**INTRODUCTION À LA LITTÉRATURE FRANCOPHONE (FREN 320)**

COLLEGE OF CHARLESTON

AUTOMNE 2012

M/W/F 11h-11h50, JC Long 402B

**PROFESSOR WALSH**

**Bureau:** 412 JC Long  
**Tél:** 953.6744

**Heures de permanence:** lundi/mercredi 10h-11h; jeudi 14h-15h30, et sur rendez-vous

**Emails:** walshj@cofc.edu; jwalshhtrois@gmail.com

**Home page:** http://walshj.people.cofc.edu

**GOALS AND ORGANIZATION:** In this course we study francophone literature. Starting with the task of defining, as best we can, the very term, *francophonie*, we will investigate some of the central issues that have emerged from parts of the world formerly subject to French colonialism.

Aims for you include substantive knowledge of particular moments and texts drawn from the field, but along the way you will also have the opportunity to hone your research and writing skills. Rigorous preparation and regular class participation will be major elements of the course. You are encouraged to speak up in class, to post discussion questions/comments on OAKS, and, most importantly, to enjoy yourself.

**GENERAL EDUCATION COMPETENCIES:** Competency I (Research and Communication in Multiple Media and Languages, including proficiency in foreign languages). The course is conducted entirely in French, and all primary readings are in French. Students write four short papers and one final paper, all in French. Through this writing students learn to analyze primary sources, to develop arguments coherently and consistently, and to mobilize a critical apparatus that includes literary and historical terms central to the existing scholarship on francophone studies. Competency III (Historical, Cultural, and Intellectual Perspectives, including knowledge of Artistic, Cultural, and Intellectual Achievements). Through readings of primary and secondary sources students seek to understand the processes and products of colonialism and its aftermath. The phenomena of imperialism, the slave trade and slavery, decolonization, nationalism, departmentalization and migration form the backdrop of inquiry, in which students consider language, culture, identity, and narrative. Competency IV (International and Intercultural Perspectives, gained by knowledge of international and global contexts). Readings range from the francophone literature and film of Europe, the Caribbean, and sub-Saharan Africa.

**COURSE WORK TO ASSESS OBJECTIVES**

**WRITTEN WORK**

**Response paper:** In “response” to a text on the syllabus, students comment on an aspect (theme, character, rhetoric, etc.) and, at the end of the paper, write two questions for class discussion. The response paper (or “micro-essai.” **typed, 2pp, in French**) is meant to serve as an opportunity for self-expression, to launch class discussion, and to improve grammatical accuracy, vocabulary, and overall written style. Each response paper is worth 20pts and will be graded based on the following: (1) analysis, 12 pts and (2) quality of writing, 8 pts.

Students must write one response paper every four weeks, for a total of four; any written beyond this will be extra credit. Please submit all response papers to appropriate file in the OAKS drop box.

**Reading and Comprehension Quiz:** There will be two in-class quizzes. Each quiz will assess reading comprehension and knowledge of critical vocabulary. Refer to calendar for quiz dates.
**Final Essay:** Students will write a close reading of a text or film from the syllabus. The essay will be similar to the French “explication de texte,” which is a formal literary analysis that seeks a better understanding of the connection between form and content. Your objective is to approach the major themes of the text or film by way of an examination of a passage or scene. You will receive a handout on the “explication,” and we will discuss the assignment and do various exercises in class. **The essay is due on Friday, Dec. 7th at 5pm. Please submit to OAKS.**

**ORAL WORK**

**Class discussion:** Reading assignments are to be completed before class. Take notes on the feuilles de lecture available on OAKS under “Content.”

**Individual exposé:** You will present the “grandes lignes” [outline] of your essay to the class. The presentation should include the primary text or film selected and your approach to its analysis. What central problems or conflicts does it pose? How does the author develop the characters? What is the role of language, culture, and history? The oral presentation is a serious but relaxed exercise that will give you the chance to listen to feedback from your peers before completing the essay. We will discuss in class how to perform the exposé.

**HONOR CODE AND ACADEMIC INTEGRITY:** All rules and regulations of the College’s policy on Academic Honesty as set forth in the Student Handbook stand in this course: http://studentaffairs.cofc.edu/honor-system/index.php). Plagiarism — the use of another’s syntax, language, or ideas without proper citation — is a violation of academic honesty and integrity, and cannot be tolerated in any academic setting.

**ÉVALUATION:**

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<td>Feuilles de lecture (4)</td>
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<tr>
<td>Micro-essais</td>
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<td>Contrôles (2)</td>
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<td>Exposé oral</td>
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<td>Essai (5 pp)</td>
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**Echelle de notation :**

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**Participation and Attendance**

Participation to class discussion is essential. Students must be prepared to ask questions and are encouraged to express a point of view.

Class attendance is obligatory at all times. Illnesses, family emergencies, jury duty, obligations sanctioned by the College, or religious holidays are the only excused absences. **All absences must be documented by the Dean’s Office.** If you anticipate an absence for any reason please do not hesitate to speak to me. **Upon incurring your seventh (7th) absence, for any reason at all, you will automatically receive a WA (which counts as an F). This means you may miss NO MORE THAN SIX classes to remain eligible to pass.**
TEXTES À ACHETER:

Yanick Lahens  
**Faîlles** (2010, Stock)

Lyonel Trouillot  
**Bicentenaire** (2006, Broché)

Alain Mabanckou  
**Black Bazar** (2009, Editions du Seuil)

Léonora Miano  
**Blues pour Elise** (2010, Plon)

FILMS: (Subject to availability)

- **Kaleb** (2011), written and directed by Kervans Barthelemy.
- **Afro Diasporic French Identities** (2012), written and directed by Nathalie Etoke.

If possible, viewings for both films will be arranged in the Communications Museum on George Street (across from CVS). Please read the *feuille de pré-projection* before watching each film.

COURSE RESOURCES:

We will consult a number of secondary sources that will be available to you as photocopies or as a PDF on OAKS.

Professor Walsh’s homepage: [http://walshj.people.cofc.edu](http://walshj.people.cofc.edu)

For access to syllabus, links to dictionaries, libraries, and other useful websites.


For access to catalogs and databases, particularly the MLA bibliography, Project Muse, and JSTOR.


For help at Language Lab and an array of multi-media sources at your disposal.

Dictionaries: If you do not already own a large French-English dictionary, you may want to purchase Le Robert and/or Collins. You may also check out two useful online resources (among many): the ARTFL project the French language run by the University of Chicago ([http://humanities.uchicago.edu/ARTFL](http://humanities.uchicago.edu/ARTFL)) is an excellent resource that includes public databases and a search engine for several historical dictionaries. You might also refer to WordReference ([http://www.wordreference.com](http://www.wordreference.com/)), especially the Forum, which is particularly helpful in learning to grasp nuanced differences between French and English. **I recommend strongly that you not use translation websites/programs as they often mistranslate words/phrases and because they will not improve your reading and writing skills!**
CALENDRIER: (N.B. Ce calendrier pourra être modifié selon les besoins du cours!)
P = polycopié; L = librairie; T = texte primaire; S = texte secondaire

SEMINE 1
mercredi 22 août
Introductions, Objectifs
Discussion: Qu’est-ce que la “francophonie”?

vendredi 24 août
Discussion: Bensmaia; “Pour une littérature-monde”

SEMINE 2
lundi 27 août

mercredi 29 août
Woolward; Ben Jelloun

vendredi 31 août
Nos géographies I: Haïti
Lyonel TROUILLOT, Bicentenaire (L, T)

SEMINE 3
lundi 3 septembre
TROUILLOT

mercredi 5 septembre
TROUILLOT

vendredi 7 septembre
TROUILLOT

SEMINE 4
lundi 10 septembre
TROUILLOT; Martin Munro, “Interdependence and Intertextuality in Lyonel Trouillot’s Bicentenaire,” Small Axe 27 (October 2008) (OAKS, S)

mercredi 12 septembre
TROUILLOT; Munro

vendredi 14 septembre
(Micro-essai #1 à rendre sur Trouillot)
TROUILLOT
**SÉMAINE 5**
lundi 17 septembre
Introduction: Haïti, le tremblement de terre et l'héritage de l'indépendance
*Haïti parmi les vivants,* “Billet à celle qui habite ma rue” Lyonel Trouillot, (P); témoignages de Yanick Lahens sur YouTube: [http://www.youtube.com/watch?v=S2q41QW2UbQ];

mercredi 19 septembre
LAHENS

vendredi 21 septembre
LAHENS

**SÉMAINE 6**
lundi 24 septembre

mercredi 26 septembre
LAHENS; discussion de Cole et Ménard

vendredi 28 septembre
LAHENS

**SÉMAINE 7**
lundi 1er octobre
LAHENS

mercredi 3 octobre
LAHENS

vendredi 5 octobre (Micro-essai #2 à rendre sur Lahens)
Contrôle de compréhension sur Trouillot et Lahens, en classe

**SÉMAINE 8**
lundi 8 octobre
Nos géographies II: L’Afrique francophone, la République du Congo
Introduction: un congolais à Paris
Alain MABANCKOU, *Black Bazar*

mercredi 10 octobre
MABANCKOU

vendredi 12 octobre
MABANCKOU

**SÉMAINE 9**
lundi 15 octobre – FALL BREAK
mercredi 17 octobre
MABANCKOU

vendredi 19 octobre
MABANCKOU; Pascale de Souza, “Trickster Strategies in Alain Mabanckou’s Black Bazar,” Research in African Literatures 42.1 (Spring 2011), 102-119. (OAKS, S)

SÉMAINE 10
lundi 22 octobre
MABANCKOU; de Souza

mercredi 24 octobre
MABANCKOU

vendredi 26 octobre
MABANCKOU

SÉMAINE 11
lundi 29 octobre (Micro-essai #3 à rendre sur Mabanckou)
Nos géographies III: L’Afrique francophone, le Cameroun
Introduction: les Afropéens
Nathalie ETOKE, Afro Diasporic French Identities, film documentaire
Léonora MIANO, Blues pour Elise (L, T)

mercredi 31 octobre
MIANO; ETOKE

vendredi 2 novembre
MIANO

SÉMAINE 12
lundi 5 novembre
MIANO; Didier Gondola, “Transient Citizens: The Othering and Indigenization of Blacks and Beurs within the French Republic,” in Frenchness and the African Diaspora (Indiana University Press, 2009), 146-166 (available through library as electronic resource, S).

mercredi 7 novembre
MIANO; Gondola

vendredi 9 novembre
MIANO

SÉMAINE 13
lundi 12 novembre
MIANO; Présentations orales, Peer Feedback

mercredi 14 novembre
MIANO; Présentations orales

vendredi 16 novembre
MIANO; Présentations orales
**SEMAINE 14**  
(Micro-essai #4 à rendre sur Miano)  
lundi 19 novembre  
Contrôle de compréhension sur Mabanckou et Miano, en classe  
Présentations orales  

mercredi 21 novembre – THANKSGIVING BREAK  

vendredi 23 novembre – THANKSGIVING BREAK  

**SEMAINE 15**  
lundi 26 novembre  
Présentations orales  

mercredi 28 novembre  
Présentations orales  

vendredi 30 novembre  
Présentations orales  

**SEMAINE 16**  
lundi 3 décembre  
Présentations orales; considérations finales  

vendredi 7 décembre  
Essai final à rendre à OAKS à 17h