Course Description:

The aim of this course is to familiarize you with a variety of French and francophone texts, visual representations and historical events and to teach you how to approach them critically. While we discuss a wide range of documents, from works of fiction to press articles, political movements, objects, habits, images and symbols, our approach remains the same throughout the session, as our aim is twofold: learn to situate a document in its socio-historical context, and to speak and write about it cogently. Part of the course is devoted to exercises designed to help you develop your written and spoken skills.

Please note: The course is conducted entirely in French. No English will be spoken, including during group work. Learning to speak and write cogently in a language other than one’s own is difficult, but very much worth it. Because speaking and writing in French does not come naturally to you, your contributions will have to be more thought-out and measured. The practice of more carefully considering your word choices will lead you to re-think how you communicate in English as well, and will ultimately make you more deliberate and persuasive in both languages.

Grading System:

All grades will be posted on Blackboard. Your final grade will be calculated using Blackboard’s grading system.

- A: 4.0: Excellent. Honors-level work. 94 - 100
- A-: 3.7: Still excellent. 90 - 93.99
- B+: 3.3: Very good. High level of performance 87 - 89.99
- B: 3.0: Good, solid and above average performance 83 - 86.99
- B-: 2.7: Good. Solid above average 80 - 82.99
- C+: 2.3: Average level of performance 77 - 79.99
- C: 2.0: Satisfactory, acceptable performance 73 - 76.99
- C-: 1.7: Minimally acceptable 70 - 72.99
- D: 1.0: Passing, but unsatisfactory 60 - 69.99
- F: 0.0: Failure. Inferior performance 00 - 59.99

25% — Class Participation

Participation is essential. Please come to class prepared; do your homework and be ready for class discussions. A student who does not miss a class and who participates in group discussions but does not participate in general class conversations will get a D in participation. I cannot grade your individual participation if I cannot hear you.

30% — Presentations

Each student will give three five-minute presentations about a newspaper article, an object, and a painting. When presenting your work, use only flashcards (not more extensive notes you would be tempted to read). Your grade will depend on the quality of your grammar, the clarity of your analysis, and your ability to communicate with your classmates and answer their questions after your presentations.
30% — Essays

You are expected to write three essays over the course of the session. Your grade will depend on the quality of your grammar and the clarity of your analysis. Please format your work properly (double space, 1.25” margins), and please avoid plagiarism.

15% — Exam

The final exam will take place at the end of the session.

Attendance:

Attendance is mandatory. Please supply appropriate documentation in the event of an excused absence. If you are absent on a day that written work is due, email it to me before the beginning of class. For more information, see the “Procedures for Documenting a Student’s Excused Absence” in the Undergraduate Faculty Handbook:
http://www.fordham.edu/info/24145/undergraduate_faculty_handbook/6597/on_classes_and_exams/4

Etiquette:

Knowing how to work collaboratively and to respect others is essential. It is important that you:

- understand that you come to class to work. Please do your homework and be ready to participate in class discussions.
- AVOID PLAGIARISM. According to the Undergraduate Faculty Handbook, “By being enrolled at Fordham University, students are bound to comply with the University Code of Conduct, which includes, but is not limited to, the following Standards of Academic Integrity: ‘As a student of Fordham University, I recognize that I am part of a community dedicated to the disciplined and rigorous pursuit of knowledge and communication of truth. I therefore commit myself to the University Code of Conduct and upholding the highest standards of academic integrity. Any work that I claim to be my own will be my own; I will give appropriate credit where credit is due; I will be fair and honest in all of my interactions with members of the Fordham community’.” Please note: using Google Translate constitutes plagiarism.
- thank the people who help you. Asking for help is never a bad thing! But if a tutor, a friend, or a family member helped you with your work, mention their name(s) at the end of your work.
- be aware of deadlines, save your work often. No late homework will be accepted.
- communicate professionally. Always email me in French, use formal terms (i.e. use the vous form), learn the proper ways of addressing professors (i.e. avoid informal salutations), and take the time to proofread your messages. Knowing how to correspond and interact correctly is important. Helpful tips for writing emails can be found here: https://www.math.uh.edu/~tomforde/Email-Etiquette.html
- respect cultural differences. French people, for example, are generally more formal than Americans. Being able to function in an unfamiliar professional environment is an advantage. Use this course to practice this valuable skill.

Content Warnings:

Some of the material listed below may prove difficult to read or watch. I will provide content warnings about challenging documents in advance. If you would like to know more about these content warnings at the beginning of the session, please do not hesitate to contact me.
Week 1: POUVOIRS
Tuesday, May 26 : RÉCITS
Charles Perrault, « Le Petit Chaperon Rouge », 1697
Jacob et Wilhelm Grimm, « Le Petit Chaperon Rouge », 1812
« Conte de la mère-grand », 1870
Terri Windling: « The Path of Needles or Pins: Little Red Riding Hood », 2004

Wednesday, May 27 : RÉVOLUTIONS
Madeleine de Scudéry, La Carte de Tendre, 1654
Madame de Campan, Mémoires sur la vie privée de Marie Antoinette, 1823, extrait

Thursday, May 28 : RÉSISTANCES
Sophie Calle, Des histoires vraies, 2002
Ken Johnson, « As Maman Lay Dying, her Spirit Became Art », 2014
Mary Kaye Schilling, « The Fertile Mind of Sophie Calle », 2017
Eléonore Pourriat, Majorité opprimée, 2010
Emma, « Fallait demander ! », 2017

Week 2: VISIONS
Tuesday, June 2 : OBJETS
Guy de Maupassant, « La Moustache » et « La Main », 1883
Michel Pastoureau, L’Étoffe du diable. Une histoire des rayures et des tissus rayés, extraits, 2005
« Permission de travestissement accordée par le préfet de police de Paris à Adèle Sidonie Louis le 28 octobre 1862 »
“Faits Divers,” Le Temps, 1889
À rendre : essai 1

Wednesday, June 3 : IMAGES
Edouard Manet, Olympia, 1863, Nana, 1877
Marni Kessler, « Pathologizing the Second Empire City », 2006
Auguste et Louis Lumière, Charcuterie mécanique, 1896
George Méliès, Le Voyage dans la lune, 1902

Thursday, June 4 : ORIENTALISME
Jean Auguste Dominique Ingres, La Grande Odalisque, 1814
Eugène Delacroix, La Mort de Sardanapale, 1827
Alfred Chataud, La Partie de cartes au Harem, 1833
Jules Joseph Lefebvre, Odalisque, 1874
Malek Alloula, Le Harem colonial, introduction, 1987
Honoré de Balzac, « Une passion dans le désert », 1830

Week 3: INVASIONS
Tuesday, June 9 : IMMIGRATIONS
Michael Haneke, Caché, 2005
« Lalla Essaydi: la femme orientale, entre pudeur et sensualité », 2014
À rendre : essai 2

Wednesday, June 10 : LÉGISLATIONS
Paul Smaïl, Vivre me tue, 1997, extrait
Ahmed Djourou, Désintégration, 2006, extrait
Pauline Rouquette, « Polémique sur le voile : 30 ans de débats sur la laïcité », 2019
« Les questions pendant l’entretien à la Préfecture (naturalisation par décret) », 2020
Thursday, June 11 : INDÉPENDANCES
« Déclaration d’indépendance d’Haïti », 1804
Études historiques :
- La Louisiane
- Le Sénégal
- L’Algérie

Week 4: ÉMOTIONS
Tuesday, June 16 : TRISTESSE
Jacques Audiard, De Rouille et d’os, 2012
À rendre : essai 3

Wednesday, June 17 : PEUR
Roberto Zucco, IV-VIII
Études thématiques, 1 :
- La Commune de Paris
- L’Affaire Dreyfus

Thursday, June 18 : JOIE
Roberto Zucco, IX-fin
Études thématiques, 2 :
- Mai 1968
- Les Gilets Jaunes

Week 5: DEVOIRS
Tuesday, June 23 : US ET COUTUMES
Baronne Staffe, Usages du monde : Règles du savoir-vivre dans la société moderne, 1891, extraits
Susan Hiner, « Picturing the Catharine : Reinventing Tradition for the Postcard Age », 2017
Maïwenn, Polisse, 2011

Wednesday, June 24 : FAMILLES
Adèle Romany, Portrait of the Artist’s Family, 1804
André Gide, Si le grain ne meurt, 1924, extrait
Fabrice Gobert, Mytho, 2019, 1er épisode

Thursday, June 25 : EXAMEN
Examen final

Some members of the Fordham community are known by a name that is different from their legal name. Students who wish to be identified by a chosen name can contact me via email and request their chosen name and pronoun be used.

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Under the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973, all students, with or without disabilities, are entitled to equal access to the programs and activities of Fordham University. If you believe that you have a disabling condition that may interfere with your ability to participate in the activities, coursework, or assessment of the object of this course, you may be entitled to accommodations. Please schedule an appointment to speak with someone at the Office of Disability Services (Rose Hill - O’Hare Hall, Lower Level, x0655 or at Lincoln Center – Room 207, x6282).

Students with Disabilities: Please schedule an appointment with me early in the semester to discuss any accommodations for this course which have been approved by the administration.

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As a faculty member, I am a mandatory reporter and am required to contact and provide information to Public Safety, to the Dean of Students, and/or to the Title IX Coordinator if I learn you have been sexually harassed (verbally or physically), sexually assaulted / raped, stalked, had domestic violence or dating violence occur in a relationship, or been a victim / survivor of any behavior prohibited by the University's sexual misconduct policy: www.fordham.edu/sexualmisconduct. Once reported, the University will promptly seek to properly support any student and make efforts to stop the discrimination, prevent it from recurring, and remedy its effects. There are two confidential places on campus where you can seek support and it will not be "reported": counselors in Psychological & Counseling Services and Campus Ministries. The Student CARE brochure can provide you with on and off-campus resources for support and more information: www.fordham.edu/care.