

## FR 352 Civilization and Culture

**Dr. Lindley**  
**Wesleyan 223**  
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**Office Hours:**

MWF 9-10 and 2-3  
T 9 :00 – 10 :45  
Th 9 :00 – 10 :45 and 1 :30 – 3 :00

**Course Description:** This course constitutes an overview of French civilization and culture with an emphasis on their contemporary manifestations, such as society, religion, demographics, art, literature, music, and economics.

### **Texts:**

Steele, Ross. Civilisation progressive du français. Paris: Cle International, 2004.

### **Grade:**

**Quizzes - 40%**  
**Homework - 20%**  
**Paper - 20%**  
**Presentation – 20%**

**Course Schedule:** We will cover approximately one section (numbered in the text) per class. Each section contains three to four readings. After each reading, you will complete the exercises for it, and there will be a quiz on the readings at the next class meeting. Since the book is divided into 28 sections, it is anticipated that we will cover the majority of them during the semester.

**Paper:** I ask you to write a paper a minimum of five pages in length plus bibliography with at least five sources. The paper must follow MLA (Modern Language Association) format. The paper must be written in French. Don't panic! I will help you with the language aspect of the paper, and as always, I encourage you to be simple and use the language as you know how, which at this level is not necessarily as well as your native language. I take this into account when grading the paper. However, this doesn't mean that you can turn in a paper written in poor French. The key is to start early so that you can ask for and get the help you need in expressing yourself in written French.

The topic of your paper can be drawn from any of the aspects of French civilization and culture that you will study this semester, i.e. French art, culture, music,

food, fashion, architecture, economics, etc. This topic will be discussed with, and approved by, the professor. Associated due dates are given below.

- ❖ The phonology, orthography, morphology, vocabulary, and syntax of the target language will be practiced and acquired through compositions, course lectures, homework assignments and examinations.

**Final Presentation:** I ask you to present to the class the topic you studied and wrote about in your paper. The presentation can be in either English or French; however, I do grade based on accuracy and clarity, so whatever the language you choose to talk to the class in, you must be well-prepared and clear in your speech. Pictures, video, audio and other supporting materials are strongly, strongly encouraged.

### **Paper and presentation dates:**

Thursday, February 16th - Ideas for papers approved by me no later than this date.

Thursday, March 20th - Drafts of papers due.

Tuesday, April 10<sup>th</sup> - Presentations of paper topics begin.

### **OBJECTIVES**

- To promote understanding and critical thought and not overwhelm with memorization.
- To illuminate who the French are, and how French world is constructed through symbols, imagination, art, politics, and debate in order to enhance our facility to judge or to withhold judgment and thus enhance our wisdom.
- To offer students a better understanding of the French and their culture so that they can see how we can become more knowledgeable of different cultures and thus get along together better.
- To give students a solid knowledge of French geography so that they can understand what a sense of place in the world today means.
- To make students aware of present-day and historical religious, ethnic, and racial diversity in French and in France so that we can all become more understanding of the multi-dimensional make-up of our world.
- To give students a better sense of what it means to be French today so that they can grasp similarities and differences between French and North American culture both from a general or national and international point of view.
- To make students more aware of the norms of another culture while maintaining their own values and identity.

- **Students will also be given the opportunity to acquire the phonology, orthography, morphology, vocabulary, and syntax of the target language.**

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### **STUDENT LEARNING OUTCOMES**

#### **- Cultural Practices, Products and Perspectives**

- o Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

o Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. Products may be tangible (e.g., a painting, a piece of literature, or an everyday item such as a recipe or used car ads) or intangible (an oral tale, a dance, a ritual, a system of education). Whatever the form of the product, its presence within the culture is justified by the underlying beliefs and values (perspectives) of that culture, and the cultural practices involved in the use of that product.

**- Cultural History and Geography**

o Students demonstrate knowledge and understanding of significant components of French culture, such as traditions, institutions, art, history, music, and literary and artistic expressions, among others. Here they address the interrelatedness of languages, literatures, cultures, artifacts, traditions and other products that are expressions of French culture.

o Students show they can identify important geographic division, and historical events and figures, and that they are familiar with France's major literary, musical, and artistic contributions, and French socio-political institutions.

**- Cultural Criticism**

o Students identify and describe such political, social, artistic, literary and intellectual developments as Enlightenment, Romanticism, the Republic, Cathedrals, and Impressionism

o Students describe and explain modern concepts and realities such as immigration, diversity, contemporary religion, urban life and war.

**Course Objectives and Assessments**

| OBJECTIVE                                                                                                                                                                                                                                                                                | ASSESSMENT                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 290-3-3-.11(2)(a)1.(i) Knowledge of grammatical organization (phonology, orthography, morphology, vocabulary, and syntax) and textual organization (cohesion, coherence, and rhetorical organization) for receiving and producing original and accurate messages in the target language. | Exercises using Du Tac au Tac and exercises in conversation text. Quizzes/Tests/Exams. Webcapes. Exams and assignments based on conversation topics. Homework. Modified oral proficiency interview. Class discussion. |
| 290-3-3-.11(2)(a)1.(ii) Knowledge of pragmatics (the effect of context on language) for appropriate usage of the target language in different language-specific settings.                                                                                                                | Exams and assignments based on conversation topics.                                                                                                                                                                   |
| 290-3-3-.11(2)(a)1.(iii) Knowledge of travel and study opportunities in the target culture or in pseudo-immersion experiences for maintaining and improving proficiency.                                                                                                                 | Exams and assignments based on conversation topics. Quizzes/Tests/Exams.                                                                                                                                              |
| 290-3-3-.11(2)(a)2.(i) Ability to receive and produce original and accurate messages in all three modes (interpersonal, interpretive, presentational), employing knowledge of grammatical and textual organization of the target language.                                               | Quizzes/Tests/Exams. Homework exercises.                                                                                                                                                                              |
| 290-3-3-.11(2)(a)2.(ii) Ability to use                                                                                                                                                                                                                                                   | Quizzes/Tests/Exams. Homework                                                                                                                                                                                         |

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| pragmatics to receive and produce messages in the target language that are appropriate for different situations and for different people.                                                            | exercises. Exams and assignments based on conversation topics.                               |
| 290-3-3-.11(2)(a)2.(iii) Ability to observe similarities and differences between languages when immersed in authentic language settings.                                                             | Quizzes/Tests/Exams. Homework exercises. Exams and assignments based on conversation topics. |
| 290-3-3-.11(2)(b)1.(i) Knowledge of target culture practices including daily life, customs, and cultural patterns.                                                                                   | Exams and assignments based on conversation topics.                                          |
| 290-3-3-.11(2)(b)1.(ii) Knowledge of target culture perspectives including values, patterns of thought, beliefs, and cultural assumptions.                                                           | Exams and assignments based on conversation topics.                                          |
| 290-3-3-.11(2)(b)1.(iii) Knowledge of target culture products including art forms; geography and history; social, economic, political, and religious institutions; ecology, and technology.          | Exams and assignments based on conversation topics.                                          |
| 290-3-3-.11(2)(b)2.(iii) Ability to use tools of inquiry to discover similarities and differences between native and target culture products such as geography, political institutions, and ecology. | Exams and assignments based on conversation topics. Quizzes/Tests/Exams. Homework exercises. |