Date: February 14, 2008
To: Members of the CEP
Subject: Revision of the major in French

All tenured and tenure-track members of the Department of French and Italian have been working for more than a year on revising the major in French. The current version of the major was established more than 15 years ago and does not reflect the interests of our newer faculty members. Moreover, after reviewing the MLA report (see Appendix A) as well as some programs at universities with which we compare ourselves (see Appendix B), we determined it was time for a change.

We are grateful to you for reviewing our materials, including our major check sheet, prose for the catalog, and proposed new courses.

The principal reasons for change:
- to break down the division between language courses (focus on skill development) and literature courses (focus on content)
- to integrate language, history, culture, and literature courses
- to give students a solid grounding in French/Francophone history and culture while also allowing them more freedom to choose
- to create courses that all faculty can and want to teach (the current major requires students to take several courses that are taught primarily by senior lecturers)
- to articulate goals that all members of the department endorse
- to articulate goals that students can understand (see Appendix C)

The principal changes:
- change from 30-hour to 36-hour requirement
- allow students to take two relevant courses outside the department (in English or another language); we imagine these courses will be in History, Political Science, History of Art, Philosophy, and in other languages (Italian, Spanish, Portuguese, German, Russian, etc.), as well as in programs, including Jewish Studies, AADS, Women’s and Gender Studies, Film Studies
- organize courses into 3 categories: Communications, Traditions, Intersections
• change in basic requirements to exclude courses that were taught principally by senior lecturers (214, 226)
• delete 207 and 208 and substitute a 220-221 requirement
• delete 270 and, therefore, no longer have a senior seminar
  o This change is best understood in the context of what our French majors and minors typically do. Most students spend a semester or a year in France during their junior years and return to take the senior seminar. ALL seniors have been, therefore, in 270 and not in some of our most interesting literature and culture courses. Furthermore, we have between 25 and 30 students who have needed to take the senior seminar every year; we have offered one section in the fall (Froment-Meurice) and one section in the spring (Scott). Staffing for other courses precludes more than these two sections. The spring section often has 18-22 students, which is clearly NOT a seminar. We consider it preferable, therefore, to offer our seniors a choice among several courses (seminars with 8-15 students) in both the Traditions and the Intersections rubrics which will be taught by a variety of tenured and tenure-track faculty members.
Foreign Languages and Higher Education: New Structures for a Changed World

Background

The Modern Language Association supports a broad, intellectually driven approach to teaching language and culture in higher education. To study the best ways of implementing this approach in today's world, the MLA Executive Council established an Ad Hoc Committee on Foreign Languages, chaired by Mary Louise Pratt, who served as the association's president in 2003. The committee was charged with examining the current language crisis that has occurred as a result of 9/11 and with considering the effects of this crisis on the teaching of foreign languages in colleges and universities. It began working in 2004 and submitted its report to the Executive Council two years later. Committee members have made presentations at the MLA convention and at other public venues, including events sponsored by federal agencies, professional associations, and universities. This summary of the committee's and the Executive Council's deliberations offers background and context for the association's recommendations regarding the challenges and opportunities facing language study in higher education. While the recommendations address issues specific to the United States, they may be applicable to other contexts and countries.

In fulfilling its charge, the committee found itself immersed in a dynamic, rapidly changing environment marked by a sense of crisis around what came to be called the nation's language deficit. The United States' inability to communicate with or comprehend other parts of the world became a prominent subject for journalists, as language failures of all kinds plagued the United States' military interventions in Afghanistan and Iraq and its efforts to suppress terrorism. Initiatives in critical languages began multiplying in educational institutions all over the United States. Government language schools scrambled to redefine priorities and mount new programs. New federal funds for language study appeared, mostly tied to defense and security needs. MLA data show that college and university enrollments in Arabic nearly doubled between 1998 and 2002, from 5,505 to 10,584 (Welles 9, table 1a). Shortages of qualified, trained teachers of critical languages became more acute than ever before. Legislative proposals to address the deficit in language and international expertise began appearing in Congress.

Not surprisingly, "the need to understand other cultures and languages" was identified by Daniel Yankelovich as one of five imperative needs to which higher education must respond in the next ten years if it is to remain relevant. "Our whole culture," Yankelovich says, "must become less ethnocentric, less patronizing, less ignorant of others, less Manichaean in judging other cultures, and more at home with the rest of the world. Higher education can do a lot to meet that important challenge." In May 2005 Senator Daniel Akaka made a similar point: "Americans need to be open to the world; we need to be able to see the world through the eyes of others if we are going to understand how to resolve the complex problems we face." In the current geopolitical moment, these statements are no longer clichés. The MLA is prepared to lead the way in the reorganization of language and cultural education around these objectives.

In the context of globalization and in the post-9/11 environment, then, the usefulness of studying languages other than English is no longer contested. The goals and means of language study, however, continue to be hotly debated. Divergent views concerning language and its many functions are reflected in differing approaches to the study of language. At one end, language is considered to be principally instrumental, a skill to use for communicating thought and information. At the opposite end, language is understood as an essential element of a human being's thought processes, perceptions, and self-expressions; and as such it is considered to be at the core of translingual and transcultural competence. While we use language to communicate our needs to others, language simultaneously reveals us to others and to ourselves. Language is a complex multifunctional phenomenon that links an individual to other individuals, to communities, and to national cultures.
Institutional missions and teaching approaches typically reflect either the instrumentalist or the constitutive view of language. Freestanding language schools and some campus language-resource centers often embrace an instrumentalist focus to support the needs of the students they serve, whereas university and college foreign language departments tend to emphasize the constitutive aspect of language and its relation to cultural and literary traditions, cognitive structures, and historical knowledge. Culture is represented not only in events, texts, buildings, artworks, cuisines, and many other artifacts but also in language itself. Expressions such as “the pursuit of happiness,” "liberté, égalité, fraternité," and "la Raza" connote cultural dimensions that extend well beyond their immediate translation. As recent world events have demonstrated, deep cultural knowledge and linguistic competence are equally necessary if one wishes to understand people and their communities.

Transforming Academic Programs

National defense and security agendas, which often arise during times of crisis, tend to focus the goals of language study narrowly. The standard configuration of university foreign language curricula, in which a two- or three-year language sequence feeds into a set of core courses primarily focused on canonical literature, also represents a narrow model. This configuration defines both the curriculum and the governance structure of language departments and creates a division between the language curriculum and the literature curriculum and between tenure-track literature professors and language instructors in non-tenure-track positions. At doctorate-granting institutions, cooperation or even exchange between the two groups is usually minimal or nonexistent. Foreign language instructors often work entirely outside departmental power structures and have little or no say in the educational mission of their department, even in areas where they have particular expertise. Although we focus here on conditions that prevail in foreign language and literature programs, we also note that the two-tiered system exists elsewhere in the humanities—in English programs, for example, where composition and literary studies are frequently dissociated in parallel structural ways.

It would be difficult to exaggerate the frustration this rigid and hierarchical model evokes among language specialists who work under its conditions. Their antagonism is not toward the study of literature—far from it—but toward the organization of literary study in a way that monopolizes the upper-division curriculum, devalues the early years of language learning, and impedes the development of a unified language-and-content curriculum across the four-year college or university sequence. This two-track model endows one set of language professionals not only with autonomy in designing their curricula but also with the power to set the goals that the other set of professionals must pursue. In this model, humanists do research while language specialists provide technical support and basic training. The more autonomous group—the literature faculty—may find it difficult to see the advantages of sharing some of its decision-making power over the curriculum as a whole. We hope to convince this group that it is in our common interest to devise new models.

The two-tiered configuration has outlived its usefulness and needs to evolve. The critical moment in which language departments find themselves is therefore also an opportunity. Many factors in the world today make advanced study of languages and cultures appealing to students and vital to society. Replacing the two-tiered language-literature structure with a broader and more coherent curriculum in which language, culture, and literature are taught as a continuous whole, supported by alliances with other departments and expressed through interdisciplinary courses, will reinvigorate language departments as valuable academic units central to the humanities and to the missions of institutions of higher learning. In our view, foreign language departments, if they are to be meaningful players in higher education—or, indeed, if they are to thrive as autonomous units—must transform their programs and structure. This idea builds directly on a transformation that has already taken place in the profession. In their individual scholarly pursuits and in their pedagogical practices, foreign language faculty members have been working in creative ways to cross disciplinary boundaries, incorporate the study of all kinds of material in addition to the strictly literary, and promote wide cultural understanding through research and teaching. It is time for all language programs in all institutions to reflect this transformation.

The Goal: Translingual and Transcultural Competence

The language major should be structured to produce a specific outcome: educated speakers who have deep translingual and transcultural competence. Advanced language training often seeks to replicate the competence of an educated native speaker, a goal that postadolescent learners rarely reach. The idea of translingual and transcultural competence, in contrast, places value on the
ability to operate between languages. Students are educated to function as informed and capable interlocutors with educated native speakers in the target language. They are also trained to reflect on the world and themselves through the lens of another language and culture. They learn to comprehend speakers of the target language as members of foreign societies and to grasp themselves as Americans—that is, as members of a society that is foreign to others. They also learn to relate to fellow members of their own society who speak languages other than English.

This kind of foreign language education systematically teaches differences in meaning, mentality, and worldview as expressed in American English and in the target language. Literature, film, and other media are used to challenge students’ imaginations and to help them consider alternative ways of seeing, feeling, and understanding things. In the course of acquiring functional language abilities, students are taught critical language awareness, interpretation and translation, historical and political consciousness, social sensibility, and aesthetic perception. They acquire a basic knowledge of the history, geography, culture, and literature of the society or societies whose language they are learning; the ability to understand and interpret its radio, television, and print media; and the capacity to do research in the language using parameters specific to the target culture.

An Integrative Approach with Multiple Paths to the Major

The kind of curricular reform we suggest will situate language study in cultural, historical, geographic, and cross-cultural frames within the context of humanistic learning. We expect that more students will continue language study if courses incorporate cultural inquiry at all levels and if advanced courses address more subject areas. This means faculty members will have the opportunity to bring into the classroom the full breadth of their knowledge of the society about which they teach, including that society’s languages and language variants, literatures, and cultures. Many colleges and universities have made a successful transition toward this broad understanding of language study, and we urge others to follow.

One possible model defines transcultural understanding as the ability to comprehend and analyze the cultural narratives that appear in every kind of expressive form—from essays, fiction, poetry, drama, journalism, humor, advertising, political rhetoric, and legal documents to performance, visual forms, and music. According to this model, which we present only as an example, to read a cultural narrative a student should:

- Achieve enough proficiency in the language to converse with educated native speakers on a level that allows both linguistic exchanges and metalinguistic exchanges (that is, discussion about the language itself).
- Have a solid command as well as an analytic knowledge of specific metaphors and key terms that inform culture.
- Understand how a particular background reality is reestablished on a daily basis through cultural subsystems such as:
  
  the mass media
  literary and artistic works as projection and investigation of a nation's self-understanding
  the social and historical narratives in literary texts, artistic works, the legal system, the political system, the educational system, the economic system, and the social welfare system
  local instances of major scientific and scholarly paradigms
  sports or other leisure activities, the cultural metaphors these have created, and their relation to the national imagination
  stereotypes, of both self and others, as they are developed and negotiated through texts
  symbols or sites of memory in the broadest sense, including buildings, historical figures, popular heroes, monuments, currency, culture-specific products, literary and artistic canons, landscapes, fashion, and cuisine
  major competing traditions such as views of the nation that are secularist or fundamentalist or religious
  local historiography

Language departments will need to undertake a similar mapping of content to produce unified,
four-year curricula that situate language study in cultural, historical, geographic, and cross-cultural frames; that systematically incorporate transcultural content and translilingual reflection at every level; and that organize the major around explicit, principled educational goals and expected outcomes. A curriculum should consist of a series of complementary or linked courses that holistically incorporate content and cross-cultural reflection at every level.

Only 6.1% of college graduates whose first major is foreign languages go on to attain a doctoral degree (Natl. Science Foundation); for those students and for others who enjoy literary studies, one path to the major should be through literature. But to attract students from other fields and students with interests beyond literary studies, particularly students returning from a semester or a year abroad, departments should institute courses that address a broad range of curricular needs. Most students studying abroad do not major in departments of languages and literatures, but they can be drawn to courses where they continue to develop their language skills and enrich their cultural knowledge. Interdisciplinary collaborative courses could fulfill both the needs of the students and the goals of the institution's program. Interdisciplinary courses are typically taught in English, but a credit-bearing discussion module taught in the target language can be added with the support of programs such as foreign languages across the curriculum. More important, faculty members participating in team-taught courses could be encouraged to lead these discussion sessions as part of their teaching load. This approach should appeal to administrators who wish to promote interdisciplinary courses, particularly those taught by several faculty members. Focused, for instance, on a period, an issue, or a literary genre, these courses would present an in-depth study of cross-cultural influences. Examples include courses on the Crusades in the Middle Ages; the Silk Road; literature and opera; the sonnet across four national literatures; turn-of-the-century Vienna, Paris, and London; literature and science; and interconnections between Germany and the United States. In addition to attracting majors from other disciplines, such interdisciplinary team-taught courses would encourage learning communities, forge alliances among departments, and counter the isolation and marginalization that language and literature departments often experience on American campuses. To those who may think it unrealistic to expect collaboration involving language and literature teaching, we would point out that strategies in place at many institutions, like team teaching and linked courses, prove that such collaboration works.

Collaboration and Governance: Transforming the Two-Tiered System

The new courses and programs we recommend should not be developed exclusively by tenure-track scholars trained primarily in literature. The work of revamping and unifying the language department curriculum can only be carried out through a sustained collaboration among all members of the teaching corps, including tenure-line faculty members and those with contingent and long-term appointments in all related fields, such as linguistics, literature, and language pedagogy. Faculty members trained in fields such as media, area studies, performance studies, film, religion, and art history are increasingly part of foreign language department hiring patterns. This trend, along with joint appointments between language departments and related departments and programs, supports the kind of change proposed here.

The presence of linguists and second language acquisition specialists on language department faculties is also an essential part of this vision. Linguists enrich the foreign language major through their ability to offer courses in second language acquisition, applied linguistics, dialectology, sociolinguistics, history of the language, and discourse analysis. In addition to learning the history and underlying structure of a particular language, students should be offered the opportunity to take general courses in such areas as language and cognition, language and power, bilingualism, language and identity, language and gender, language and myth, language and artificial intelligence, and language and the imagination. These courses appeal broadly to students who major in languages as well as to those who do not.

Research indicates that in doctoral-granting departments, the teaching of first-year language courses breaks down as follows: full-time tenured or tenure-track faculty members teach 7.4% of first-year courses, full-time non-tenure-track faculty members teach 19.6%, part-time instructors teach 15.7%, and graduate student teaching assistants teach 57.4%. (Other undergraduate courses are taught by a much higher percentage of tenure-line faculty members in doctorate-granting departments [40.3%].) In BA-granting departments, the breakdown is as follows: full-time tenured or tenure-track faculty members teach 41.8% of first-year courses, full-time non-tenure-track faculty members teach 21.1%, part-time instructors teach 34.7%, and graduate student teaching assistants teach 2.4% (Laurence 215, Table 3b). It is clear that a redesigned curriculum is a key step in creating an integrated departmental administrative structure in which all members contribute to defining and carrying out a shared educational mission. While language faculty members are expected to use methodologies that develop students' competencies in reading, writing, and oral expression as preparation for upper-level courses, it is crucial that
tenure-line faculty members have a hand in teaching language courses and in shaping and overseeing the content and teaching approaches used throughout the curriculum, from the first year forward. This vision requires departments, in both tenure-track and non-tenure-track searches, to look for instructors who are able to develop and teach broad-based courses aimed at producing the translangual and transcultural competencies described above.

This transformation of curriculum and departmental governance is by far the most important recommendation made by the Ad Hoc Committee on Foreign Languages. In many colleges and universities, language departments have been experimenting with change for some time, and their experience can benefit us all. Unless this kind and degree of change happens over the next ten years, college and university departments of foreign languages will not be in a position to provide leadership in advanced language education. Lack of change will most likely carry serious consequences for both higher education and language learning. Language learning might migrate to training facilities, where instrumental learning will eclipse the deep intellectual and cultural learning that takes place on college campuses.

The changes we foresee in the undergraduate curriculum call for changes in the way graduate studies are structured as well. To meet the needs of undergraduate language programs (which is where the majority of PhD candidates will find employment), graduate studies should provide substantive training in language teaching and in the use of new technologies in addition to cultivating extensive disciplinary knowledge and strong analytic and writing skills. The goals we endorse may be difficult to achieve in some quarters, but they promise to reinvigorate our discipline and our institutions and to reassert the relevance and centrality of language faculty members in shaping the academy.

Strengthening the Demand for Language Competence within the University

The lack of foreign language competence is as much a fact within academic disciplines as in the society at large. According to a recent MLA survey, only half of the 118 existing PhD programs in English require reading knowledge of two additional languages (Steward 211, table 1). At the graduate level, language requirements are notoriously underenforced across the humanities and the social sciences. Citation indexes reveal a steady decrease in the use of non-English sources in research across the humanities and social sciences, a deficiency that impoverishes intellectual debate. Four-year language majors often graduate with disappointingly low levels of linguistic ability. Opportunities to study abroad and to do course work in the target language are eroding in favor of short-term study in which courses are in English. In addition, the need to work prevents many students from studying abroad at all.

We recommend that institutions take the following steps:

- Encourage departments to set clear standards of achievement for undergraduate majors in speaking, reading, writing, and comprehension and to develop the programming necessary to meet these standards.
- Establish language requirements (or levels of competence) for undergraduate students majoring in fields such as international studies, history, anthropology, music, art history, philosophy, psychology, sociology, and linguistics, as well as for students preparing for careers in law, medicine, and engineering.
- Encourage departments to enforce language requirements in doctoral programs and to provide courses that enable students both to acquire genuinely usable linguistic skills and to apply those skills in research.
- Work with colleagues in the social sciences and in policy-oriented departments to strengthen language requirements in the design of their majors and graduate programs and encourage these colleagues to recognize the limits monolingualism imposes on research.
- Enhance and reward graduate student training in languages and in language teaching. Teach graduate students to use technology in language instruction and learning. Ensure that doctoral programs include funding for research abroad and language work.
- Encourage foundations to insist on language expertise when projects require it and to fund language acquisition when it is needed for research purposes; that is, make it possible to build language learning into a grant application.
- Promote faculty learning of new languages and increased competence in languages already in use. Encourage administrations to fund tutors or subsidize summers abroad for faculty members whose research projects call for language expertise. Encourage the National Endowment for the Humanities and other granting organizations to make fellowships available for this purpose.
Continuing Priorities

The time is right for this transforming approach to language and culture study in higher education. Classroom study and study abroad should be promoted as interdependent necessities: the classroom is an ideal place for structured learning that first sets the stage and later reinforces and builds on learning absorbed in study abroad. Yet the language deficiency that is prevalent in the United States cannot be solved at the college level alone. While learning another language is possible at any age, learning languages other than English must be included in the earliest years of the K–12 system if the United States is to have a citizenry capable of communicating with educated native speakers in their language. To these ends, we continue to advocate the following priorities for language departments and programs:

- Promote alliances between K–12 educators and college and university faculty members to strengthen language learning at all levels and to foster collaboration.
- Develop programs for gifted learners, especially in the precolligate years. Push for enriched, intensified programs for those learners on college campuses.
- Broaden the range of languages taught. In particular, add locally spoken languages to the curriculum. Seek out heritage learners and design a curriculum that meets their needs. Encourage heritage speakers to learn additional languages.
- Adopt and promote best practices for heritage-language teaching such as those developed by the Center for Applied Linguistics.
- Develop programs in translation and interpretation. There is a great unmet demand for educated translators and interpreters, and translation is an ideal context for developing translingual and transcultural abilities as an organizing principle of the language curriculum.
- Develop intensive courses and, whenever possible, language-intensive or immersion semesters during which students take multiple courses in the major simultaneously.
- Insist on study abroad whenever possible and require courses in the target language. Push administrators to develop financial aid support for study abroad. Provide appropriate courses for students returning from abroad.
- Increase the number of guest speakers on campus who lecture in languages other than English.
- Make sure campus media centers feature television programs and newspapers in languages other than English. Feature (subtitled) foreign language films for broad campus audiences.
- Through a language center or other structure, develop a forum for the exchange of ideas and expertise among language instructors from all departments. Such structures prove invaluable in boosting the morale of teachers and improving the quality of professional and intellectual life.

Going Forward

Following its long tradition of support for foreign language teaching, the MLA is committed to ensuring that the recommendations in this report are widely disseminated and have every opportunity to succeed in practice. The association is in a unique position to provide research and analysis for the field, to bring together department chairs to discuss ideas for curricular transformation, to create a bank of resources for the profession, and to make profound connections among language-teaching professionals at all levels as well as among local, state, and federal entities that have a role in shaping how language programs are structured and funded. The MLA Executive Council will formulate plans to assist those who are willing to put our recommendations into practice in deiving new structures for foreign language departments. As we go forward, the MLA will continue to work with other scholarly and professional associations to articulate common interests and to strengthen our collective mission of paving the way toward a multilingual future for students in the higher education system in the United States.

Members of the Ad Hoc Committee on Foreign Languages:

Michael Geisler, Dean of Language Schools and Schools Abroad, Middlebury College
Claire Kramsch, Professor of German and Foreign Language Acquisition, University of California, Berkeley
Scott McGinnis, Academic Advisor and Associate Professor, Defense Language Institute, Washington Office
Peter Patrikis, Executive Director, Winston Churchill Foundation
Mary Louise Pratt (Chair), Silver Professor, New York University
Karim Ryding, Sultan Qaboos bin Said Professor of Arabic and Linguistics, Georgetown University
Haun Saussy, Bird White Housum Professor of Comparative Literature, Yale University

http://www.mla.org/flreport 2/14/2008
Background Information on Languages in the MLA

The MLA constitution defines the association's purpose as follows: "to promote study, criticism, and research in the more and less commonly taught modern languages and their literatures and to further the common interests of teachers of these subjects." The MLA's activities for the most part have focused on the major and minor European languages and their literatures, although recent initiatives have increased engagement with the languages of Asia and the Middle East. Approximately two-thirds of MLA members work in English-language-based studies; this proportion has remained steady for some years. With regard to institutional membership in the Association of Departments of English (ADE) and the Association of Departments of Foreign Languages (ADFL), language departments slightly outnumber English departments. In 2006 the ADFL had 892 member departments, while the ADE had 747 such members. Departments of foreign languages, especially those that house a single language, tend to have fewer faculty members than departments of English. Of the 85 MLA divisions in 2006, 20 are identified specifically with English and 28 with languages other than English; 37 are unmarked as to language. Of the 48 discussion groups, 8 are specific to English and 22 are specific to languages other than English; 18 are unmarked as to language. Twelve languages and 8 language groups are represented in the discussion groups. Among the 107 allied organizations of the MLA, 50 are specific to English, 30 are identified with languages other than English, and 27 are not marked as to language. In the employment arena, about half the positions advertised in the MLA Job Information List are in language departments, and about half of these are in Spanish.

Works Cited


### Survey of French Programs at comparable universities

<table>
<thead>
<tr>
<th>Institution</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley</td>
<td>French major, courses divided similarly to ours, lists &quot;outside class&quot; in other departments that count toward major</td>
</tr>
<tr>
<td>Brown</td>
<td>3 majors: French Lit; French Civ; French Lang.</td>
</tr>
<tr>
<td>Bryn Mawr</td>
<td>French major, 2 concentrations: literature &amp; interdisc; some reqs are same for both</td>
</tr>
<tr>
<td>Cornell</td>
<td>2 majors: French Lit &amp; French Cult Studies, courses divided similarly to ours</td>
</tr>
<tr>
<td>Dartmouth</td>
<td>2 majors: French &amp; French Studies, courses divided into 8 categories: French Lang: intro to linguistics and rhetoric; French Lit: the approach through genre; French Lit: the approach through periodization; French Lit: major figures; French Thought: philosophical issues; French Culture and Politics; Francophone Lit; French Film</td>
</tr>
<tr>
<td>Davidson</td>
<td>French major, courses divided similarly to ours</td>
</tr>
<tr>
<td>Duke</td>
<td>2 majors: French Studies &amp; French and European Studies, each has core courses and electives</td>
</tr>
<tr>
<td>Emory</td>
<td>French Studies major, courses divided into &quot;Intro/Prep; Intermed; Advanced&quot; levels</td>
</tr>
<tr>
<td>Middlebury</td>
<td>French major, 5 categories of courses: intro to French Lit; contemp civ; French hist; advanced lit and civ; senior work</td>
</tr>
<tr>
<td>Mt. Holyoke</td>
<td>French major, courses divided similarly to ours, suggests other areas whose courses may complement major</td>
</tr>
<tr>
<td>NYU</td>
<td>5 majors: French Lang &amp; Lit; French Lang, Soc &amp; Cult; Romance Langs, Francophone Studies; French &amp; Linguistics</td>
</tr>
<tr>
<td>Smith</td>
<td>French major, courses divided similarly to ours</td>
</tr>
<tr>
<td>Stanford</td>
<td>French major, courses divided into 7 sections: adv lang; intro lit and cult; research seminar; ancient regime; upper-level French; remaining courses; indiv work</td>
</tr>
<tr>
<td>William &amp; Mary</td>
<td>French major, courses divided similarly to ours</td>
</tr>
<tr>
<td>Univ. of Georgia</td>
<td>French major, courses divided similarly to ours</td>
</tr>
<tr>
<td>UNC – Chapel Hill</td>
<td>Romance Lang major with French spec. 8 courses 300-699</td>
</tr>
<tr>
<td>USC</td>
<td>French major, 4 core courses + 5 additional</td>
</tr>
</tbody>
</table>
French Major
36 hours

Students who choose to major in French are expected to achieve advanced proficiency in oral and written French (Communications), to demonstrate a general understanding of the history of French and Francophone literatures and cultures (Traditions), and to develop an awareness of the ways French and Francophone studies intersect with other disciplines (Intersections). 30 hours must be taken in French; 6 hours may be taken in a relevant area outside the department with advisor approval and may satisfy the requirement in Intersections.

REQUIRED COURSES (9 hours)

☐ 201W  French Composition
☐ 220  Textes & Contextes: From the Middle Ages to the Enlightenment
☐ 221  Textes & Contextes: From the Revolution to the Present

COMMUNICATIONS (6 hours) [201W is a pre-requisite for all courses in this rubric]

☐ 203  Phonetics
☐ 204  French for Business (CCIP Exam Option)
☐ 205  Medical French in Intercultural Settings (CCIP Exam Option)
☐ 214  Advanced Conversation
☐ 226  Advanced Grammar/Translation

TRADITIONS (9 hours) [201W is a pre-requisite for all courses in this rubric]

☐ 209  Contemporary France
☐ 215  La Provence
☐ 232  The Querelles des Femmes
☐ 234  Medieval French Literature
☐ 237  The Early Modern Novel
☐ 238  The Twentieth-Century Novel
☐ 239  The African Novel
☐ 240  Carnival to the “carnavalesque”
☐ 241  Zola: Naturalist Novels to Social Activism
☐ 251  Provence and the French Novel
☐ 253  Literature of the Fantastic
☐ 255  French Feminist Thought
☐ 261  Age of Louis XIV
☐ 265  From Romanticism to Symbolism
☐ 267  Twentieth-Century French Literature
☐ 272  Adultery & Transgressions in Literature
☐ 294  Special Topics in Traditions

INTERSECTIONS (12 hours) [201W is a pre-requisite for all courses in this rubric]

Two courses in another field may count toward the requirement in intersections with departmental approval.

☐ 210  French and Francophone Cinema
☐ 218  Contemporary French Press and Media
☐ 219  Francophone Press
☐ 222  Intro to Francophone Literature
☐ 224  Art & Literature of the 19th Century
☐ 225  Art & Literature of the 20th Century
☐ 252  Literature and Law
☐ 256  French Intellectual History
☐ 258  Struggle of Encounter: Jews & Arabs in Conflict
☐ 268  The Maghreb
☐ 269  Francophone Lit & Film of the Maghreb
☐ 271  French & Italian Avant-Garde
☐ 295  Special Topics in Intersections
French and Italian

CHAIR Virginia M. Scott
DIRECTOR OF UNDERGRADUATE STUDIES Anthère Nzabatsinda
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ASSOCIATE PROFESSORS William Franke, Anthère Nzabatsinda, Lynn Ramey, Virginia M. Scott, Holly A. Tucker
ASSISTANT PROFESSORS Nathalie Debrauwere-Miller, Andrea Mirabile
SENIOR LECTURERS Patricia Armstrong, Tracy Barrett, Nathalie Dieu-Porter, Susan Kevra, Martine Prieto, Mary Beth Raycraft
LECTURERS Elsa Filosa, Lisa Weiss

THE Department of French and Italian offers a program of concentration in French. Students use courses in both French and Italian to satisfy some requirements of the College Program in Liberal Education or AXLE. Senior faculty members teach courses at all levels, including certain sections of first- and second-year courses. Other sections are taught by teaching fellows—selected graduate students working under the supervision of department faculty. All courses are taught in French or Italian.

Many students participate in the Vanderbilt in France or the Vanderbilt in Italy program. Activities organized by the department or by the French or Italian Clubs include lectures by visiting professors, films, and symposia. Students are urged to apply for living space in the French or Italian section of McTyeire International House; activities organized there are open to all interested parties.

Program of Concentration in French

Students who choose to major in French are expected to achieve advanced proficiency in oral and written French (Communications), to demonstrate a general understanding of the history of French and Francophone literatures and cultures (Traditions), and to develop an awareness of the ways French and Francophone studies intersect with other disciplines (Intersections). Of the 36 hours required for the major, 30 hours must be taken in French; 6 hours may be taken in a relevant area outside the department with advisor approval and may satisfy the requirement in Intersections. No more than 6 hours of AP or IB credit may count toward this total (3 hours for 201W and 3 hours no equivalent). All majors are strongly urged to spend a semester or a year studying at Vanderbilt-in-France or at one of our affiliated programs in Paris or in Senegal.

Course work for the major is distributed as follows:

Required courses (9 hours): 201W, 220, 221
Two courses from Communications (6 hours): 203, 204, 205, 214, 226
Three courses from Traditions (9 hours): 209, 215, 232, 234, 237, 238, 239, 240, 241, 251, 253, 255, 261, 265, 267, 272, 294
Four courses from Intersections (12 hours): 210, 218, 219, 222, 224, 225, 252, 256, 258, 268, 269, 271, 295
(Two courses in related fields will count in this category)

All majors are expected to consult their advisers about their choice of major courses each semester.

Honors Program in French

In addition to requirements set by the College of Arts and Science, the following requirements must be met:
1. All the requirements for the 36-hour major in French.
2. One 300-level French course during the senior year; this course may substitute for one 200-level course required for the major.
3. A minimum of one semester of study (or the summer session) at Vanderbilt in France or at an approved substitute program in a French-speaking country.
4. 3.5 grade point average in French.
5. Completion of a senior honors thesis, under the direction of a faculty adviser.
6. 6 hours of thesis credit under French 299a and 299b (Honors Thesis).
7. An oral examination on the thesis and its area in the last semester of the senior year.

A three-member Honors Committee will administer the program. Students
must submit the name of the faculty adviser and the proposed thesis
topic to this committee for approval during the second semester of the
junior year. The committee will set guidelines for the thesis topic proposal,
publish deadlines each year, and administer the oral examination.

Program of Concentration in French and European Studies
Students in French may elect this interdisciplinary major, which requires a minimum of 42 hours of course work. A semester of study at Vanderbilt in France or at our affiliated program in Paris is required.

Course work for the major is distributed as follows:
Requirements (9 hours): 201W, 220, 221; 3 hours in Communications; 6 hours in Traditions; 9 hours in Intersections. (NB: All courses must be in French)
Total in French: 27 hours

European and German Studies
European Studies 201 and 250 (6 hours)
Political Science 287 or 288 in the version offered at Aix (3 hours)
One course selected from the list of social science courses approved for
European Studies—economics, political science, sociology (3 hours)
One of the following history courses: 218, 220, 225, 226, 228, 234, 235
(3 hours)
History 236 will also count for 3 hours on the French side of the program;
in this case, the student will take an elective from the list of history, social science,
or humanities courses approved for European and German Studies.
Total in European and German Studies: 15 hours

Minor in French
The minor in French requires 18 hours of course work, including 201W, 220, 221; 3 hours in
Communications; 3 hours in Traditions; 3 hours in Intersections. All minors are expected to consult their
advisers about their choice of courses. No course taught in English may count toward the minor. Students
are encouraged to participate in the Vanderbilt in France program.

Minor in Italian
The minor in Italian requires 18 hours of course work, including 201,
Grammar and Composition; 214, Spoken Italian; 220, Introduction to Italian
Literature; and three electives from the 200-level courses, except 289. Students
are encouraged to participate in the Vanderbilt in Italy program.

Minor in Italian Studies
The minor in Italian Studies requires 18 hours of course work, including
Italian 201, Grammar and Composition; 220, Introduction to Italian
Literature; 230, Italian Civilization; either European Studies 201, Twentieth-
Century Europe, or History 232, History of Modern Europe; and two
courses chosen from the following:
HISTORY: 214, Europe in the Age of the Renaissance; 232, History of Modern Italy; 233,
Medieval and Renaissance Italy, 1000–1700
HISTORY OF ART: 218, Italian Renaissance Art to 1500; 219, Italian Renaissance Art
after 1500
ITALIAN: 231, Readings from Dante’s Divina Commedia; 232, Literature of the Middle
Ages and Renaissance; 233, The Literature of Barocco, Illuminismo, and
Romanticismo; 235, The Literature of the Novecento; 239, Topics in Contemporary Italian
Civilization; 240, Modern Italian Cinema
MUSIC LITERATURE: 243, Music of the Baroque and Classic Eras; 244, Music of the
Romantic and Modern Eras; 247, Opera
VANDERBILT IN ITALY: Any content course (i.e., not language) taken at Vanderbilt in Italy,
with departmental approval.

Licensure for Teaching
Candidates for teacher licensure in French at the secondary level
should refer to the chapter on Licensure for Teaching in the Peabody College
section of this catalog.

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French

Students who have not studied French in high school should begin their studies at Vanderbilt in French 101a. Students with high school French on their records must present a College Board achievement test score in French to be placed correctly. Students should consult their advisers or the Department of French and Italian for advice on placement.

101a–101b. Elementary French. A communicative approach to reading, writing, listening, and speaking for students who have studied little or no French. [5–5] Staff.

102. Accelerated Elementary French. A communicative approach to reading, writing, listening, and speaking for students who have studied one to three years of French. No credit for students who have completed French 101a–101b. FALL, SPRING. [5] Staff.


115F. First-Year Writing Seminar. Topics vary.

201W. French Composition and Grammar. Prerequisite: 104b or the equivalent. No graduate credit. FALL, SPRING. [3] Staff.


209. Contemporary France. The culture of France today; social, economic, and political issues; literature and the arts. Offered at Vanderbilt in France. [3]

210. The French and Francophone Cinema. The themes and art of film in France and the French-speaking world. Offered in French at Vanderbilt in France and in English at Nashville. When offered in English, this course does not count toward the minor, and writing must be done in French to count toward the major. FALL. [3] Ramey.


215. La Provence. Geography, history, politics, architecture, and other cultural elements of Provence. Offered at Vanderbilt in France. [3]

216. Summer Study Tour. Concentrates on one of several French provinces other than Provence; preparation, by readings and discussion during the session; field trips of three to four days in each province during the session; papers on one aspect of the province required. Offered each summer in the Vanderbilt in France program. SUMMER. [1]


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222. Introduction to Francophone Literature. The geopolitical, linguistic, and literary dimensions of the notion “La Francophonie.” Readings will be chosen from fictional and nonfictional works from Africa, Canada, the Caribbean, Indian Ocean, and Vietnam. Prerequisite: 220. FALL. [3] Nzabatsinda.


237. **The Early Modern Novel.** Development of the novel as a genre in the seventeenth and eighteenth centuries; its changing social, intellectual, and political context. [3] (Not currently offered)

238. **The Twentieth-Century Novel.** The novel as a genre in the context of modernity and post modernity. Readings will focus on narrative techniques. SPRING. [3] Prieto.

239. **The African Novel.** The postcolonial francophone novel of Subsaharan Africa illustrating topics such as tradition and modernity, the identity of Africa, the representation of women, and the ideology of language. Prerequisite: 220. Recommended: 222. SPRING. [3] Nzabatsinda.


252. **Literature of the Fantastic.** The theme of the fantastic in nineteenth- and twentieth-century prose fiction. Critical analysis using psychological and psychoanalytic concepts. Offered in France. [3] (Not currently offered)


256. **Contemporary French Philosophical Thought.** Themes and concepts of major twentieth-century philosophers and philosophical movements. [3] (Not currently offered)


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261. **Age of Louis XIV.** Literature and society in the reign of Louis XIV. Authors include Mme de Lafayette, La Fontaine, Molière, Pascal, Racine, and Mme de Sévigné. Prerequisite: 220. FALL. [3] Armstrong.


267. **Twentieth-Century French Literature.** Critical readings of representative works organized thematically with emphasis on their contextual and intertextual relationships. Offered at Vanderbilt in France. Prerequisite: 220. [3] (Offered 2008/2009)

269. **Francophone Literature and Film of the Maghreb.** Literature, film, and their cultural context in Francophone North Africa. Offered at Vanderbilt in France. FALL, SPRING. [3]


287a–287b. **Internship, Research, Reading, and Training in France.** Under faculty supervision, students intern in public or private organizations, conduct background research and reading, and submit a research paper at the end of the semester during which the internship training is complete. Background reading and research will be completed in 287a concurrently with the completion of internship training. 287b: a minimum of 3 hours of 287a must be completed, independent of hours taken in 287b. 287a: Internship, research, and reading. FALL, SPRING, SUMMER. [Variable credit: 1–6]. 287b: offered on a pass/fail basis only and must be taken concurrently with 287a. FALL, SPRING, SUMMER. [Variable credit: 3–6]

289. **Independent Study.** Content varies according to the needs of the individual student. Primarily designed to cover pertinent material not otherwise available in the regular curriculum. FALL, SPRING. [Variable credit: 1–3 each semester, not to exceed 12 over a four-semester period]

294a. **Special Topics in French Literature.** Prerequisite: 220. [3] (Not currently offered)

294b. **Special Topics in French Language and Civilization.** Prerequisite: 201. [3] (Not currently offered)


320. **Linguistics and the Study of French Literature.** [3] (Not currently offered)


353. **Seminar in Eighteenth-Century French Literature.** [3] (Not currently offered)


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Italian

Students who have not studied Italian in high school should begin their studies at Vanderbilt in Italian 101.

101a–101b. Elementary Italian. Elementary reading, writing, speaking, and listening, with emphasis on practical usage. Introduction to simple literary language. Classes meet five times weekly. Open to students who have studied little or no Italian before. [5–5] Staff.

102. Intensive Elementary Italian. An accelerated approach to reading, writing, speaking, and listening. Emphasis on practical usage. Open to students with knowledge of another Romance language and to students planning to study in Italy. No credit for students who have completed 101a–101b. SPRING. [5] Staff.


106. Intensive Italian in Italy. Communication skills. Prerequisite: 101b or 102. FALL, SPRING. [3] Staff.

201, 201W. Grammar and Composition. Emphasis on syntax, idiomatic expressions, and current usage to develop ability to write Italian correctly. Prerequisite: 103. SPRING. [3] Barrett.


220. Introduction to Italian Literature. Critical reading of major works of Italian literature from the beginning to the present. Prerequisite: 201. SPRING. [3] Barrett.

230. Italian Civilization. The politics, intellectual, social, artistic, and economic history of Italy from 1300 to the present, with emphasis on major political and philosophical authors. Taught in English. SPRING. [3] Barrett.

231. Readings from Dante’s *Divina Commedia*. Examination of Dante’s language and philosophical tenets through study of style, characters, and themes. [3] (Not currently offered)

232. Literature of the Middle Ages and Renaissance. The ideas and forms of the Trecento, Quattrocento, and Cinquecento, as reflected in the philosophy, history, literature, and art history of these periods. Major writers and their influence on Western European literatures. Prerequisite: 220. [3] (Not currently offered)

233. The Literature of Barocco, Illuminismo, and Romanticismo. A survey of the literature of the seventeenth through nineteenth centuries, with particular reference to the influence of European literatures in Italy. Prerequisite: 220. [3] (Not currently offered)

235. The Literature of the Novecento. An examination of poetry and prose in their social and historical contexts. Prerequisite: 220. [3] (Not currently offered)

239. Topics in Contemporary Italian Civilization. Short stories, historical documents, and articles from the press. Prerequisite: 201. [3] (Not currently offered)

240. Modern Italian Cinema. A study of the most significant works from the Neorealismo to contemporary Italian film makers. Prerequisite: 201. [3] (Not currently offered)

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289. Independent Study. A reading course, the content of which varies according to the needs of the individual student. Primarily designed to cover pertinent material not otherwise available in the regular curriculum. FALL, SPRING. [Variable credit 1–3 each semester, not to exceed 12 over a four-semester period]


Courses in English Translation

295a–295b. Special Topics in Italian Language, Literature, or Civilization in Translation. [3–3]