

College Curriculum Proposal Approval and Routing Form

TITLE OF PROPOSAL: Femmes de France

Originating Faculty: Jean X. Brager

Department/College: Languages & Cultures, A & S Chairperson: Eileen Doll

Contact Phone/Email: x 3844 jxbrager@loyno.edu

Type of Proposal (Check all that apply):

New Major¹ New Minor New Concentration Revise Existing Program

New Course Change to Existing Course Discontinue Program

Undergraduate Graduate Online Professional & Cont. Studies Other

1. Resources and Fees:

If this is a proposed revision, are there existing fees? No Yes \$

Will course or program fees be required for this course/program? No Yes \$

Are new resources needed for implementing this proposal? No Yes

If yes, include complete description and dollar amount in proposal.

2. College Review and Approvals:

a. Department/School Eileen J. Doll (Chair) Date: 3/20/17
Approved Not Approved

b. College Curriculum Committee _____ (Chair) Date: _____
Approved Not Approved

c. College Dean _____ Date: _____
Supported Not Supported

3. Intercollegiate Review and Recommendations Required as applicable to proposal:

a. Online Education Committee _____ (Chair) Date: _____
Recommended Not Recommended

b. Professional and Continuing Studies Committee _____ (Chair) Date: _____
Recommended Not Recommended

c. Graduate Council _____ (Chair) Date: _____
Recommended Not Recommended

4. University² Recommendations Required as applicable to proposal:

a. University Courses & Curriculum Committee _____ (Chair) Date: _____
Recommended Not Recommended

b. Standing Council for Academic Planning _____ (Chair) Date: _____
Recommended Not Recommended

¹ New Degree to be Offered---Requires SACS Notification 6 Months Prior to Start

² Approval by the Strategic Planning Team, University Budget Committee, and/or Board of Trustees may be required for proposals that have significant impact on resources or mission. Proposals to establish or discontinue degree programs require approval by Board of Trustees and SACS.



COLLEGE COURSE PROPOSAL FORM

Instructions: Use this form for new college course proposals and substantial course revisions.

Department/College: Languages & Cultures, College of Arts and Sciences

Chairperson: Eileen Doll

Course Title: Femmes de France (Limit 28 Characters or Less)

Course Number: FREN-A360

Term: Fall Spring Summer Credit Hours: 3 Major Required 3 Elective

Effective Term _____ Course I.D. (SUBJ-LEVL) _____ Contact Hours 3 hours/week

Grade Type (Normal or Pass/Fail) Maximum Capacity 25

Activity Type (LEC, STU, LAB, LLB...)

Inter-disciplinary Classification (s) _____

Common Curriculum Classification (s) _____

Pre-requisites/Registration Controls:

French 201 or equivalent level through placement

New Resources and Fees

a. If this is a revised course, was there a course fee? Yes _____ \$ _____
No X

b. Will a course fee be required for this course? Yes _____ \$ _____
No X

c. Are new resources needed for implementing this course? Yes _____ No X
If yes, provide descriptions and dollar amounts in Section V.

Course Description: (maximum 350 spaces)

"Femmes de France" is a cross-disciplinary advanced French course that provides a detailed account of the most influential French women from various disciplines who helped shape the French identity. We will study the accomplishments of Jeanne d'Arc, Catherine de Médicis, Marie-Antoinette, Marie Curie, Gabrielle Chanel, Simone de Beauvoir, and others. In class, we will also examine French feminism as opposed to its American counterpart, gain better understanding of gender roles in French society, and question the relevance of the representations of women in the media, literature, and the arts.

Complete the following sections:

- I. Justification for the course: provide a clear and compelling rationale for any proposed curriculum modification, including additions and deletions to the course inventory, changes in degree/program requirement, new degree programs, and other major curriculum revisions. The justification should state explicitly and clearly how the changes relate to the college and department plans.

The French section of Languages & Cultures has been experimenting with new course offerings in order to attract students to our program. Our current students are more reluctant to take traditional coursework that they see as strongly focused on literature. We face the additional challenge of accommodating students of various levels within the same course. What seems to work best for us is a course centered on an interdisciplinary topic or theme that also incorporates some review of language skills and some study of literary texts.

"Femmes de France" is being taught during the spring semester of 2016 and has 20 students enrolled. The subject matter has strong interest for our students and works well for teaching the French language skills of speaking, reading, and writing.

- II. Impact on the Curriculum:

- A. Review your current course offerings and requirements in light of the proposed change. How will the proposed change or changes improve your program and enhance the educational outcomes you seek to accomplish?

We were due for some new courses of study, and "Femmes de France" proved to be an attractive offering to our students. The subject is rich, diverse, and well suited to language study for students of various levels of ability since the material is very adaptable.

- B. How will proposed change impact the major/adjunct/elective hour distribution requirement for the major or program?

This course adds new variety to the program but does not change the major or minor degrees. It will rotate among advanced-level courses that already exist.

- III. Impact of a new course on frequency of course offerings:

- A. Specify whether or not the offering of the new course will increase the number of courses or sections offered by the department during the semester in which this course is offered or during the following year;

The new course will not alter the number of courses offered during a semester.

- B. Specify, if there is no increase in the number of courses offered, which course(s) or section(s) will be dropped in a given semester to accommodate the frequency with which this course will be offered;

We offer two advanced-level courses each semester. The new course will have some effect on the frequency of offerings in a positive way. We are trying to not duplicate the teaching of courses too often so that our students are able to complete majors and minors within the department if they do not study abroad.

- C. Specify what effect the new course will have on enrollments in other courses or sections within the department and whether or not offering this course will prevent an important or required course from being offered in a given semester.

There will be no effect other than to be an attractive offering.

- D. Is there a service learning component? If yes, please attach a memo from the director of service learning describing this component.

There is no service-learning component.

- E. Explain how this proposal does or does not impact other departments, especially those serviced by your department or program and those that provide adjunct service to your department or program.

Given its cross-disciplinary nature and its subject matter this course is bound to have positive impact on programs such as women's and gender studies and philosophy as it will surely attract their students.

- F. Attach a complete functional syllabus for the course as outlined in the Syllabus Template & Policy Undergraduate and Non-Law Graduate Courses

- IV. Attach a detailed plan for assessment of the proposed course that includes the following elements:
- A. Student learning outcomes for this course that are tied to course content and assignments.
 - B. Key Question: What do you want student to know or be able to do at the end of this course?

- 1-Increasing students' insight into the history of women in France through the study of key female figures in politics, science, literature, sports, cinema, and visual arts.
- 2- Empowering students in their understanding of the struggle for emancipation of French women past and present so that they familiarize themselves with the various challenges faced by French women in the public and private sphere.
- 3- Enhancing students' critical and analytical thinking by comparing French feminist rhetoric, patterns, and artistic productions to its U.S. counterpart.
- 4- Encouraging students to engage in writing articles, short films, film critiques, etc. inspired by female figures, feminist theory, and gender issues.
- 5- Further developing speaking, reading, and writing proficiency in French.

- C. Methods, tools, instruments that will be employed to measure success. Describe methods for measuring inputs and outputs. Key Question: What are the indicators of learning and course effectiveness?

- 1-Assessment for insight into history, etc: In-class discussion, regular oral presentations, and exams will be used to demonstrate students' increased understanding of French feminism.
- 2-Assessment for issues of emancipation: in-class debates, case studies, essays and exams.
- 3-Assessment for critical and analytical thinking: In-class discussion, homework assignments and exams, but the final article and project are important tools as well.
- 4-Assessment for writing, etc: Homework and final article and project.
- 5-Assessment for language proficiencies: Oral presentations, graded homework writing and final article and project will be used.

- D. Criteria that will be used to measure accomplishments or outcomes. Key Question: How will we know that we are having a positive impact on our students' learning?

Students will answer two diagnostic questions concerning what they know about French women and society at the beginning of the course in order to establish their initial competency. The same questions will be asked on the final exam, allowing the professor to gauge how students have progressed in their knowledge and analytical skills as well as in their use of the French language.

- E. Frequency and schedule of assessment of student learning in this course.

Bi-weekly quizzes or homework assignments help prepare students for the exams. Students tend to do better in foreign language classes when we assess regularly and frequently. The exam schedule is shown on the syllabus.

- F. Describe mechanisms that will be in place to ensure continuous improvement of course.

The professor will seek student evaluations of the course and will discuss any issues with other faculty members in the department.

- G. Structure and process for administrative and academic oversight of course.

The Department Chair will monitor grade distribution.

- H. Impact of course on accreditation or certification.

This is not applicable to the course.

V. Impact on the budget:

- A. Staffing. Is current staffing sufficient or will new faculty be needed (whether full-time or part-time)?

Current staffing is sufficient.

- B. Library Support. Describe how library support will be affected by this proposal. Include name of library liaison and date this proposal was discussed with liaison.

Current library support is sufficient.

- C. Support services. Will the proposed change require additional support services (Media Services audio/visual: typing/secretarial, computer services, computer time)?

No additional support services are required.

- D. New equipment. Does the proposed change presuppose the purchase of new equipment or software, whether for support or instruction?

No.

- E. Is a student fee requested? If yes, provide justification and basis for amount.

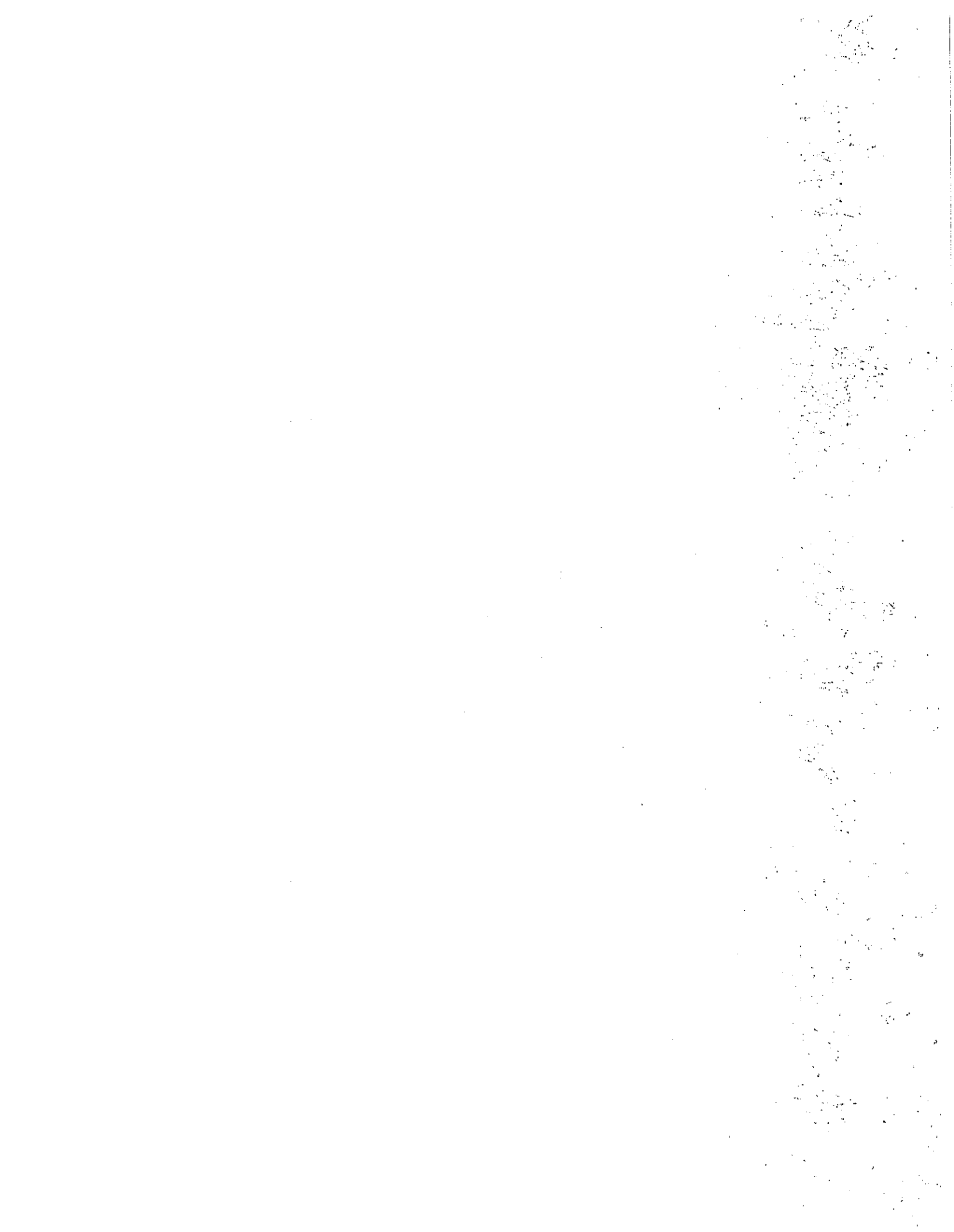
No.

- F. Additional physical space. Does the proposed change require additional physical space (for classes or labs) or modifications of existing physical plant space?

No.

- G. Impact on other departments. How will the proposed change impact the staffing, equipment, and service budgets of other departments,

There should be no impact at all on other departments.



FREN-A494-001
Spring 2017/ MWF 2:30-3:20PM
FEMMES DE FRANCE

Instructor: Jean Xavier Brager, Ph.D.

Contact: jxbrager@loyno.edu

Office Hours: MWF (1:30-2:20pm) in Bobet 309

Course Materials

- No textbook will be required.
- Reading assignments such as scholarly articles and book chapters will be available on Blackboard to be printed and brought to class according to syllabus.
- Vocabulary sheets also need to be printed and memorized early on in the semester as a way to facilitate class discussions.
- Required films will be available via streaming on blackboard and/or on reserve at Monroe Library for on-site viewing.

Course Objectives

1. Increasing students' insight into the history of women in France through the study of key female figures in politics, science, literature, sports, cinema and the visual arts.
2. Empowering students in their understanding of the struggle for emancipation of French women past and present so that they familiarize themselves with the various challenges faced by French women in the public and private sphere.
3. Enhancing students' critical and analytical thinking by comparing French feminist rhetoric, patterns, and artistic productions to its U.S. counterpart.
4. Encouraging students to engage in writing articles, short films, film critiques, etc. inspired by female figures, feminist theory, and gender issues.

Assessment

Preparation/Participation	20% (Based on 40 class days)
Quizzes (4)	15% (lowest grade will be dropped/no make-up)
Examen de mi-semester	15%
Questionnaire Final	10%
Final Project	20%
Article final	20%

Grading scale

A = 93-100	C+ = 77-79
A- = 90-92	C = 73-76
B+ = 87-89	C- = 70-72
B = 83-86	D+ = 67-69
B- = 80-82	D = 60-66
	F = 59 & below

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Preparation/Participation (20% of course grade)

Attendance and active participation are the keys to success in this course and in learning about the topic at stake. Each student is expected to actively participate each day of the course. Full participation credit will be granted provided you are present, interact with your classmates, respond to questions posed by your instructor, and complete the daily homework.

After two tardies, each subsequent tardy will be counted as an absence. For each of the first two absences (excused- meaning, previously discussed with instructor- or not), you will lose **one (1) possible percentage point** from your final grade. After more than two absences, each subsequent absence will cost 2% of your final possible grade.

Article (20% of course grade)

A ten-page scholarly article (with at least five bibliographical sources) about a female-based issue of your choice from the semester's corpus. Students are expected to use the vocabulary and material learned and to organize their ideas in a formal yet engaging progression (introduction, thesis, antithesis, synthesis, and conclusion.)

The articles must be typed and double-spaced, using 1" margins. Paragraphs must be justified, and the font should be 12 pt. Times New Roman or Arial. **All accents must be typed.**

Any article turned in after the due date will be penalized with a deduction of ten points for each outstanding day. For example, a composition that earns a grade of 87% will be assigned a grade of 67% if it is turned in two days late.

Final Project (20% of course grade)

The final project will consist of a soirée based off the theme of the course: women in France.

Students are encouraged to collaborate with Les Tricolores French Club and with Loyola students.

If you have a disability and wish to receive accommodations, please contact Disability Services at 504-865-2990. If you wish to receive test accommodations (e.g., extended test time), you will need to give the course instructor an official Accommodation Form from Disability Services. The Office of Disability Services is located in Marquette Hall 112.

At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus activities. To prepare for such emergencies, all students will do the following during the first week of classes:

1. Practice signing on for each course through Blackboard.
2. Provide regular and alternative e-mail address and phone contact information to each instructor.

In the event of an interruption to our course due to the result of an emergency requiring an evacuation or suspension of campus activities, students will:

1. Pack textbooks, assignments, syllabi and any other needed materials for each course and bring during an evacuation/suspension.
2. Keep up with course work during the evacuation/suspension as specified on course syllabi and on-line Blackboard courses.
3. Complete any reading and/or writing assignments given by professors before emergency began.

Assuming a power source is available....

1. Log on to university Web site within 48 hours of an evacuation/suspension.

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FEMMES DE FRANCE

2. Monitor the main university site (www.loyno.edu) for general information.
3. Log on to each course through Blackboard or e-mail within 48 hours of an evacuation/suspension to receive further information regarding contacting course instructors for assignments, etc.
4. Complete Blackboard and/or other online assignments posted by professors (students are required to turn in assignments on time during the evacuation/suspension period and once the university campus has reopened.)
5. Contact professors during an evacuation/suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented them from completing expected work.

Further information about student responsibilities in emergencies is available on the Academic Affairs web site:
<http://academicaffairs.loyno.edu/students-emergency-responsibilities>

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FEMMES DE FRANCE
CLASS SCHEDULE

Jan 9	Présentation du syllabus/ Problématiques
Jan 11	La France au féminin: symboles, clichés et légendes
Jan 13	Survол des héroïnes françaises
Jan 16	La femme au Moyen-Age
Jan 18	Jeanne d'Arc/ Alienor d'Aquitaine
Jan 20	Christine de Pisan/ Louise Labé
Jan 23	La femme au XVIIème siècle
Jan 25	Les maîtresses du Roi
Jan 27	Les femmes selon Molière
Jan 30	La femme pendant la Révolution
Feb 1	Marie-Antoinette, Charlotte Corday
Feb 3	Les Merveilleuses
Feb 6	La femme du siècle des Lumières
Feb 8	Madame de Scudéry et la Carte du Tendre
Feb 10	Les salonnières
Feb 13	La femme sous l'Empire
Feb 15	Joséphine de Beauharnais
Feb 17	La femme de la Belle Epoque
Feb 20	La femme et la Résistance: Lucie Aubrac, Charlotte Delbo, J.Baker
Feb 22	Progrès et émancipation: vote, IVG, parité
Feb 24	Examen de mi-semestre
Mar 6	Le féminisme à la française
Mar 8	Simone de Beauvoir
Mar 10	Hélène Cixous
Mar 13	La femme dans la littérature
Mar 15	Le nouveau roman: Claude Sarraute et Marguerite Duras
Mar 17	Les contemporaines d'Amélie Nothomb à Fabienne Kanor
Mar 20	La femme au cinéma
Mar 22	Les stars de cinema de Sarah Bernhardt à BB et Marion Cotillard
Mar 24	Les femmes réalisatrices: Agnès Varda, Claire Denis, Chantal Ackerman, Julie Delpy, Catherine Breillat

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Mar 27	La femme dans les arts
Mar 29	Les modèles et odalisques
Mar 31	Les peintres: Berthe Morisot, Marie Cassatt, Camille Claudel
Apr 3	La femme dans la publicité
Apr 5	La parisienne et la femme "libérée"
Apr 7	Les photographes conceptuelles: Vivian Maier, Sophie Calle
Apr 19	Femmes et Hommes: union ou combat?
Apr 21	Masculin/féminin: doit-on féminiser la langue française?
Apr 24	La femme est-elle toujours l'avenir de l'Homme?
Apr 26	Sexisme, harcèlement et oppression de la femme
Apr 28	Mouvement et littérature bisexuels et lesbiens (Hélène Cixous, Gertrude Stein)
May 1	Projet de groupe
May 3	Article final

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