

STATUS:   A  

COMMON COURSE NUMBER:   FRE 2201  

COURSE TITLE:   Intermediate French II  

CREDIT HOURS:           3          

CONTACT HOURS BREAKDOWN:

Lecture/Discussion           48          

Lab                                   

Other                                   

Contact Hours/Week           3          

CATALOG COURSE DESCRIPTION:

Prerequisite: FRE 2200 or equivalent

Corequisite: None

Emphasis on composition, comprehension and conversation. Interesting tour through French history, geography and literature. Aim of course to give student a necessary background in the culture of France and to gain more fluency in oral and written expression. This course completes intermediate year.

General Education Requirements - Associate of Arts Degree, meets Area(s):  
General Education Requirements - Associate in Science Degree, meets Area(s):

UNIT TITLES: (OVER, PLEASE)

**UNIT TITLES:**

1. The Greeks and the decadence and fall of the Roman Empire (476)-Germanic tribes invasions into Gaul, (XIth century) - The Middle Ages (Vth to end of XVth centuries) - Charlemagne - Survey of historical and political events and literary creation until the end of the XVth century - The Hundred Year's War (1339-1453) - Joan of Arc.  
Geography: The south of France.
2. XVIth century - la Renaissance - l'Humanisme - Francois Ier, Rabelais - Luther and the Reformation - The Religious Wars.  
Geography: La Vallee de la Loire (chateau country).  
3-8 page composition
3. XVIIth century - Le Siecle d'Or - Louis XIII, Richelieu, Louis XIV - Rene Descartes, Corneille, Racine, la Fontaine, Moliere.  
Geography: Versailles.
4. XVIIIth century - Le Siecle Philosophique, le Siecle des Lumieres (Enlightenment) - The Regent - Louis XV - Louis XVI - Survey of events which culminated with the French Revolution of 1789 - The men and women who promoted it, and succeeded - Montesquieu - Voltaire, Rousseau and other French philosophers of the time - Criticism, social changes - Tolerance among men.  
Geography: The eastern and western regions of France.  
The well-known painters of this period.  
3-8-page composition.
5. XIXth century - Romanticism - Realism - Naturalism - Symbolism - The Franco-Prussian War - Napoleon I - The rebirth of monarchy - Napoleon III.  
Geography: Northern and middle France.  
The well-known painters of this period.
6. XXth century - World Wars I and II - The Viet-Nam and Algeria Wars. Georges Duhamel, Andre Maurois, Jules Romains, Albert Camus, Jean-Paul Sartre, Antoine de Saint-Exupery.  
Geography: a) Canada, and b) the former African colonies of France.
7. Simone de Beauvoir "Le Deuxieme Sexe") - Today's Frenchwomen condition - Politics in France today - France's economy, industry, agriculture, the space program (Ariane)

- Mitterand's influence on Europe, his role with regard to the United States and the European Community.

The holidays in France

3 to 8-page composition - Review and debate.

## **I. Course Overview:**

Upon successful completion of this course (entirely conducted in French), the students should be able to have gained a significant insight into the most salient aspects of French culture through the study of the history of France, its philosophers, painters and music composers, from the fifth century to the present. They should be able to:

1. Speak the language with greater confidence, using the vocabulary as well as the idiomatic expressions they have acquired in this course.
2. Read and write faster and with greater ease.
3. Speak with French-speaking people, and understand them with greater skill.
4. Discuss French history and ideologies; the economy, industry, agriculture, commerce, space program, etc., and the role France is holding in the European Community as well as President Mitterand's influential role within the European Community and vis-a-vis the United States and the world.
5. Distinguish between the types of architectures of major buildings (chateaus and cathedrals) according to the period when built.
6. Distinguish between the specific ideologies of the French writers and philosophers studied, and, occasionally, quote them.
7. Explain the meaning and significance of literary and philosophical terms.
8. Recognize with relative ease the artwork of specific French painters and music composers.
9. Develop a certain skill in discussing the problems of the present days while relating to the ideas of great men such as Rabelais (XVIth century), Descartes (XVIIth), or Voltaire (XVIIIth), including those of XXth century.
10. Compare the political and historical past of France to the present world problems, and understand the influence of France on Europe and the world throughout the centuries.
11. Recognize the possibility of avoiding the tragedies of man through applying the ideologies of the great thinkers France nurtured.
12. Recognize the influence of political events on art creation.
13. Dissert somewhat on the differences (topography, gastronomy, special products such as wines, cheeses and other specialties) between the various regions of France, and the artwork found there; as well as Canada and other lands whose

official language is French, namely the former African colonies of France.

14. Contrast the condition of a Frenchwoman day with that of the past through studying Simone de Beauvoir's "The Second Sex"

## II. Units:

Unit 1. The Greeks and the decadence and fall of the Roman Empire (476)-Germanic tribes invasions into Gaul, (Xth century) - The Middle Ages (Vth to end of XVth centuries) - Charlemagne - Survey of historical and political events and literary creation until the end of the XVth century - The Hundred Year's War (1339-1453) - Joan of Arc.  
Geography: The south of France.

### General Outcome:

1.0 The students should be able to demonstrate that they have acquainted themselves with this part of history in the Western World; they should also demonstrate their ability to explain some important aspects of the southern region of France.

### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 1.1 Relate a certain amount of knowledge of the French history of this period.
- 1.2 Explain the significance of the Roman occupation (59BC-476) into Gaul, and the fall of the Roman empire, which resulted in the German tribes invasions (Xth century).
- 1.3 Recognize the importance of the Franks and their deep love for Gaul, and understand the greatness of Charlemagne, his vast empire, his ideologies, and his extremely important role in keeping alive the threatened christianity of his days.
- 1.4 Explain the importance of La Chanson de Roland, a "chanson de gest", which indeed depicts what is mentioned in 1.3 above.
- 1.5 Discuss French history from Charlemagne's death (814) to the end of XVth century, especially the Hundred Years' War (1339-1453), and be aware that Joan of Arc, a woman, finally ended this long war fought between the French and the English; as a consequence of her being sacrificed, Joan brought

forth nationalism in France, and the unification of the country, which became a nation.

- 1.6 Recognize the literary production of the period, namely "Chanson de geste", Le Roman de la Rose, and the theater.
- 1.7 Develop a certain ability to explain the overall aspect of the south of France from the Pyrenees Mountains (Atlantic Coast) to the Italian border (Mediterranean Sea), the topography and special characteristics of the region; show on the map the Roncevaux pass where Roland died on the battlefield in 778, as well as Provence where the Romans preferred to live, and where they left interesting vestiges, or marks, of their civilization; monuments, amphitheaters, public bath houses, even an arena; Arles and Nimes are good examples of this.

Unit 2. XVII century - la Renaissance - l'Humanisme -  
Francois Ier, Rabelais - Luther and the Reformation  
- The Religious Wars.  
Geography: La Vallee de la Loire (chateau country).  
3-8 page composition.

General Outcome:

2.0 The students should be able to demonstrate that they have acquainted themselves with the history of France during this period. They should be able to distinguish between the different architectures of the chateaus found in the Loire Valley (about 200 kilometers southwest of Paris) where several centuries of French history were preserved.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 2.1 Discuss a certain amount of knowledge in the French history of the sixteenth century.
- 2.2 Describe the tremendous change which took place in France from the day Francois Ier became the king of France: a great king, intelligent, energetic, who encouraged art creation and protected the artists; he went to war against Italy to recapture French possessions there; Milan and Naples.
- 2.3 Recognize that Francois Ier brought to France the Renaissance art from Italy as well as the "Humanist" movement (l'Humanisme), which he vividly encouraged in France.
- 2.4 Discuss the work of Rabelais (Gargantua) and its significance vis-a-vis humanism; Rabelais is the 'humanist' par excellence (1494-1553).
- 2.5 Recognize Martin Luther (1493-1546), a German theologian and monk, who brought forth the Reformation a movement which caused a sort of revolution within the church throughout Europe.

- 2.6 Distinguish between the style (architecture) of the most important chateaus found in the Loire River Valley, namely the following:
- 2.6.1 Angers and Chinon, two fortresses since they were built (for defense) during the Middle Ages
  - 2.6.2 Chambord built by Francois Ier
  - 2.6.3 Azay-le Rideau, Amboise, Blois altered by Francois Ier.
  - 2.6.4 Chaumont, Chenonceaux  
where Catherine de Medici lived as well as Diane de Poitiers.  
{All Renaissance style (for pleasure)}
  - 2.6.5 Cheverny and Valencay, pre-classical style.
- 2.7 Describe the Religious Wars in France (1562-1598) and Henri IV's Edict of Nantes (1598), which ended this bloody period.

Unit 3. XVIIth century - Le Siecle d'Or - Louis XIII, Richelieu, Louis XIV - Rene Descartes, Corneille, Racine, la Fontaine, Moliere.  
Geography: Versailles.

General Outcome:

3.0 The students should be able to demonstrate that they have acquainted themselves with the history of France during the seventeenth century; they should also be able to understand the reign of Louis XIV, which encompassed a great period of French culture (classical art and Versailles). And they should also show interest in the chateau of Versailles, which Louis XIV built especially for the purpose of dominating.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 3.1 Recount a certain amount of knowledge in the French history of the seventeenth century.
- 3.2 Discuss the almost negative role of Louis XIII, and the superiority, as a statesman, of Richelieu.
- 3.3 Recognize the domineering personality and intelligence of Louis XIV, his energy, and his insatiable appetite for beauty and elegance, which is reflected at Versailles, a chateau which was visited by all European and oriental sovereigns of the time, even Peter the Great of Russia; Louis XIV dominated them all; he was the most powerful king of Europe.
- 3.4 Recognize the paradox that he brought forth "grandeur" to France, and at the same time gravely impoverished his country by spending the vast amounts of money necessary to build Versailles and to fund his wars.
- 3.5 Describe the work of Descartes, the French philosopher and mathematician of the time, who asked man to explain his universe through science (Le Discours de la Methode); man must now think for himself, 'le libre arbitre' as it is called today.

- 3.6 Discuss and compare Corneille (the theater of reason), with Racine (the theater of passion); Moliere and la Fontaine, two great critics of the French society of the time, la Fontaine; very sympathetic toward the poor but very harsh against the high-ranked people and the hypocrites; Moliere criticized stupidity in men and women.
- 3.7 Name and describe succinctly the various rooms that tourists visit at the chateau of Versailles; acquaint themselves with the different paintings found there, and interpret their meanings. Also name the different architects who built Versailles, and those who landscaped it.

Unit 4. XVIIIth century - Le Siecle Philosophique, le Siecle des Lumieres (Enlightenment) - The Regent - Louis XV - Louis XVI - Survey of events which culminated with the French Revolution of 1789 - The men and women who promoted it, and succeeded - Montesquieu - Voltaire, Rousseau and other French philosophers of the time - Criticism, social changes - Tolerance among men.

Geography: The eastern and western regions of France. The well-known painters of this period.  
3-8-page composition.

General Outcome:

4.0 The students should be able to demonstrate that they have acquainted themselves with the history of France during the eighteenth century. They should also be able to remember that after Louis XIV's death (1715) France had a Regent (Philippe d'Oleons), and that Louis XV, born in 1710, reigned from 1743 to 1774; that Louis XV declaring that "after him deluge (tragedy) could fall over France" was already showing signs of his lack of interest in the affairs of the country, and that France was heading for social upheaval; indeed France had a revolution in 1789 under the weak king Louis XVI and Marie-Antoinette. The students should also be able to explain the topography and characteristics of the eastern and western regions of France. Finally, they should be able to distinguish between the art style of painters such as Boucher, Chardin, Fragonard, and Watteau.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 4.1 Discuss a certain amount of knowledge in the French history of the eighteenth century.
- 4.2 Recognize that this century was born from the Cartesian rationalism, and that from it criticism and scientific thinking developed.
- 4.3 Explain also 1) that contrary to the ideas of the German and English philosophers of the time, Voltaire, Rousseau, and others were working toward social changes; they did so, and succeeded, through

their criticisms. And 2) that Montesquieu, with his "L'esprit des Lois" was writing the upcoming constitutions of France and that of the United States.

- 4.4 Recognize that Louis XV took France into the Seven Year's War, that he lost our Canada and the French possessions in India, and that the French Revolution of 1789 occurred during the reign of Louis XVIth, a kind man but a weak king who had no interest in ruling his country.
- 4.5 Develop a certain ability to explain the characteristics of the eastern (l'Alsace, la Lorraine, La Bourgogne, etc.) and the western (la Normandie, la Bretagne, les Charentes, etc.) regions of France, and make the necessary effort to remember that Normandy was the stage of the landing of the American and Allied Armies on June 6, 1944, a vast and dangerous undertaking which freed Europe of all enemies, and, in the process, ended the Second World War.
- 4.6 Identify the works of the better-known French painters of the time, and interpret the reasons of their respective styles.

Unit 5. XIXth century - Romanticism - Realism - Naturalism - Symbolism - The Franco-Prussian War - Napoleon I - The rebirth of monarchy - Napoleon III.  
Geography: Northern and middle France.  
The well-known painters of this period.

General Outcome:

5.0 The students should be able to demonstrate that they have acquainted themselves with French history and literature of the nineteenth century; they should also remember that, after the bloody revolution of 1789 and the defeat of Napoleon I, France is a country which is looking for a new identity; this is a very difficult, complex, taxing, and painful period; the French must adjust to their new life, which causes great suffering, which is indeed well described in the four different literary genres created throughout the nineteenth century, the paintings and the music, as well as the seven different types of government: monarchy, empires, republics.

The students should also be able to explain the topography and characteristics of northern and middle France, and show their ability to recognize the works of the better-known artists (painters and composers) of the period: Corot, David, Delacroix, Ingres, Millet, Manet, Monet, etc.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

5.1 Discuss a certain amount of knowledge in the French history and literature of the nineteenth century.

5.2 Describe that the century starts where the French Revolution of 1789 ends, and that the nation as a whole experienced painful adjustments. In addition, Napoleon I had his many military victories, killing a large number of French soldiers, and that he ended miserably in defeat.

5.3 Describe that the four different literary genres that developed throughout the century: a) romanticism (Lamartine, Hugo, Musset, Vigny), b) realism (Flaubert, Maupassant), c) naturalism (Zola, Balzac), d) symbolism (Baudelaire, Verlaine, Rimbaud) and the

seven different types of government: a) monarchy,  
b) empires, c) republics.

- 5.4 Discuss the works of painters such as Ingres, Millet, Corot, David, Delacroix, and the significance and meaning of such paintings vis-a-vis the political and social situations of France at that time.
- 5.5 Discuss the northern (le Nord, L'Artois, la Somme, or Picardy, etc.) and middle (south of Paris and the Massif Central) regions of France, and know the characteristics of these regions.

Unit 6. XXth century - World Wars I and II - The Viet-Nam and Algeria Wars. Georges Duhamel, Andre Maurois, Jules Romains, Albert Camus, Jean-Paul Sartre, Antoine de Saint-Exupery.  
Geography: a) Canada, and b) the former African colonies of France.

General Outcome:

6.0 The students should be able to demonstrate that they have acquainted themselves with French history and literature of the twentieth century; they should also remember that the century started with a ) WWI (1914-1918); b) WWII (1939-1945), c) Viet-Nam (1946-1954), and d) Algeria (1957-1962).

The students should also be able to show some interest in French writers and philosopher of the century.

And finally, the students should know that Canada was discovered by the French, and that General de Gaulle gave the former French colonies of Africa their autonomy.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

6.1 Discuss a certain amount of knowledge of the French history and literature of the twentieth century.

6.2 Recognize that France went through four wars during this century: a) world War I (1914-1919), which caused indescribable suffering and destruction; b) World War II (1939-1945) here France was at first defeated due to the treason of the government, where demoralization of the whole nation set in; France was occupied by the Germans for four years; but thanks to the landing on the Normandy coast (Omaha Beach, etc.) of the American and the Allied Armies, France was free from the German occupation, and started rebuilding its industry through the assistance of the United States (the Marshall Plan); c) the war in Viet-Nam (1946-1954) also caused sadness for it ended in defeat; and General de Gaulle ended the Algeria War 1957-1962), from which he expected no results.

6.3 Discuss the works of Georges Duhamel and Jules Romains, two unanimists; Andre Maurois; Albert Camus and J.P. Sartre, two existentialists; Antoine de

Saint-Exupery who never lost his hope in man; all writers (and many others) who gave us the example of man's courage in a time when most were speaking of his weakness.

- 6.4 Discuss Canada, a country discovered by the French after an attempt by Jean Cabot (1497). Francois Ier sent Verrazzano (1524), then Jacques Cartier (1534-1536); Henri IV sent Samuel Champlain, the founder of Quebec (1608). Louis XIII Richelieu) and Louis XIV also did their share in the colonization of Canada. As mentioned before (Unit 4) Louis XV lost our Canada which became English.
- 6.5 Discuss the several former French colonies in Africa; among them: Senegal, the Ivory Coast Gabon, Tchad, Cameroun, French Congo, Dahomey, and some others, which have become independent republics since 1960, and Madagascar as well.

Unit 7. Simone de Beauvoir "Le Deuxieme sexe") - Today's Frenchwomen condition - Politics in France today - France's economy, industry, agriculture, the space program (Ariane) - Mitterand's influence on Europe, his role with regard to the United States and the European Community. The holidays in France. 3 to 8-page composition - Review and debate.

General Outcome:

- 7.0 The students should be able to demonstrate their good understanding of Simone de Beauvoir's ideas in her "Second Sex"; they should be acquainted with the fact that Frenchwomen went through their battle for their "liberation".
- Students should have learned that France today is a rather progressive and dynamic country, and that President Mitterand, and socialist, a very influential and respected man, is very much appreciated by the nation and the world. Students should be aware also that capitalism and laissez faire have been and still are very much in practice in France, and that there are many French millionnaires today.
- Students should also be able to name the French holidays, and explain how and when they are celebrated.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 7.1 Discuss Simone de Beauvoir's message to women, and men as well, in her book The Second Sex, in which she expertly describes and explains how equality between the sexes may be attained.
- 7.2 Recognize that Frenchwomen fought their battle for their so-called "liberation"; that there is a special Secretariat in the French government for promoting and protecting the condition of women, a very active and very dynamic office indeed, headed by a woman. the students should also know that the MLF (Mouvement de la Liberation de la Femme) is no longer very flourishing since women in France are very well protected by the government, by law; the government grants them, and their families, very generous

benefits. Most women in France are working, and day-care centers are among the best in Europe.

- 7.3 Recognize that France has been a very progressive nation since the end of World War II; many French families have a "residence secondaire", and they all have a car or two. Since French workers, by law, have FIVE, soon SIX, weeks paid vacation per year, practically all French families take long vacations. French workers are well remunerated; salaries and benefits are very high. The students should also be aware that industry, agriculture, the economy in general, is strong; France is a very competitive nation among the twelve countries which compose the European Community. Also France has an important space program (Ariane).
- 7.4 Describe the French holidays, and learn why and how they are celebrated.

## Special Student Projects:

### Classroom Activities

- a. Intense reading, answers to questionnaires, discussions.
- b. Well-written 3 to 8-page compositions, or well-organized essays, using library material, encouraging personal opinions, instead of examinations taken in the classroom.
- c. Home assignments.
- d. Only French permitted in class.
- e. Slide projections for better comprehension and assimilation of studied material.
- f. Final examination: Besides the debate in the classroom, liking the past and the present, there is a take-home final examination covering the twentieth century only but considering the work of great thinkers such as Rabelais, Descartes, Voltaire, and others, who led the French and their love for liberty to where they stand now.