

ACADEMIC POLICIES COMMITTEE PROPOSALS, 2011-2012
DEPARTMENT OF LITERATURE, JOURNALISM AND MODERN LANGUAGES

I. SUMMARY OF PROPOSALS

Proposal I: To drop FRE 301 French Phonetics (3) from the French Minor and Romance Language Major

Proposal II: To add the new course, FRE 325 Francophone Literature (3), to the French Minor and Romance Language Major

Proposal III: To add FRE 420 Studies in French Literature (3)

Proposal IV: To add a major in French

II. RATIONALE

Dropping French Phonetics and Adding Francophone Literature and French 420

Although a French major or minor would ideally include both a phonetics course and a course in Francophone Literature, we recognize the importance of maintaining a program that combines financial efficiency with educational quality. Given that all French majors and many Romance Language majors and French minors will spend at least one semester in France where they will have ample contact with native French speakers and accents, it seems wiser to devote PLNU teaching resources to a course on Francophone Literature.

Francophone Literature courses are now considered a necessity for any serious French program. Certainly their inclusion reflects education's concern with the recognition of diversity in curricular offerings. But the trend to incorporate a Francophone Literature course into a French program is not mere cultural tokenism. Some of the most vibrant and vital 20th century poetry and novels in French come from the French Caribbean, from French Africa or from former French Indo-China. Other francophone countries like Belgium, Canada and Switzerland have an even richer and longer literary tradition that warrants serious attention.

A focused study of French-speaking cultures reflects the general awareness that France exists, both historically and currently, within a large international context issuing in part from her colonial empire. Francophone studies examine the interaction between France and her "Others," looking at developments in the various regions of the world that bear the imprint of French language and culture such as Canada; the Caribbean; West, Central and North Africa; the Near East; Oceania; and Asia. The proposed Francophone Literature course would explore the literature of these areas, would examine the ways in which French culture continues to interact with local traditions, and would consider, most specifically, the problematic of shaping a unique national identity through use of a borrowed language and literary traditions.

A Studies in French Literature course is important to the major for several reasons. First of all, French literature is as vast and varied as English literature, with great writers every century. French majors need the opportunity to learn some of this cultural heritage in depth. The existing French literature course (FRE 320) really provides an introduction to the study of literature and initial practice in learning how to negotiate the more complex language and nuances of literature. The FRE 420 course would allow students to really develop more understanding of the literature itself. In addition, ensuring that students are comfortable reading complex French is of absolutely primary importance in assuring that they will be able to maintain and deepen their knowledge of French after graduation. For students living surrounded by English and thus unable to develop French by just listening to those around them, the optimum way of keeping alive a foreign language is to read regularly, preferably items that are of high quality. Finally, providing students greater depth in their literature backgrounds provides them the possibility of applying, post graduation, to a masters' or Ph.D. program.

Adding a Major in French

Students who want to Major in languages at PLNU currently have only two options: either the Spanish major or the Romance Language major, a major encompassing both French and Spanish. In order to engage in the serious study of a literature, of the culture that has produced it and of the language in which it is written, a student needs to complete a minimum of 14 units of basic language instruction. Although 14 units is not enough to make a student completely fluent, it allows the student to access the more sophisticated content levels that compose study in a foreign language. Since Romance Language majors must be proficient in two languages, they must thus complete 28 units of lower level language study just to be ready to start the serious cultural, linguistic and literary studies of the major itself. This is so demanding that fully one third of Romance Language majors eventually drop the major. This semester, for example, a Romance Language major dropped the major in favor of a double minor in French and Spanish.

Since students who are primarily interested in Spanish tend to become Spanish majors, we have found that Romance Language majors are generally students who are primarily interested in French. Indeed, over the years we have lost several majors who have left PLNU in order to transfer to other schools that do offer a French major. In fact all the universities that comprise our direct San Diego competition (USD, UCSD and SDSU) offer a major in French. In addition, the premier CCCU schools with which we vie for students (SPU, Calvin, Westmont, Gordon and Wheaton) also offer French majors. Those initial Romance Language majors who stay at PLNU often abandon the Romance Language major in favor of another major (International Studies or Business Administration, for example) combined with a French minor.

For these reasons we believe that a French major would better serve the needs of our students. Although we plan to allow both the French major and the Romance Language major to co-exist for a few years, we fully anticipate that students will

basically opt for either the French or the Spanish major. Those students hoping to increase their chances of getting a high school job teaching language will also probably major in one of the languages and then minor in the second language rather than take the more time-consuming Romance Language option. Our next Program Review will take a serious look at the impact of the French major on the Romance Language major and the advisability of discontinuing the latter.

We also feel that the creation of a French major will give us the opportunity to capitalize on a unique Southern California phenomenon. San Diego actually has three schools that offer a full French immersion program. The San Diego French American School (L'école Franco-Américaine de San Diego), the Language Academy and the English-French Learning Academy (La Petite École) all offer San Diego parents the chance to help their children become bi-lingual. Students who have done French immersion at the elementary level can complete their high school studies with a strong French involvement by engaging in the international baccalaureate program through San Diego High School or by taking AP French classes at their local high school and supplementing with classes through the Alliance Française of San Diego. In addition, Los Angeles' Lycée Français also allows American students to do their studies in French. We would be able to offer these students the chance to continue their French studies in a Christian environment, an option that would currently send these students to Westmont or even further afield.

Relation to Accreditation. This change is not the result of a demand from an external accrediting agency, but we believe it makes good pedagogical sense, connects well to our mission and provides a potential draw for students that we are currently losing to our San Diego or CCCU competition.

Relation to University Mission. PLNU's core values stress the necessity of preparing students for the modern economic world. France has the 5th highest GDP in the world and ranks as the 9th richest nation in the world. French companies do a substantial amount of business in the United States and many French-owned companies have American branches where being bi-lingual would be an advantage. Likewise, the United States conducts much business with France and American companies need individuals who understand French language and culture.

PLNU also values providing students a global perspective and experience so that they can become "world citizens." French is the official language in 45 countries around the world and an understanding of French would open doors not only in Europe, but also in North America, in Africa, the Middle East and in Asia.

Finally, PLNU desires to increase students' understanding of ethnic and cultural diversity to make them "truly educated people, equipped to live in a diverse society and world." Becoming fluent in another language and in the literature it produces is one of the best ways to become more aware of the cultural assumptions that are built into our own view of the world. Indeed, contact with a culture such as the French culture would also further the mission of valuing students as whole persons. French

society values balancing work and family and self-care in ways that American society does not.

Relation to Departmental Learning Outcomes. The French major and the altered French minor are both well aligned with major departmental objectives. In particular, they will meet the following outcomes:

- helping students to demonstrate knowledge of diverse cultures and literary texts.
- helping students interpret French language texts according to their cultural, literary and/or linguistic context

Having another literature course in the minor will provide students more opportunities to interpret French language texts and the Francophone literature course, in particular, will directly increase students' awareness of the impact of cultural, literary and linguistic context. The new course will also provide opportunities for students to discuss the influence of their own perspective on cultural interconnections through engagement with local, national and international communities.

The addition of the existing LIT 250 (Introduction to the Study of Literature) and LIT 495 (Literary Theory) to the courses required is essential to complete the French major. The first of these courses provides a crucial conceptual vocabulary for literary criticism while the second one will help introduce students to crucial modern theorists, many of whom are French (e.g. Derrida, Foucault, Lacan, Beauvoir, Cixous, Barthes, Deleuze, etc.) Although LIT495 is not required for the Spanish major, the leading role that French theorists have played in the development of literary theory and the importance of theory in any discussion of French literature make its inclusion in a French major mandatory.

Impact on Enrollment. We currently have 4 majors in Romance Languages and 12 minors in French. We anticipate that the number of French majors may be double that of Romance Language majors, especially given the regular enquiries we receive about a possible major in French.

Financial Impact. The substitution of a Francophone Literature course for French Phonetics will have little financial impact at all. French Phonetics will be taught once more (2012-13) in order to allow current Romance Language majors and French minors to complete the requirements of their catalog. Subsequently, the course will be dropped. Francophone literature will not be offered until 2014-2015, when new French minors and both Romance Language and French majors coming in under the 2012-2013 catalog will need the course.

The development of a French major will involve a minimal course load increase although it will necessitate no new staffing. The new courses needed to create a French major are either currently offered courses (LIT 250, LIT 495 and all the courses

of the French minor) or they will be part of a semester in France. We plan to work intensively with a Study Abroad Program in Paris in order to complement the classes we offer at PLNU. Students in the Paris Program will take 6-9 units after department approval. Dr. Lescart went to Paris in October 2010 and established a pre-official relationship with the CEA program. We have discussed the procedure of collaboration between our two institutions in order to be in accordance with WASC demands and our needs.

There is no financial impact. See the final staffing information for an explanation.

III. Tentative Syllabus/Course Learning Outcomes.

Syllabus: FRE 325, Francophone Literature (3 units).

Course Content

In this survey of major Francophone Literary texts, from the colonial period through modern times, students will recognize characteristic features of texts and genres, gain a sense of different historical, cultural, and literary contexts in relationship with various areas of the world: Quebec, the Caribbean, the Maghreb, Central Africa, Lebanon, Vietnam, not to forget Belgium and Switzerland. Students will develop their own skills in critical reading, thinking, writing and speaking.

Authors to be Included. René Depestre, Patrick Chamoiseau, Amin Maalouf, Linda Lé, Leopold Senghor, Aimé Césaire, Edouard Glissant, Franz Fanon, Leila Sebbar, Mohammed Dib, Tahar Ben Jelloun, Assia Djebar, Anne Hebert, Daniel Gagnon, Le Clézio, Jean-Noël Christment, Amélie Nothomb, Charles-Albert Cingria, Alain Mabanckou.

Course Goals and Objectives

This course is one of the components of the Minor and/or Major in French. The faculty supports the survey of human endeavors from a historical, cultural, linguistic, and philosophical perspective, including developing critical appreciation of human expression – both artistic and literary.

By the end of the semester, a student should be able to do the following:

- 1)** Students will display interpretive, analytical, and critical skills developed through the close study and analysis of texts.
- 2)** Students will demonstrate knowledge of diverse culture and literary texts.
- 3)** Students will be able to interpret French texts according to their cultural, literary and/or linguistic contents;
- 4)** Students, from their own perspective, will be able to discuss issues pertaining to cultural connections within local, national and international communities.

The following two syllabi represent Study in French Literature courses that have been taught in the past and give a good example of the kind of course that FRE 420 might involve. The student learning outcomes for these courses were written before the department had selected departmental and programmatic outcomes, so their language may not correspond exactly to current DLOs or PLOs.

Sample Syllabus: French 420 (1)

Français 420: Le roman du 19^e siècle

Textes

Stendhal, *Le rouge et le noir*
Balzac, *La femme de trente ans*
Flaubert, *L'éducation sentimentale*
Zola, *Nana*

Nature du cours

Loin de donner un survol de la littérature du 19^e siècle ou du roman, ce cours permettra aux étudiants d'examiner à fond des chefs-d'œuvre des plus grands romanciers du 19^e siècle de France : Stendhal, Balzac, Flaubert et Zola. On a choisi des romans qui détaillent la progression de l'enfance à l'âge adulte des hommes (*Le rouge et le noir*, *L'éducation sentimentale*) et des femmes (*La femme de 30 ans*, *Nana*).

Buts du cours

Ce cours aidera les étudiants d'atteindre les buts suivants:

- 1) Comprendre les éléments principaux d'un roman: l'intrigue, les personnages principaux et secondaires, le décor, le style et le motif
- 2) Savoir lire un texte compliqué et en démêler les grandes lignes
- 3) Savoir faire des explications de texte sur différents aspects de la littérature
- 4) Comprendre et employer le vocabulaire plus développé de la littérature

[Student learning outcomes]

This course will help students reach the following outcomes:

- 1) To demonstrate understanding of the principal elements of a novel: plot, major and secondary characters, setting, style and theme
- 2) To read a complex text in French and discuss the main ideas of the work
- 3) To write competent explication de texts on different aspects of literature
- 4) To understand and use the more developed vocabulary of literature

Explications de texte

En général, une explication de texte ne devrait pas dépasser 2 pages, tapées à la machine. On devrait écrire les explications de texte en français correct. Une explication qu'on n'a pas corrigée au minimum par ordinateur ne sera pas acceptable. Les explications devrait être tapées en

12pt, à double espace. Tout devoir qui arrive en retard sera sujet à une réduction de note.

Syllabus : French 420 (2)

Français 420: Le Théâtre du 20^e Siècle

Textes

Jean Giraudoux, <i>La guerre de Troie ...</i>	Jean-Paul Sartre, <i>Huis Clos</i>
Jean Giraudoux, <i>Electre</i>	Jean-Paul Sartre, <i>Les Mouches</i>
Jean Anouilh, <i>Antigone</i>	Jean Ionesco, <i>La Leçon</i>
Jean Anouilh, <i>Becket</i>	Samuel Beckett, <i>En attendant Godot</i>
Albert Camus, <i>Caligula</i>	Samuel Beckett, <i>Fin de Partie</i>

Buts du cours

Ce cours aidera les étudiants d’atteindre les buts suivants :

- 1) Comprendre les éléments principaux d’une pièce : l’intrigue, les personnages principaux et secondaires, la mise en scène, le style et les motifs
- 2) Savoir lire un texte compliqué et en démêler les grandes lignes
- 3) Savoir faire des explications de texte sur différents aspects de la littérature
- 4) Comprendre et employer le vocabulaire plus développé de la littérature

[Student learning outcomes]

This course will help students reach the following outcomes:

- 1) To demonstrate understanding of the principal elements of a play: plot, major and secondary characters, stage design and setting, style and theme
- 2) To read a complex text in French and discuss the main ideas of the work
- 3) To write competent explication de texts on different aspects of literature
- 4) To understand and use the more developed vocabulary of literature

IV. Catalog Copy

Catalog Copy (Present)	Catalog Copy (New)															
<p>There is no Major in French.</p> <p>Non Applicable</p>	<p><u>New French Major:</u> LOWER-DIVISION REQUIREMENTS</p> <table border="0"> <thead> <tr> <th style="text-align: left;">COURSE</th> <th style="text-align: left;">TITLE</th> <th style="text-align: left;">UNITS</th> </tr> </thead> <tbody> <tr> <td>FRE 101-102</td> <td>Elementary French I, II</td> <td>4,4</td> </tr> <tr> <td>FRE 250-251</td> <td>Intermediate French I, II</td> <td>3,3</td> </tr> <tr> <td></td> <td style="text-align: center;">OR Equivalent</td> <td></td> </tr> <tr> <td>LIT 250</td> <td>Introduction to the Study of Literature</td> <td>3</td> </tr> </tbody> </table>	COURSE	TITLE	UNITS	FRE 101-102	Elementary French I, II	4,4	FRE 250-251	Intermediate French I, II	3,3		OR Equivalent		LIT 250	Introduction to the Study of Literature	3
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<p>Catalog Copy for Old Course: FRE 301 (3) FRENCH PHONETICS A study of French phonetics and intonation patterns along with intensive practice of French pronunciation. <i>Prerequisite: French 102</i></p>	<p>Catalog Copy for New Course: FRE 325 (3) Francophone Literature A study of Francophone texts from Quebec, the Caribbean, the Maghreb, Central Africa, Lebanon and Vietnam. This class addresses issues of national identity, post-colonialism and recent trends toward globalization. <i>Prerequisite: French 251</i></p> <p>FRE 420 Studies in French Literature (3) (offered every other year) A study of a particular period, a particular genre, or a</p>																																																

	particular author of French literature. This class also addresses some theoretical perspectives on textual hermeneutics. <i>Prerequisite: French 320</i>
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V. Recorded Department/School Vote

The Department of Literature Journalism and Modern Languages discussed and voted on this proposal during the Department meeting on October 19, 2011. The Department voted unanimously to accept the proposal.

VI. Library Impact. Acquisition of Francophone books from Quebec and Francophone countries around the world (Africa, Caribbean, Asia, Pacific, etc.) will be necessary. Our librarian, Frank Quinn, is already alerted to the books we need to acquire for the new Francophone class. We have already acquired 50% of the books in the previous years. Since the course will not be taught for a few more years, we will have ample time to acquire all the necessary materials.

VII. Technological Impact. No additional software or hardware will be required for this major. No additional lab space will be needed.

VIII. Final Summary.

Total course additions: 2

Total course deletions: 1

Total unit additions: 0, FRE420 offered every other year, 1.5 units. Dropping of LIT460 with 1.5 loss of staffing units. See Psychology proposal.

Total staffing impact: 0

Final Check-off List:

The College Dean has been consulted.

All affected departments have been contacted and the results are indicated in the proposal.

The proposal has been voted on by the department.

Appropriate contacts have been made with the library and media services.

Staffing impact has been addressed.