

FREN 4813 Syllabus (GTE Fall 2024)

Public Transport, Travel Networks and Narratives (Section A) 3 credits



Instructor Information

Instructor

Email

Office Hours & Location

Dr. Andrea Jonsson

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By appointment
I am available in person in my office,
outside, or via video chat

General Information

Description

Conducted in French. [Free bus passes provided by GTE.]

Additional Description

En France, la gare et le métro ont gagné une position de personnage dans les romans aux 20ème siècle, utilisés par les écrivains comme Céline ou Aragon au milieu du siècle. Plus tard, les poètes et romanciers ont utilisé l'espace urbain comme lieu d'observation, en se référant à la flânerie de Baudelaire ou Balzac à la fin du 19ème siècle. Dans les années 1990, Jean Rolin et François

Maspero ont élargi le regard urbain vers les lieux non-touristiques, les itinéraires banlieusardes, les trajets en train et métro pour traiter les moments non-remarquables.

La gare, le train, le métro, ou le bus tiennent donc des positions particulières dans la littérature contemporaine. Marc Augé appelle certains lieux urbains qui sont trempés dans l'anonymat et l'isolation des *non-lieux*. Pour Augé, le métro contient une notion de temps vécu, des lignes ou des stations peuvent évoquer des moments précis, la répétition de prendre une ligne en particulier définit un passage dans votre vie. C'est à partir de cette idée que ce cours est construit.

Ce cours propose une autre vision du « personnage » des transports en commun, des réseaux ferroviaires, et des voyages itinérants. Basé sur le mouvement, les voyages, et les transports en commun, ce cours traite des textes à travers un engagement avec le transport réel à Metz, en France, ou en Europe, pour problématiser le rôle du transport dans une communauté équitable et durable. Les étudiant.e.s vont pouvoir relier ce cours à leurs expériences en voyages et en se baladant à Metz.

Textes:

Sources secondaires théoriques sur Canvas

This course will be taught in person, in a synchronous modality, with seminar-style discussions, readings, and projects.

Readings will be made available as scans on Canvas, no purchase of texts required.

[Pre- &/or Co-Requisites](#)

FREN 2001 or equivalent

[Course Goals and Learning Outcomes](#)

This is a Core IMPACTS course that is part of the Humanities area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I interpret the human experience through creative, linguistic, and philosophical works?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Ethical Reasoning
- Information Literacy
- Intercultural Competence

Upon completion of this course, the student will...

- Research historical, social, political, and cultural contexts
- Improve their vocabulary, fluency, and pronunciation in French
- Gain an understanding of the intersecting traditions, customs, and histories of French in the world
- Gain a cognitive awareness of how communication and interaction is developed and maintained cross-culturally
- Improve their oral fluency in expressing opinions, interpreting situations, and solving problems
- Gain cognitive flexibility to better categorize new cultural information
- Expand their tolerance for ambiguity and behavioral flexibility
- Understand the importance of cross-cultural empathy and metacommunication

Course Requirements & Grading

Assignment	Weight (Percentage)
Short assignments	20%
In-class writing	10%
In-class participation	25%
MapHub Digital Humanities project	10%
Presentation/Discussion leader	10%
Final research project and paper	25%

Description of Graded Components

All written assignments and assessments will be turned in on Canvas. All assignments and due dates are on the course calendar of this syllabus, and will have specific portals on Canvas. Late work will be accepted for one week after the due date, if the student has requested the accommodation formally with the professor. Resubmission of work is not permitted.

Short assignments include written and filmed responses to discussion questions, in-class groupwork on a concept, watching documentaries, films, reading short texts, learning vocabulary, or short reviews.

Midterm Essay

The students will plan and write a research proposal for their final project.

In-class participation is the most important element of this course. I require the students to come to class prepared, having done the reading for that day. There will be about 50 pages of reading per class. Students who come with pertinent questions or comments and demonstrate a willingness to engage with the texts will receive full marks (graded out of 20). Discussion will be prepared by guided questions, but will be spontaneous and not scripted. Your participation is essential to creating a productive, engaging class experience for us all. Contribution to the class discussions is more than essential. Outstanding participation (19-20/20) is defined as habitually arriving for class on time, with the day's reading prepared, listening attentively when others speak, voluntarily asking pertinent questions, participating in all activities with enthusiasm, and responding to questions from others. Average participation (15-18/20) means occasionally arriving late to class, being unprepared with the readings, sometimes listening to others when they speak, sometimes asking questions or waiting to be called on, participating in all activities, occasionally contributing to group activities, and occasionally responding to questions. Unacceptable participation (0-15/20) is defined as often arriving late to class, not having done or understood the reading, not listening when others speak, seldom asking questions, not contributing much to group work, and seldom responding to questions.

Students who earn full credit for participation will:

- Be present in class on time and with all the required texts for that day
- Consult the preparation guide (course calendar) for each course and prepare for class thoughtfully and thoroughly
- Listen actively in class, ask and respond to questions, contribute to group/pair discussions and activities, engage productively and respectfully with their colleagues
- Demonstrate thoughtful engagement and preparation in informal in-class writing

Leading in-class discussions

Different students will lead discussions each week, focusing on a particular topic, theme, passage, or clip, and presenting questions to jump start our discussion. Presentation dates chosen at the beginning of the semester.

Final project

The final project will be in two parts.

1. A group presentation of a topic chosen in the final weeks of the course.
2. A creative presentation of your research project undertaken throughout the semester. (Video, art, recorded PPT, skit, interview, tutorial etc).

Grading Scale

Your final grade will be assigned as a letter grade according to the following scale. (I do round up):

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

At Georgia Tech, grades are awarded on a scale of A-F with no +/- grades permitted.

According to policy, grades at Georgia Tech are interpreted as follows:

A	Excellent (4 quality points per credit hour)
B	Good (3 quality points per credit hour)

- C Satisfactory (2 quality points per credit hour)
- D Passing (1 quality point per credit hour)
- F Failure (0 quality points per credit hour)

See <http://registrar.gatech.edu/info/grading-system> for more information about the grading system at Georgia Tech.

Course Materials

Course Texts

All course materials will be made available as scans or links on Canvas.

Additional Materials/Resources

Any films or clips we will be watching can be accessed online.

Course Website and Other Classroom Management Tools

I will be using Canvas for the course. It is up to the student to check each day for updates, discussion questions, readings, or other materials that may have to be read before class.

Course Expectations & Guidelines

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>.

Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Due to the fact that this is a course delivered in French, with writing assignments in French, the use of translation software or websites is considered plagiarism. Plugging in sentences written in English and then using the translation given in an assignment or assessment is not your own work. I will not grade student writing that is simply an algorithmic translation of their writing from English, whether or not the ideas are their own. The first time the student is suspected of writing in translation, they will be expected to rewrite and resubmit their work. Any subsequent assignments written this way will receive a grade of zero. Online dictionaries are permitted. If students have any questions about specific websites or methods that are permissible, I am happy to answer them.

Examples of breaches of academic integrity in this class include but are not limited to:

1. Using a machine translator such as Google Translate, Reverso, or any other machine translator in any way to complete assignments
2. Using unauthorized material (cheat sheets, answer keys, etc.) on examinations and other assignments
3. Improper collaboration (for example working with a partner to divide the work in half and copying each other's half)
4. Submitting the same assignment for different classes
5. Having someone else do or write your assignments for you
6. Having a more advanced French speaker (including other students of French or native speakers) proofread your compositions.
7. Submitting plagiarized work
8. Fabricating, forging, or altering documents or lying in order to obtain academic advantage

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404) 894-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Attendance and/or Participation

Students are allowed up to 3 excused absences for the course. To be considered excused, the student must email the professor ahead of time to request the accommodation. Students may be excused from class for illness, religious observance, or All-Majors Career Fair, university trip, off-campus interview, or other academic or professional event. The student is responsible for following up with any missed work.

Students who are absent because of participation in a particular religious observance will be permitted to make up the work missed during their absence with no late penalty, provided the student informs the course instructor of the upcoming absence, in writing, within the first two weeks of class, and provided the student makes up the missed material within the time frame established by the course instructor. Exercising one's rights under this policy is subject to the Georgia Tech Honor Code. The course instructor is responsible for establishing reasonable deadlines and/or make-up material for the missed work, and for clearly communicating this information to the student. Students may choose to appeal to the Student Academic and Financial Affairs Committee of the Academic Senate for formal approval of this type of absence.

Health/Illness Guidelines

If you are feeling ill, have a fever, or are experiencing any symptoms of illness, however mild, you are not permitted to come to face-to-face classes, and accommodations can be made so that you can attend the class virtually. For courses delivered face-to-face, students are encouraged to wear cloth face coverings and maintain 6 ft of distance from one another.

Collaboration & Group Work

Students are responsible for their own work and cannot collaborate on assignments unless specifically asked to do so. Dividing up work on a list of questions and then sharing the answers is not allowed. The only group work that can be prepared and presented together will be indicated in the assignment details.

Extensions, Late Assignments, & Re-Scheduled/Missed Exams

I will grant extensions on a case-by-case basis. If the extension deadline is not met, 5% will be taken off per day late. If a student misses a quiz or an exam, they are responsible for getting in touch with me to reschedule a make-up.

Student-Faculty Expectations Agreement

At Georgia Tech we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22/> for an articulation of some basic expectation that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Student Use of Mobile Devices in the Classroom

When we meet face-to-face, please keep your phones and tablets put away, not on your desk or in your lap.

Additional Course Policies

I identify as an ally to the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA+) community, and I am available to listen and support you in an affirming manner. I can assist in connecting you with resources on campus to address problems you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at Georgia Tech. I will always respect your pronouns.

Currently, the university does not have a formal policy for students with childcare needs. However, I ask that all students work to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status. I am happy to work one on one with students who should need any other accommodations for childcare.

Statement on Diversity and Inclusion

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in broader society.

Campus Resources for Students

The Library <https://library.gatech.edu/>

The Communication Center <http://www.communicationcenter.gatech.edu/>

The Center for Academic Success <http://www.success.gatech.edu/>

The Counseling Center <https://counseling.gatech.edu/>

The Division of Student Life <https://studentlife.gatech.edu/>

Women's Resource Center <https://womenscenter.gatech.edu/>

LGBTQIA Resource Center <https://lgbtqia.gatech.edu/virtual-resources>

Helpful Links for French and Modern Languages

- www.modlangs.gatech.edu (Placement test, Registration questions, Student Resources, International Plan, Study abroad, LBAT (Paris, Nice, Dakar), SLS-French in Metz, French Internships)
- <https://afatl.com/> ("Alliance française" in Atlanta).
- <http://www.tv5monde.com/> (website de TV5monde)
- <https://www.linguee.com/english-french> (online dictionary), <https://www.cnrtl.fr/definition/>.
- <http://www.linternaute.com/dictionnaire/fr/> (online dictionary)
- <http://www.laits.utexas.edu/tex/gr/index.html#v> (French Grammar Review)
- App duolingo: <https://www.duolingo.com/>
- Information for a minor in French
 - Minors (15 credits beyond the 2002 course) (Modern Language Advisor: Mirla Gonzalez, mgonzalez96@gatech.edu)
 - <https://modlangs.gatech.edu/degrees/minors-language-studies>
 - Minor declaration form: <http://www.registrar.gatech.edu/docs/pdf/MINORCHANGE.pdf>

Course Schedule

Before the first class, make sure you:

- Print/Save the syllabus

- Mark dates and reminders in your calendar
 - Verify you have access to internet and have downloaded BlueJeans
 - Bring any questions you have about the course
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The [CARE Center](#) and the [Counseling Center](#), Stamps Health Services, and the Dean of Students Office will offer both in-person and virtual appointments. Student Center services and operations are available on the [Student Center](#) website. For more information on these and other student services, contact the Dean of Students or the [Division of Student Life](#).

The following guidance addresses practices that were common during AY2020-2021 and may still be relevant to some courses for Fall 2021, such as online courses. If applicable to a given course, this information may be inserted into the syllabus.

Information Related to Covid-19:

Students are expected to be familiar with and abide by the Institute guidelines, information, and updates related to Covid-19. Find campus operational updates, Frequently Asked Questions, and details on campus surveillance testing and vaccine appointments on the [Tech Moving Forward site](#).