

# LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: \_\_\_\_\_ LACS10-30-12 \_\_\_\_\_

Proposal Title: Establishment of a Minor in Francophone Studies

Originating Department: Languages and Culture Studies

TYPE OF PROPOSAL: UNDERGRADUATE X GRADUATE \_\_\_\_\_ UNDERGRADUATE & GRADUATE \_\_\_\_\_  
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
11-16-12	11-30-12	12-3-12	Approved	DEPARTMENT CHAIR <i>Robert C. Reimer</i> [Robert C. Reimer]
12/06/12	1/18/13	1/31/13	Approved	COLLEGE CURRICULUM COMMITTEE CHAIR <i>Heather L. Birtwell</i> [print name here] Heather L. Birtwell
2-1-13	2-1-13		Approved	COLLEGE FACULTY CHAIR (if applicable) <i>Cliff Scott</i> [print name here] CLIFF SCOTT
	2-7-13	2-15-13	Approved	COLLEGE DEAN <i>C. Brody</i> [print name here] C. BRODY
			Approved	GENERAL EDUCATION (for General Education courses) [print name here]
			Approved	UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR (for undergraduate courses)
			Approved	GRADUATE COUNCIL CHAIR (for graduate courses)
			Approved	FACULTY GOVERNANCE ASSISTANT (Faculty Council approval on Consent Calendar)
				FACULTY EXECUTIVE COMMITTEE (if decision is appealed)



# UNC CHARLOTTE

## LONG FORM COURSE AND CURRICULUM PROPOSAL

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**\*To:** College Curriculum Committee

**From:** Department of Languages and Culture Studies

**Date:** October 31, 2012

**Re:** Establish a Minor in Francophone Studies

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The Long Form is used for major curriculum changes. Examples of major changes can include: creation of a new major, creation of a new minor, creation of a new area of concentration, or significant changes (more than 50%) to an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

\*Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals related to both undergraduate and graduate courses, (e.g., courses co-listed at both levels) must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council.

**University of North Carolina at Charlotte New Undergraduate Proposal LACS 10-30-12  
Establishment of a Minor in Francophone Studies**

**A.**

**II. CONTENT OF PROPOSALS**

**A. PROPOSAL SUMMARY.**

**1. SUMMARY. The Department of Languages and Culture Studies proposes to establish a minor in Francophone Studies.**

**2. Catalog Copy**

**MINOR IN FRANCOPHONE STUDIES**

**The minor in Francophone Studies allows students interested in topics related to the French-speaking world the opportunity to acquire a basic level of cultural competency by taking courses taught in English and offered across a range of disciplines, including but not limited to Africana Studies, Film, History, Latin American Studies, Languages and Culture Studies, Philosophy and Women's Studies. In addition to fostering critical thinking and other transferable skills, the broad base of knowledge about Francophone-related topics that students acquire in this minor positions them to work for companies and agencies that serve the growing Francophone population in our region and worldwide. Career possibilities include: 1) the foreign service, the military and other governmental agencies; 2) non-governmental organizations with an emphasis on international or cross-cultural orientations; 3) international business.**

**ADMISSION REQUIREMENTS**

**Students declaring a minor in Francophone Studies must meet all requirements for undergraduate admission to the university.**

**TOTAL HOURS REQUIRED**

**Students must complete a minimum of 15 credit hours in courses approved for Francophone Studies credit.**

**STUDY ABROAD EXPERIENCE**

**Courses taken while studying abroad may count toward the Francophone Studies minor. To learn more about our programs in Martinique and Limoges, France, please contact the program director.**

**FOREIGN LANGUAGE REQUIREMENT**

**Students must demonstrate linguistic competency equivalent to three semesters of French language (FREN 2200, 2201, 2210 or equivalent) prior to completion of the minor.**

# **CURRICULUM**

## **CORE COURSE**

**FRAN 2200 (x FREN 2209 / LACS 3050) - French Civilization (3 hours)**

## **ELECTIVE COURSES**

**Students must choose four of the following electives, three of which must be taken at the 3000-level or above. Courses may be repeated with a change of topic. (12 hours)**

**FRAN 2050 – Topics in Francophone Studies**

**FRAN 3001 – Advanced Topics in Francophone Studies (Economy and Society)**

**FRAN 3002 – Advanced Topics in Francophone Studies (Historical Context)**

**FRAN 3003 – Advanced Topics in Francophone Studies (Arts and Literature)**

**FRAN 3004 – Advanced Topics in Francophone Studies (Film)**

**FRAN 3005 – Advanced Topics in Francophone Studies (Philosophy and Intellectual History)**

## **B. JUSTIFICATION.**

**Currently a range of Francophone-related courses are being offered throughout the university under rubrics including but not limited to: LACS, FILM, FREN, WMST, AFRS, PHIL and HIST. As a result, students interested in studying the Francophone world have difficulty locating courses that interest them. The establishment of a Francophone Studies Minor will allow faculty teaching appropriate courses to cross-list them as FRAN courses, making these courses easier to locate for students, and allowing students to integrate these courses into a comprehensive academic course of study. The minor will also benefit the faculty teaching the courses by enabling them to reach a broad pool of potentially interested students.**

- 1. Discuss prerequisites/corequisites for course(s) including class-standing.**

**Before completing the minor, students must demonstrate French language proficiency equivalent to the completion of three semesters of French language (FREN 2200, 2201, 2210 or equivalent). Students must be in good academic standing.**

- 2. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.**

**The course numbering follows what has already been established for similar interdisciplinary majors and minors. It is modeled off the Latin American Studies major and minor (LTAM) with minor modifications designed to reflect the types of courses that faculty contributing to the Francophone Studies minor will offer.**

3. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

**Students interested in Francophone-related topics will have an easy way to locate courses that interest them and will be able to develop their interests into a comprehensive course of academic study. The minor may also help with recruitment of students from certain demographics while boosting enrollment in various upper-level courses throughout the humanities.**

**C. IMPACT.**

1. What group(s) of students will be served by this proposal?  
(Undergraduate and/or graduate; majors and/or non-majors, others? Explain). Describe how you determine which students will be served.

**The minor will provide an attractive option for students majoring in disciplines including but not limited to: French, History, Philosophy and Africana Studies. It will also appeal to international students who are citizens of Francophone countries, and/or first or second generation Americans whose families originate from these countries.**

2. What effect will this proposal have on existing courses and curricula?

**SOME COURSES MAY EXPERIENCE SLIGHTLY HIGHER ENROLLMENT. THESE COURSES MAY INCLUDE:**

FRAN 2050 (x HIST 2001) - Anti-Americanism in France (Haynes)  
FRAN 2050 (x LBST 2212) – Literature and Culture of France and Italy (Stedman)  
FRAN 3001 (x AFRS xxxx) - French Imperialism (Germain)  
FRAN 3002 (x HIST 3001) - French Revolution and Napoleon (Haynes)  
FRAN 3003 (x LACS 3050) - French Caribbean Literature and Culture (Bissière)  
FRAN 3004 (x AFRS 3192) - Francophone Film (Germain)  
FRAN 3004 (x LACS 3050) - Survey of French Film (Bissière)  
FRAN 3003 (x FREN 4050 / WMST) - French Women Writers (Stephenson)  
FRAN 3005 (x PHIL 3830 / AFRS 3830) - Philosophy and Race (Souffrant)  
FRAN 3005 (x PHIL 3990) - Concepts of Identity (Souffrant)

- a. When and how often will added course(s) be taught?

**No new courses will be added. All courses counting toward the minor are already being taught.**

- b. How will the content and/or frequency of offering of other courses be affected?

**They will not be affected.**

c. What is the anticipated enrollment in course(s) added (for credit and auditors)?

N/A.

d. How will enrollment in other courses be affected? How did you determine this?

**Enrollments for courses on Francophone Studies topics not previously cross-listed with the FRAN rubric are likely to experience increased enrollment by up to 5 students per semester. This calculation is based on estimated interest in the minor from students currently majoring or minoring in French.**

e. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.

**The core course is offered every semester and enrolls approximately 22 students. At least two of the electives for the minor will be offered every semester based on current frequency of these courses as offered under PHIL, HIST, FREN, FILM, WMST, LACS and AFRS designations.**

f. Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum outlines, requirements for the degree, etc.)

**A new section of the catalogue would need to be added describing the minor and listing courses with the FRAN designation.**

### III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

When added resources are not required, indicate "none". For items which require "none" explain how this determination was made.

A. **PERSONNEL**. No new personnel are needed. Christine Haynes (History), Eddy Souffrant (Philosophy), Félix Germain (Africana Studies), Michèle Bissière (French and Film), Robert Sandarg (French), Allison Stedman (French) and Katherine Stephenson (French and Women's Studies) have all indicated commitment to contribute to the minor by cross-listing current course offerings with the FRAN designation.

B. **PHYSICAL FACILITY**  
CURRENT CLASSROOMS ADEQUATE

**EQUIPMENT AND SUPPLIES**  
**CURRENT CLASSROOMS ADEQUATE**

**COMPUTER. CURRENT CLASSROOMS ADEQUATE**

**AUDIO-VISUAL. CURRENT CLASSROOMS ADEQUATE**

**C. OTHER RESOURCES. None needed**

**D. SOURCE OF FUNDING. None needed**

**IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS**

**A. LIBRARY CONSULTATION. Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of Consultation on Library Holdings).**

**No new library resources are needed since no new courses are being offered.**

**B. CONSULTATION WITH OTHER DEPARTMENTS OR UNITS**

**The Departments of History, Africana Studies and Philosophy were all consulted and all have offered letters of support. See attachments section.**

**V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL**

**A. ORIGINATING UNIT. The French staff voted unanimously in approval of the minor at our staff meeting Oct. 16, 2012. The Chair of the Department, Robert Reimer, also has also conveyed his support for the proposal.**

**B. ATTACHMENTS**

1. **CONSULTATION: Attach relevant documentation of consultations with other units. See attachment 1.**
2. **COURSE OUTLINE: For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. See attachment 2.**
3. **SYLLABUS: For Graduate Courses attach a course syllabus. Please see Boiler Plate for Syllabi for New/Revised Graduate Courses.  
n/a**
4. **PROPOSED CATALOG COPY: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend.**

Copy and paste the current catalog copy and use the Microsoft Word “track changes” feature (or use “~~strikethrough~~” formatting in red text for text to be deleted, and adding and highlighting any new text in blue font). **See attachment 3.**

- a. For a new course or revisions to an existing course, check all the statements that apply: **For catalogue copy, see attachment 3.**

**For FRAN 2200 and 2050**

- This course will be cross listed with another course.**  
 **There are prerequisites for this course.**  
 **There are corequisites for this course.**  
 **This course is repeatable for credit.**  
 **This course will increase/decrease the number of credits hours currently offered by its program.**  
 **This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.**

**For FRAN 3001, 3002, 3003, 3004, 3005**

- This course will be cross listed with another course.**  
 **There are prerequisites for this course.**  
 **There are corequisites for this course.**  
 **This course is repeatable for credit.**  
 **This course will increase/decrease the number of credits hours currently offered by its program.**  
 **This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.**

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy. **See Attachment 4**

If overall proposal is for a new degree program that requires approval from General Administration, please contact the [facultygovernance@uncc.edu](mailto:facultygovernance@uncc.edu) for consultation on catalog copy.

5. ACADEMIC PLAN OF STUDY: Please indicate whether the proposed change will impact an existing Academic Plan of Study. If so, provide an updated Academic Plan of Study in template format (Academic Plan of Study templates can be found online at [provost.uncc.edu/resources-and-reports](http://provost.uncc.edu/resources-and-reports)). N/A



**ATTACHMENTS :**

**1. Support from contributing departments:**

**A. Dept. of Africana Studies**

**B. Dept. of Philosophy**

**C. Dept. of History**

**A. Department of Africana Studies**

9201 University City Blvd, Charlotte, NC 28223-0001 t/ 704.687.2371 f/ 704.687.3888

africana\_studies@uncc.edu www.africana.uncc.edu

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**MEMORANDUM**

To: Allison Stedman

Associate Chair, Department of Languages and Culture Studies

From: Akin Ogundiran

Chair, Department of Africana Studies

Date: October 24, 2012

Re: Minor in Francophone Studies

The Africana Studies Department supports the proposed Minor in Francophone Studies. The transnational and trans-disciplinary dimensions of the academic program are compatible with our curriculum in Africana Studies. We regularly offer courses on Francophone Caribbean and Francophone Africa, and we plan to make these courses available to students interested in the minor.

We believe the Minor in Francophone Studies will create new synergies between our department and the other academic units across the university. There are opportunities in this proposal for faculty collaboration, curriculum expansion, and intellectual enrichment for students. We endorse the proposal.

**B. Dept. of Philosophy**

October 15, 2012

***Dear Allison: The Department of Philosophy is happy to support the new minor in Francophone Studies that is being proposed by the Department of Languages and Culture Studies. We plan to actively participate in offering courses for this new minor and expect that Philosophy faculty member Dr. Eddy Souffrant will be a key resource.***

***If you need a more formal letter, rather than just an email, let me know. I think in the past an email has been sufficient.***

***Regards, Ann***

***Ann González, Ph.D.***

***Interim Chair of Philosophy***

***Professor of Spanish and Latin American Studies***

***103C Winningham***

***9201 University City Boulevard***

***UNC Charlotte***

***Charlotte, NC 28223-0001***

***Email: [abgonzal@uncc.edu](mailto:abgonzal@uncc.edu)***

***Phone: 704-687-2243***

**C. Dept. of History**

To: Allison Stedman, Associate Chair  
Department of Languages and Culture Studies

From: Dan Dupre, Interim Chair  
Department of History

Date: October 19, 2012

Re: Minor in Francophone Studies

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The Department of History supports the proposed minor in Francophone Studies. If the minor is accepted, we will cross-list appropriate courses in French history with FRAN 3002 so that students may complete their requirements.

**Attachment 2.**

- A. Sample Cross-list for FRAN 2050 (Haynes)**
- B. Sample Cross-list for FRAN 3001 (Germain)**
- C. Sample Cross-list for FRAN 3002 (Haynes)**
- D. Sample Cross-list for FRAN 3003 (Stephenson / Bissière)**
- E. Sample Cross-list for FRAN 3004 (Bissière / Germain)**
- F. Sample Cross-list for FRAN 3005 (Souffrant)**

## **A. Sample Cross-list for FRAN 2050**

### **HIST 2001-A01: ANTI-AMERICANISM IN FRANCE**

**UNC-Charlotte**

**Spring 2010**

**M/W, 11:00 a.m.-12:30 p.m., in Denny 111**

Dr. Christine Haynes

203 Garinger

704-687-2381

[chaynes@uncc.edu](mailto:chaynes@uncc.edu) (please use proper salutation, e.g., "Dear Dr. Haynes," not "Hey, prof!")

Office hours: M, 2:00-2:45; W, 12:30-1:15; or by appointment

#### **Course Description**

In recent years, anti-Americanism has been on the rise around the world. Through the case of France, this course will investigate—and complicate—the phenomenon of anti-Americanism. Although France and the United States have recently been at odds, these two countries have historically shared much in common. Since their revolutions in the eighteenth century, they have both considered themselves beacons of liberty, as well as cultural centers and great powers. Given their similarities, what has caused the tensions between France and the U.S.? Through a comparison of politics, society, business, and culture in the two countries, this course will trace the history of Franco-American relations since the late 1700s.

#### **Required Readings**

Alexis de Tocqueville, *Democracy in America* (Penguin);

*Tintin in America* (Little, Brown);

Richard Kuisel, *Seducing the French: The Dilemma of Americanization* (California);

Bernard-Henri Lévy, *American Vertigo: Traveling America in the Footsteps of Tocqueville* (Random House).

## **B. Sample Cross-list for FRAN 3001**

### **II. AFRS 3220 – Caribbean Slavery to Independence**

**The Caribbean from Slavery to Independence. (3)**

Covering the sweep of history from European/indigenous contact, through the construction of a plantation regime based on African slave labor, and up to the present day, this course explores the spread of colonialism, the dynamics of slavery, and the tumult of abolition and national independence movements. The Caribbean Sea will be examined as a region, emphasizing the ties uniting the islands and the circum-Caribbean coasts. The region's past- including empire and imperial conflict, racial oppression and interaction, and international contact- and its legacies will be discussed in relation to political economics, race, and contemporary culture. (On demand)

## C. Sample Cross-list for FRAN 3002

### **HISTORY 3001: "Europe in the Age of the French Revolution and Napoleon"**

UNC-Charlotte

Fall 2009

T/R, 9:30-10:45, Friday 013

Professor: Dr. Christine Haynes

Office Address: Garinger 203

Office Phone: 704-687-2381

Email: [chaynes@uncc.edu](mailto:chaynes@uncc.edu)

Office Hours: T/R 11-11:45,

or by appointment

Note: The best way to contact me is via email. Please be sure to state your name and course number and use proper forms of address (e.g., "Dear Dr. Haynes," not "Hey prof!").

#### **Course Description:**

Next to the American Revolution, the French Revolution is arguably the most important and dramatic event of the modern era. Complete with peasant and worker riots, guillotined heads, and civil and foreign wars, it transformed France from a feudal society to a democratic one and introduced the world to the ideals of liberty, equality, and fraternity. Ultimately, this revolution affected not just France but all of Europe, especially once Napoleon Bonaparte, military hero and self-proclaimed emperor, began to export its reforms to other countries. Through a combination of primary and secondary sources, this course will trace the causes and consequences of this pivotal event in world history. At the same time, it will provide students with instruction and practice in interpreting historical documents and constructing historical arguments, in both discussion and writing. Through a series of focused assignments, students will work toward a final research paper in which they will offer their own interpretation of a key question in the history of the revolutionary and Napoleonic period: To what extent did the events of this era change the lives of ordinary Europeans?

#### **Course Materials:**

Philip G. Dwyer & Peter McPhee, eds., *The French Revolution and Napoleon: A Sourcebook* (Routledge).

Gary Kates, ed., *The French Revolution: Recent Debates and New Controversies*, 2<sup>nd</sup> ed. (Routledge).

Jeremy Popkin, *A Short History of the French Revolution*, 5<sup>th</sup> ed. (Prentice Hall).

Jacob Walter, *The Diary of a Napoleonic Foot Soldier*, ed. Marc Raeff (Penguin).

Mary Rampolla, *A Pocket Guide to Writing in History*, 5<sup>th</sup> (NOT 6<sup>th</sup>) ed., if possible (Bedford).

These titles are available for purchase at the UNCC Bookstore. The books by Kates and Walter are also available on reserve at Atkins Library.

In addition, a number of readings will be posted on electronic reserve through the Atkins Library website. **You are required to download and/or print these readings, read them before class, and bring them with you to class on the day for which they are assigned.**

## **D. Sample Cross-list for FRAN 3003**

### **I. French Women Writers in Translation**

#### **Sex, Identity, and Literature**

WMST 4228,001/FREN 4050,001

MW 3:30-4:50, COED 168

[ksstephe@email.uncc.edu](mailto:ksstephe@email.uncc.edu)

Katherine Stephenson  
COED 462, ext. 78751  
Office Hours: 1:00-1:50 MW  
5:00-5:30 MW & by appt

#### **Catalog Description**

Prerequisites: junior standing and ENGL 1102 or equivalent. Advanced studies of literature and criticism by French women writers in English translation, with a focus on women's issues from a cross-cultural perspective. May be repeated for credit as topics vary. Course conducted in English.

#### **Course Description**

Advanced study of novels by contemporary French women writers in English translation from the perspective of feminist criticism. The primary focus of the course will be assessing whether women's writing is gendered, is marked by the sex of the writer. Major themes treated will be, among others, the role of the body, sexuality, language, memory, class, and national identity in (re)constructing female identity.

#### **Required Texts:**

##### **Critical Text:**

Holmes, Diana. *French Women's Writing, 1848-1994*. London: Athlone, 1996. PQ149 H65

##### **Literary Texts:**

Condé, Maryse. *Heremakhonon*. Trans. Richard Philcox. New York: Three Continents Press, 1982. ISBN 0-89410-233-8

Darrieussecq, Marie. *Pig Tales: A Novel of Lust and Transformation*. Trans. Linda Coverdale. New York: The New Press, 1997. ISBN 1-56584-442-4

Djebar, Assia. *So Vast the Prison*. Trans. Betsy Wing. New York: Seven Stories Press, 1999 ISBN 1-58322-067-4 . PQ3989.2.D57 V3713 1999

Duras, Marguerite. *The Lover*. Trans. Barbara Bray. New York: Harper & Row, 1985.  
ISBN 0-06-097521-0 PQ2607 U8245 A62613 1986b

Ernaux, Annie. *A Frozen Woman*. Trans. Tanya Leslie. New York: Seven Stories Press, 1995.  
ISBN 1-888-363-38X

Germain, Sylvie. *The Book of Nights*. Trans. Christine Donougher. Boston: David R. Godine, 1993.  
London: Dedalus, 1992. ISBN 0-87923-975-1 PQ2667 E6845 L513 1992

Redonnet, Marie. *Rose Mellie Rose*. Trans. Jordan Stump. Lincoln: University of Nebraska Press, 1994.  
ISBN 0-8032-8952-9 PQ2678 E285 R67 1995



## **II.**

### **FORL 3050-002/LTAM 3000 (French Caribbean literature and culture)**

Fall 2007, M 3:30-6:15pm, COED 402

Prof. Michèle Bissière

Office: COED 417; ph. 704-687-8778; E-mail : mhbissie@uncc.edu

#### **Course description**

This course is an introduction to the literature and cultures of the French-speaking regions of the Caribbean, especially Martinique, Guadeloupe and Haiti. We will focus on the theme of identity and examine the historical and political contexts (colonization, slavery, decolonization) of Francophone Caribbean literature, as well as issues of gender and the role of women.

#### **Course objectives**

- to discover and analyze Francophone Caribbean literature (in translation) and understand its development and evolution during the 20th century
- to integrate theoretical and scholarly works in discussing and writing about literature
- to discuss and present information orally
- to develop research and writing skills

#### **Materials**

- Required texts
  - Jacques Roumain, *Masters of the Dew (Gouverneurs de la rosée)*, 1944
  - Joseph Zobel, *Black Shack Alley (La Rue Cases-Nègres)*, 1950
  - Simone Schwarz-Bart, *The Bridge of Beyond (Pluie et vent sur Télumée Miracle)*, 1972
  - Maryse Condé, *Crossing the Mangrove (Traversée de la mangrove)*, 1989
  - Patrick Chamoiseau, *Texaco*, 1992
  - Edwidge Danticat, *Krik! Krak!*, 1996
- Extra literary and historical texts and scholarly articles available on Moodle or at the Library Reserve
- Films and documentaries for in- and out-of-class viewing

## **E. Sample Cross-list for FRAN 3004**

### **I. FILM 3050-LACS 3050, Survey of French Film**

Dr. Michele Bissière, mhbissie@uncc.edu

Spring 2013

#### **Course description**

The course is a survey of French film from the 1900s to the present with in-depth analysis of some of the most important films by Jean Renoir, Marcel Carné, François Truffaut, Agnès Varda and others. More recent films will be covered through oral presentations.

#### **Course materials**

- **Textbook**
  - Lanzoni, Rémi Fournier. *French Cinema: From its Beginnings*

to the Present. Continuum, 2004. ISBN 9780826416001

- **Films**

The films will be screened outside class. They are available at the Language Resource Center (LRC, COED 434, <http://www.lrc.uncc.edu>), at the Library Reserve, and through Netflix ([www.netflix.com](http://www.netflix.com)).

Jean Renoir, *Grand Illusion*, 1937

Marcel Carné, *Daybreak*, 1939

Jacques Tati, *Mr. Hulot's Holiday*, 1953

François Truffaut, *The Four Hundred Blows*, 1959

Alain Resnais, *Hiroshima, mon amour*, 1959

Jean-Luc Godard, *Breathless*, 1960

Agnès Varda, *Vagabond*, 1985

Louis Malle, *Good Bye, Children*, 1987

Matthieu Kassovitz, *Hate*, 1995

+ films chosen for oral presentations, to be added later

## **II. Felix Germain, Ph.D.**

**Africana Studies**

**Garinger 133**

**Office hours M & W 2:00-3:30 PM**

**[fgermain@uncc.edu](mailto:fgermain@uncc.edu) (704) 687-237**

### **Course Description**

This course is an introduction to African cinema. Through screenings of carefully chosen films, readings, and lectures we will examine and discuss important themes of African cinema such as the role of tradition in society, the reconstruction of the pre-colonial era, the transition from colonial societies to independent nations, the socio-political and economic challenges of postcolonial Africa, gender relations and sexuality, and poverty, health, the environment, and migration. By viewing Africa through the lens of African filmmakers, this course ultimately provides students with a better understanding of African history, cultures, and societies.

### **Required Readings**

Francoise Pfaff, *Focus on African Films* (Bloomington: Indiana University Press, 2004).

Mahir Saul and Ralph Austen, *Viewing African Cinema in the Twenty-first Century: Art Films and the Nollywood Video Revolution* (Athens: Ohio University Press, 2010).

Farred, Grant, "Not the Moment After, but the Moment Of" *South Atlantic Quarterly* 108, 3 (Summer, 2009), 581-598.

Ellapen Jordach Apner, "The cinematic township: cinematic representations of the 'township space' and who can claim the rights to representation in post-apartheid South African cinema." *Journal of African Cultural Studies* 19, 1 (Jun 2007), p113-138.

Zack Williams, Tunde B “Child Soldiers in Sierra Leone and the Problems of Demobilisation, Rehabilitation and Reintegration into Society: Some Lessons for Social Workers in War torn Societies” *Social Work Education* 25, 2 (March, 2006), p119-128

## **F. Sample Cross-list for FRAN 3005**

**Dr. Eddy Souffrant / Office: Winningham, 109 B / Phil 3830 - 001, CRN 24496 / AFRS 3830 – 001, CRN 24776 / Spring 2012 / Philosophy and Race, Denny 206 / 9:30 am – 10:45 pm**

**Office Hours: Mondays and Wednesdays by appointment, Mondays 11:00 - 1:30 pm**

### ***I- OBJECTIVE OF THE COURSE:***

**Let me give you a word of the philosophy of reform. The whole history of the progress of human liberty shows that all concessions yet made to her august claims, have been born of earnest struggle.**

(Quoted in Leonard Harris's **Philosophy Born of Struggle**)

These words of Frederick Douglass serve as the impetus of the course. We shall see to what extent African American philosophy can be construed as a philosophy of reform. We shall take as our starting point the role that race plays in the development of African American thought. We shall not however understand that the essence of that African American thought is a negative one, namely that it is simply or solely a response to racial policies. I aim to explore the legacy of racism and the efforts to liberate at once individuals and society at-large from the constraints of negative prejudice.

We shall attempt in this first effort to determine the uniqueness of the approach to African - American Philosophy as a philosophy of reform and its influence on our political philosophy. The purpose of this course is to emphasize areas of actual and conceptual individual, political and social struggles.

### **Texts:**

**Blackness Visible, Charles Mills**

**Mixed Race, Naomi Zack**

### **Assignments:**

The course will be divided into three themes:

**A- *Inclusion, Race and the Illusions of Individuality***

**B- *The limitations of Race and its appearance as a topic for African American Philosophy***

**C- *The Globalization of Race and African American Response to racism, alienation, and morality***

The final grade for the course will be a compilation of grades from a 15-minute In-Class presentation (1/week and 2/person), a short-essay In-Class exam, a final paper. The student is also required to bring 1 question per week on the assigned readings.

## **Attachment 3**

### **Proposed Catalogue Copy**

## **MINOR IN FRANCOPHONE STUDIES**

The minor in Francophone Studies allows students interested in topics related to the French-speaking world the opportunity to acquire a basic level of cultural competency by taking courses taught in English and offered across a range of disciplines, including but not limited to Africana Studies, Film, History, Latin American Studies, Languages and Culture Studies, Philosophy and Women's Studies. In addition to fostering critical thinking and other transferable skills, the broad base of knowledge about Francophone-related topics that students acquire in this minor positions them to work for companies and agencies that serve the growing Francophone population in our region and worldwide. Career possibilities include: 1) the foreign service, the military and other governmental agencies; 2) non-governmental organizations with an emphasis on international or cross-cultural orientations; 3) international business.

### **ADMISSION REQUIREMENTS**

Students declaring a minor in Francophone Studies must meet all requirements for undergraduate admission to the university.

### **TOTAL HOURS REQUIRED**

Students must complete a minimum of 15 credit hours in courses approved for Francophone Studies credit.

### **STUDY ABROAD EXPERIENCE**

Courses taken while studying abroad may count toward the Francophone Studies minor. To learn more about our programs in Martinique and Limoges, France, please contact the program director.

### **FOREIGN LANGUAGE REQUIREMENT**

Students must demonstrate linguistic competency equivalent to three semesters of French language (FREN 2200, 2201, 2210 or equivalent) prior to completion of the minor.

## **CURRICULUM**

### **CORE COURSE**

FRAN 2200 (x FREN 2209 / LACS 3050) - French Civilization (3 hours)

### **ELECTIVE COURSES**

Students must choose four of the following electives, three of which must be taken at the 3000-level or above. Courses may be repeated with a change of topic. (12 hours)

FRAN 2050 – Topics in Francophone Studies

FRAN 3001 – Advanced Topics in Francophone Studies (Economy and Society)

FRAN 3002 – Advanced Topics in Francophone Studies (Historical Context)

FRAN 3003 – Advanced Topics in Francophone Studies (Arts and Literature)

FRAN 3004 – Advanced Topics in Francophone Studies (Film)

FRAN 3005 – Advanced Topics in Francophone Studies (Philosophy and Intellectual History)

## **COURSE DESCRIPTIONS**

FRAN 2200 - French Civilization. (3) (W) Cross-listed as FREN 2209. A study of the French people, past and present, with emphasis on cross-cultural contrasts in attitudes and values. This course will fulfill the core course requirement for the Francophone Studies Minor. Course conducted in English. (Fall / Spring)

FRAN 2050 - Topics in Francophone Studies. (3) Analysis of a selected topic related to France or to the Francophone world. This course will fulfill an elective in the Francophone Studies Minor requirement. May not be repeated for credit. Course conducted in English. (On demand)

FRAN 3001 – Advanced Topics in Francophone Studies (Economy and Society). (3) Analysis of a selected topic related to Francophone Studies. This course will fulfill an elective in the Francophone Studies Minor requirements. The particular topic of the course may vary from semester to semester. May be repeated for credit with change of topic. Course conducted in English. (On demand)

FRAN 3002- Advanced Topics in Francophone Studies (Historical Context). (3) Analysis of a selected topic related to Francophone Studies. This course will fulfill an elective in the Francophone Studies Minor requirements. The particular topic of the course may vary from semester to semester. May be repeated for credit with change of topic. Course conducted in English. (On demand)

FRAN 3003 – Advanced Topics in Francophone Studies (Arts and Literature). (3) Analysis of a selected topic related to Francophone Studies. This course will fulfill an elective in the Francophone Studies Minor requirements. The particular topic of the course may vary from semester to semester. May be repeated for credit with change of topic. Course conducted in English. (On demand)

FRAN 3004 – Advanced Topics in Francophone Studies (Film). (3) Analysis of a selected topic related to Francophone Studies. This course will fulfill an elective in the Francophone Studies Minor requirements. The particular topic of the course may vary from semester to semester. May be repeated for credit with change of topic. Course conducted in English. (On demand)

FRAN 3005 – Advanced Topics in Francophone Studies (Philosophy and Intellectual History). (3) Analysis of a selected topic related to Francophone Studies. This course will fulfill an

elective in the Francophone Studies Minor requirements. The particular topic of the course may vary from semester to semester. May be repeated for credit with change of topic. Course conducted in English. (On demand)

**IMPORTANT NOTE:** A Microsoft Word version of the final course and curriculum proposal should be sent to [facultygovernance@uncc.edu](mailto:facultygovernance@uncc.edu) upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.



# UNC CHARLOTTE

## 2012-13 Student Learning Outcomes Assessment Plan and Report

(Document student learning outcomes assessment plans and assessment data for each undergraduate and graduate degree program and certificate program, stand alone minor, and distance education program offered online only.)

College: Liberal Arts and Sciences

Department: Languages and Culture Studies

Name of Degree or Certificate Program/Stand Alone Minor/Online Distance Education Program: Francophone Studies

### Reflection on the Continuous Improvement of Student Learning

What changes and improvements your program planned to implement as a result of last year's student learning outcomes assessment data?

Were all the changes implemented? If not, please explain why not and how the changes have on student learning?

N/A. The minor, if approved, would begin in Fall 2013.

### Student Learning Outcome 1

(knowledge, skill or ability to be assessed)

Students will gain a broad understanding of issues relevant to the French-speaking world past, present and future, including but not limited to issues related to history, philosophy, politics, literature, film and artistic production.

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology, and Reporting Outcomes) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

**Effectiveness Measure:** Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill, or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.

During either the final or penultimate semester of their senior year students will submit a one page narrative describing what they have learned about the Francophone world during their course of study along with two forms of accompanying documentation.

These two forms of accompanying documentation can be drawn from any of the five following categories:

1. example of research methodology, e.g., a paper with citations, footnotes/endnotes, bibliography (in English or French);
2. example of exposure to foreign national fine arts (literature, film, music, dance, art, architecture), e.g., class paper, class presentation (power point slides or other visible evidence), class exam, syllabus;
3. example of graded academic work on the language, culture, or history of the major, e.g., paper, exam, power point, wiki, etc.;
4. example of an authentic cultural or linguistic experience, e.g., service learning, internship, study abroad experience;
5. example of campus extracurricular engagement for the minor, e.g., international fair, tutoring, participation in language and/or culture club of the minor. These documents show that students have done research on key linguistic, cultural or historical topics about the French speaking world and/or that they have personally witnessed or experienced various aspects (including the art, culture, and history) of the target culture.

**Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

Students must submit the evidence of their competence to the director of Francophone Studies within or before the final 60 days of their senior year.

**Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate achievement of this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will meet a score of "acceptable" or higher on the Oral Presentation Scoring Rubric.* Note: A copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive.)

85% of the students assessed will meet the necessary requirements for the minor.

Fall 2011/Spring 2012 Assessment Data	Fall 2012 Assessment Data
N/A	N/A



**Plan for 2013-14:** Based upon the 2012 assessment data included in this annual report, what changes will the program implement during the next academic year to improve student learning outcome?

N/A

**Assessment Lead's Comments on Student Learning Outcome 1:**

N/A

**Student Learning Outcome 2**  
(knowledge, skill or ability to be assessed)

**Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan which includes the Student Learning Outcome, Effectiveness Measure, Methodology, and Rubric(s) (Outcome) for this student learning outcome since your last report was submitted briefly describe the changes made and the rationale for the changes.

N/A

**Effectiveness Measure:** Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated intranet site.

N/A

**Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

N/A

**Plan for 2013-14:** Identify the percentage of students assessed that should be able to demonstrate proficiency on this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of "acceptable" or higher on the Oral Presentation Scoring Rubric.* Attach a copy of the scoring rubric, complete with cell descriptors for each level of performance. Report submitted electronically to the designated folder on the designated shared drive.)

N/A

**Fall 2011/Spring 2012 Assessment Data**

N/A

**Fall 2012 Assessment Data**

N/A

**Plan for 2013-14:** Based upon the 2012 assessment data included in this annual report, what changes, if any, will the program implement during the next academic year to improve performance on this student learning outcome?

N/A

**Assessment Lead's Comments on Student Learning Outcome 2:**

N/A

**Student Learning Outcome 3**  
(knowledge, skill or ability to be assessed)

**Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Data Analysis Outcome for this student learning outcome since your last report was submitted, then summarize the changes made and the rationale for the changes.

N/A

**Effectiveness Measure:** Identify the data collection instrument, e.g., exam, project, paper, etc., that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.

N/A

**Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

N/A

**Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of "acceptable" or higher on the Oral Presentation Scoring Rubric.* Attach a copy of the scoring rubric, complete with cell descriptors for each level of performance. A copy of the scoring rubric is to be submitted electronically to the designated folder on the designated shared drive.

N/A

Fall 2011-Spring 2012 Assessment Data	Fall 2012 Assessment Data
N/A	N/A

**Plans for 2013-14:** Based upon the 2012 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve the attainment of this student learning outcome?

N/A

**Assessment Lead's Comments on Student Learning Outcome 3:**

N/A

Copy and paste the format above for additional student learning outcomes as needed.

**Assessment Lead's Overall Comments**

**N/A**