<p>Vacances de printemps Pas de cours !</p>	<p>Vacances de printemps Pas de cours !</p>
25/3	27/3
<p>Corneille – <i>Le Cid</i></p> <p>À lire – <i>Le Cid</i> Actes II-III (avec la vidéo)</p>	<p>Corneille – <i>Le Cid</i></p> <p>À lire – <i>Le Cid</i> Actes IV-V (avec la vidéo)</p>
1/4	3/4
<p>Racine – <i>Phèdre</i></p> <p>À lire – Racine et Jansénisme À lire – <i>Phèdre</i> Acte I</p>	<p>Liberal Arts Symposium</p> <p>No Classes</p>

<p>8/4</p> <p>Racine – <i>Phèdre</i></p> <p>À lire – <i>Phèdre</i> Acte II-II</p>	<p>10/4</p> <p>Racine – <i>Phèdre</i></p> <p>À lire – <i>Phèdre</i> Acte IV-V</p> <p>*** À rendre – 2^e composition (outline) – a close reading of anything we’ve studied – Ronsard, DB, d’A, Racine, Corneille</p>
<p>15/4</p> <p>Philosophie du Grand Siècle</p> <p>À lire – Descartes À lire – Pascal À lire – Descartes (citations)</p>	<p>17/4</p> <p>Louis XIV, le roi soleil Versailles et la cour</p> <p>À lire – <i>Histoire en BD</i> p. 68-79 À lire – Louis le Grand À regarder – <i>Secrets d’histoire – Louis XIV</i> (lien sur D2L)</p> <p>*** À rendre – 2^e composition (due FRIDAY on D2L by 5pm)</p>
<p>22/4</p> <p>La Fontaine – récitation et présentations</p> <p>À lire – La Fontaine</p>	<p>24/4</p> <p>La Fontaine – récitation et présentations</p>
<p>29/4</p> <p>Mme de Lafayette – <i>La Princesse de Clèves</i></p> <p>À lire – Emergence of the Novel À lire – <i>Princesse de Clèves</i> (extrait)</p>	<p>1/5</p> <p>Conclusions du cours Révision pour l’examen final</p> <p>*** À rendre – journal final (15 total entries)</p>

Examen final – mercredi 8 mai, 15h-16h50

(Vous aurez le droit de vous servir d’un dictionnaire et d’un conjugueur pendant l’examen.)