

Agnes Scott College  
**FRE 355: Topics in Francophone Literature**  
**(Migration, culture et altérité dans la littérature francophone)**  
Printemps 2015

Professeur: Philip A. Ojo  
Bureau: Buttrick 350  
Téléphone: x-5185  
Courriel: [pojo@agnesscott.edu](mailto:pojo@agnesscott.edu)  
Lieu et heures de cours: Lundi de 13h à 15h30, Buttrick G 26  
Heures de bureau: Lundi et mercredi de 11h à 12h, et sur rendez-vous

### **Objectif du cours**

Ce cours aidera les étudiantes à **développer une approche analytique et critique des littératures francophones** grâce à une étude approfondie des thèmes fondamentaux (traditions, esclavage, colonisation, décolonisation, post-colonialisme, néocolonialisme, aliénation, identités, langue, oralité, déconstruction, etc.) d'œuvres représentatives de ces cultures. Le cours sera aussi l'occasion de réfléchir à la fonction de la littérature dans le développement des sociétés francophones. Dans ce module précis, l'accent sera mis sur la représentation littéraire des notions de migration, d'exil, et de différences culturelles.

### **Formule pédagogique**

Le cours consistera en une présentation, une discussion et une critique des textes (articles scientifiques, romans, récits, et films) choisis. Ceci implique une analyse détaillée de chacun des textes choisis aux plans thématique, stylistique et artistique: histoire et déroulement, personnages, thèmes, motifs, réseau d'images, connotations socioculturelles, temps et espace, langue, procédés et techniques de création littéraire.

Le professeur se charge d'établir les points de repère historiques, formels et thématiques, mais toutes les étudiantes doivent participer aux discussions qui domineront le cours. Chaque étudiante présentera et dirigera aussi la discussion d'un article scientifique et son rapport avec le texte étudié. Ce cours sera dispensé en français, les discussions et les travaux écrits également. Toutefois, n'hésitez pas de me consulter en anglais avant et après le cours ainsi que durant mes heures de bureau.

### **Présence et participation**

La présence et la participation régulières sont essentielles pour développer un meilleur esprit critique. **La présence est donc obligatoire et une forte participation** (sous-entendant **une bonne préparation**) est attendue des étudiantes. Si vous devez manquer la classe pour une raison légitime, veuillez me le faire savoir dès que possible.

### **Documents du cours**

1) **Textes obligatoires** (en vente à la librairie d'ASC)

Maalouf, Amin. *Les identités meurtrières*. B. Grasset // Livre de Poche (Paris), 1998.  
Warner-Vieyra, Myriam. *Juletane*. Paris: Présence Africaine, 1982.  
Nini, Soraya. *Ils disent que je suis une beurette*. Paris: Fixot, 1993.

2) **Filmographie**

Benguigui, Yamina (Director). *Inch'Allah dimanche* c2001, 2006 (98 min.) (DVD 720)  
Kassovitz, Mathieu (Director). *Café au lait* (Métisse) c2005 (91 min.) (DVD 718)

3) **Lectures recommandées pour les discussions et les présentations** (en réserve à McCain)

Condé, Maryse. "O Brave New World." *Research in African Literatures* 29.3 (1998): 1-7.  
En-nehass, Jamal. "Les identités meurtrières by Amin Maalouf." *World Literature Today*, 74.1 (Winter, 2000): 110-111.  
Fragd, Lulamae. "Reading Yourself Home: Myriam Warner-Vieyra's *Juletane*." *CLA Journal* 45. 4 (2002): 477-496.  
Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers, Sixth Edition*. New York: Modern

Language Association of America, 2003.

Loingsigh, Aedin Ní. "L'exil dans les littératures africaines d'expression française: esquisses d'un thème."

*MotsPluriels* 17 (avril 2001) - <http://www.arts.uwa.edu.au/MotsPluriels/MP1701anl.html>

Magnan, Sally Sieloff. "Young "Beur" Heroes: Helping Students Understand Tensions of Multicultural France." *The French Review* 77.5 (Apr., 2004): 914-927.

Moura, Jean-Marc. *Littératures francophones et théorie postcoloniale*. Paris: PUF, 1999 : 1-10; 29-44; 71-108; 109-138

Proulx, Patrice J. "Inscriptions of Silence and Violence in the Antillean Text: Reading Warner-Vieyra's *Juletane* and *Sidonie*." *The French Review* 70. 5 (1997): 698-709.

Unwin, Tim. "Editorial: Ecrire l'exil : rupture et continuité." *MotsPluriels* 17 (avril 2001) - <http://www.arts.uwa.edu.au/MotsPluriels/MP1701edito.html>

Vassberg, Liliane M. "Immigration maghrébine en France: l'intégration des femmes." *The French Review* 70. 5 (1997): 710-720.

### **Contrôle de connaissance**

Outre la lecture des textes et des articles scientifiques recommandés, chaque étudiante devra faire **1** bref exposé portant sur un des textes au programme; **1** exposé portant sur un concept ou une approche théorique particulière reliée à son projet de recherche; composer **2 interrogations écrites** et rédiger **1** dissertation finale dont l'objectif sera d'examiner de manière critique et profonde une question pertinente à la représentation des notions de migration, d'exil, et de différences culturelles dans les littératures francophones. **Je vous encourage vivement à venir en discuter avec moi à l'avance. Aucun devoir n'est accepté en retard. Les travaux doivent être tapés, double interligne** et vous devez **vérifier l'orthographe** grâce au vérificateur électronique d'orthographe. La répartition des notes est la suivante:

- 2 exposés oraux (10% + 10%) 20%
- 2 interrogations (durant les 7<sup>e</sup> et 11<sup>e</sup> semaines du semestre) 40%
- 1 dissertation finale (12 à 15 pages) 40%

La note finale sera attribuée en fonction du barème suivant:

95-100 <b>A</b> (Outstanding)	88-90 <b>B+</b> (V. Good)	76-79 <b>C+</b> (Fair)	67-69 <b>D+</b> (Weak)	00-59 <b>F</b> (Fail)
91-94 <b>A</b> -(Excellent)	84-87 <b>B</b> (Good)	73-75 <b>C</b> (Fair)	64-66 <b>D</b> (Weak)	
	80-83 <b>B-</b> (Good)	70-72 <b>C-</b> (Fair)	60-63 <b>D-</b> (Weak)	

### **English Summary of Key Aspects and Addenda to Course Syllabus**

#### **Course requirements**

To pass the course, students must complete and turn in all assigned works (writing assignments, readings, etc.) on time, uphold the Honor System in every aspect, and satisfy the attendance requirement. The course requires regular attendance and active participation. Student work will be evaluated based on contributions to class discussions, two (2) oral presentations, two (2) open book tests (exams), and a final research paper. The class will be conducted entirely in French, including your questions, comments, and presentations. But, feel free to consult with me in English, before or after class as well as during office hours. It is mandatory to read the assigned articles/chapters before coming to class. This makes class discussions more meaningful. All written works should be in French, typed, doubled-spaced, and carefully proofread. Please, use the French spell-check available on most computers. No late submission will be accepted. If you forgot to bring a work to class, you have up to 5:00 pm on that day to put it in my mailbox. In case of illness or personal exigency, a student will have 2 days beyond the due date to complete assignments. In all other circumstances, late work will automatically be downgraded by 1/3 of the maximum points. If a student cannot take a quiz or exam due to illness or other personal exigency, she is required to contact the instructor before the date of the quiz or exam. Under these circumstances, a make-up may be scheduled at the convenience of the instructor.

#### **Final Research Essay Topic Selection and Paper Writing**

The goal of this formal writing is to develop students' analytical skills. It combines critical analysis of literary works with some knowledge of context and theory. You should choose a specific topic/issue that really interests you. It will require continuous thinking, planning, revising, rewriting, and editing for correctness. The essay should be about 3000 words long (10 to 12 pages). Only scholarly sources (journal articles, published books, and artifacts) may be used as source materials. Online sources such as wikipedia.com, stealapaper.com, or answers.com

are unacceptable. An excellent essay responds to the topic or issue specified in the assignment; it integrates relevant facts about the subject; it has original ideas and is thought-provoking; it demonstrates clear correct French writing; it presents critical exposition and argument that is focused on a clearly evident one-sentence thesis statement in the introductory paragraph (This statement of the paper's argument is coherently and logically developed in subsequent paragraphs of the paper, and summarized in a concluding paragraph); it is supported concretely with relevant quoted references to the text; and it notes all references to sources consistently following a standard form of citation. Essays will be graded using the following rubric: a) structure and organization, b) style and clarity of language, c) quality of ideas (originality and depth of argument), d) thesis statement, e) evidence to support argument, and f) critical engagement with sources.

### **French Program Policies**

1. **Attendance**: A student is allowed **3 excused absences** per semester (for illness or personal exigency). After **3** excused absences, her participation grade for the semester will be dropped 10 points for each consecutive absence.
2. **Tardiness**: If a student is more than **5 minutes** late to any given class session, she will be counted as absent for that class. In fact, late arrival or early departure may be considered as an absence, at the discretion of the instructor.
3. **Food/drink/gum**: No food or chewing gum is permitted, except for the occasional beverages. As a sign of courtesy, sleeping and chatting in English are unacceptable behaviors in this class.
4. **Technology**: No cell phone conversation or texting will be permissible under any circumstances during class instruction. Cell phones should be turned off or placed on mute, not on vibrate.
5. **College Athletes**: If you are playing a team's sport for Agnes Scott College and miss classes, you are required to attend one tutoring session with the French tutors in lieu of each missed lesson.

### **Academic Honesty**

The Agnes Scott College honor code embodies an ideal of character, conduct, and citizenship, and is an important part of the College's mission and core identity. This applies especially to academic honesty and integrity. Passing off someone else's work as your own represents intellectual fraud and theft, and violates the core values of our academic community. To be honorable, you should understand not only what counts as academic dishonesty, but also how to avoid engaging in these practices. You should:

- review each course syllabus for the professor's expectations regarding course work and class attendance.
- attribute all ideas taken from other sources; this shows respect for other scholars. Plagiarism can include portraying another's work or ideas as your own, buying a paper online and turning it in as if it were your own work, or not citing or improperly citing references on a reference page or within the text of a paper.
- not falsify or create data and resources or alter a graded work without the prior consent of your professor. This includes making up a reference for a works cited page or making up statistics or facts for academic work.
- not allow another party to do your work/exam, or submit the same or similar work in more than one course without permission from the course instructors. Cheating also includes taking an exam for another person, looking on another person's exam for answers, using exams from previous classes without permission, or bringing and using unauthorized notes or resources (i.e., electronic, written, or otherwise) during an exam.
- not facilitate cheating, which can happen when you help another student complete a take home exam, give answers to an exam, talk about an exam with a student who has not taken it, or collaborate with others on work that is supposed to be completed independently.
- be truthful about the submission of work, which includes the time of submission and the place of submission (e.g., e-mail, online, in a mailbox, to an office, etc.).

You should understand that penalties result from dishonest conduct, ranging from failure of the assignment to expulsion from the college. You should speak with your professors if you need clarification about any of these policies.

### **Pledge**

Students pledge that they have completed assignments honestly by attaching the following statement to **each** test, quiz, paper, overnight assignment, in-class essay, or other work:

*I pledge that I have neither given nor received any unauthorized aid on this assignment.*

*(Signed)* \_\_\_\_\_

### Special Needs

Agnes Scott College seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, please contact Kelly Deasy in the Office of Academic Advising (x6150) to make complete the registration process. Once registered, please contact me as soon as possible (preferably early in the semester) so we can discuss the specific accommodations needed for this course.

### Useful Student Resources

- a. **Academic Advising:** <http://www.agnesscott.edu/academicadvising/>
- b. **The Writing Center:** [http://writing\\_center.agnesscott.edu/](http://writing_center.agnesscott.edu/)
- c. **The Speaking Center:** [http://speaking\\_center.agnesscott.edu/](http://speaking_center.agnesscott.edu/)
- d. **McCain Library:** <http://agnesscott.edu/library>
- e. **Educational Technology Center:** <http://www.agnesscott.edu/its/educational-technology/>
- f. **Wellness Center:** <http://legacy.agnesscott.edu/studentlife/wellnesscenter>
- g. **Academic Catalog:** <http://www.agnesscott.edu/academics/academic-catalog/index.html>
- h. **Academic Calendar:** <http://www.agnesscott.edu/registrar/academic-calendar.html>
- i. **Registrar:** <http://www.agnesscott.edu/registrar/>
- j. **Student Handbook:** <http://www.agnesscott.edu/facultyservices/files/documents/student-handbook.pdf>

### Title IX provision

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

As stipulated by the Title IX Educational Amendments of 1972, Agnes Scott College has a Title IX Coordinator, Dr. Kijua Sanders-McMurtry, Associate Dean of Students and Special Assistant to the President on Diversity; and a Deputy Title IX Coordinator, Ms. Karen Gilbert, Director of Human Resources. If you need to report an incident of sexual discrimination on campus, please contact one of them directly using the information below.

Dr. Kijua Sander-McMurtry

Title IX Coordinator

[ksandersmcmurtry@agnesscott.edu](mailto:ksandersmcmurtry@agnesscott.edu)

404-471-6316

Ms. Karen Gilbert

Deputy Title IX Coordinator

[kgilbert@agnesscott.edu](mailto:kgilbert@agnesscott.edu)

404-471-6435

### Course Evaluation

Your feedback on this course is extremely valuable to me, the French Program, and the College Administration; your comments help me to see the ways in which I can improve the course instruction. Towards the end of the semester you will be notified by e- mail and provided with a link to complete online (anonymous) evaluations outside of class.

### **Course Schedule**

<b>Date</b>	<b>Lectures, discussions, présentations, devoirs travaux de recherche et essai final</b>
Wed. Jan 21 <b>2015</b>	Introduction et présentation du cours: modalités, formules pédagogiques, charge du travail, sujets de présentations, etc. <b>Introduction aux cultures et aux littératures francophones</b> “Introduction,” Moura, <i>Littératures francophones et théorie postcoloniale</i> : 1-10.
Mon. Jan 26	“Perspectives postcolonial,” Moura, <i>Littératures francophones et théorie postcoloniale</i> : 29-44. “Poétiques,” Moura, <i>Littératures francophones et théorie postcoloniale</i> : 109-138.
Wed. Jan 28	“O Brave New World,” Condé “Editorial: Ecrire l’exil : rupture et continuité,” Unwin
Mon. Feb 2	<b>Doha, Qatar - No Class</b>
Wed. Feb 4	<b>Doha, Qatar - No Class</b>
Mon. Feb 9	“ <i>Les identités meurtrières</i> by Amin Maalouf,” En-nehas <i>Les identités meurtrières</i> (Amin Maalouf)
Wed. Feb 11	<i>Les identités meurtrières</i> (Amin Maalouf)
Mon. Feb 16	<i>Les identités meurtrières</i> (Amin Maalouf)
Wed. Feb 18	<i>Les identités meurtrières</i> (Amin Maalouf)
Mon. Feb 23	<i>Les identités meurtrières</i> (Amin Maalouf)
Wed. Feb 25	<b>Interrogation écrite #1 (Open Book Test)</b>
Mon. Mar 2	“L’exil dans les littératures africaines d’expression française...,” Loingsigh + <i>Juletane</i> (M.Warner-Vieyra)

Wed. Mar 4	“Reading Yourself Home: Myriam Warner-Vieyra’s <i>Juletane</i> ,” Fragd + <i>Juletane</i> (M.Warner-Vieyra) <b>Soumission du sujet de dissertation finale</b> (1-3 paragraphes)
Mon. Mar 9	“Inscriptions of Silence and Violence in... <i>Juletane</i> and <i>Sidonie</i> ,” Proulx + <i>Juletane</i> (M.Warner-Vieyra)
Wed. Mar 11	<i>Juletane</i> (M.Warner-Vieyra)
March 16-20	<b>Spring Break - No Classes</b>
Mon. Mar 23	<i>Juletane</i> (M.Warner-Vieyra)
Wed. Mar 25	“Chap. 1: Research and Writing,” Gibaldi, <i>MLA Handbook for Writers of Research Papers</i> , 3-63. “Chap. 3: The Mechanisms of Writing,” Gibaldi, <i>MLA Handbook for Writers of Research...</i> , 79-130.
Mon. Mar 30	<i>Café au lait</i> - Présentation, visionnement et discussion (première partie) <b>Soumission du plan détaillé de la dissertation finale</b> (1-2 pages) accompagné d’une bibliographie
Wed. April 1	<i>Café au lait</i> - Présentation, visionnement et discussion (deuxième partie)
Mon. April 6	“Young "Beur" Heroes: Helping Students Understand Tensions of Multicultural France,” Magnan, <i>Ils disent que je suis une beurette</i> (Soraya Nini)
Wed. April 8	“Immigration maghrébine en France: l’intégration des femmes,” Vassberg <i>Ils disent que je suis une beurette</i> (Soraya Nini)
Mon. April 13	<i>Ils disent que je suis une beurette</i> (Soraya Nini)
Wed. April 15	<i>Ils disent que je suis une beurette</i> (Soraya Nini) <b>Soumission du brouillon de la dissertation finale</b>
Mon. April 20	<i>Ils disent que je suis une beurette</i> (Soraya Nini)
Wed. April 22	<b>Interrogation écrite #2 (Open Book Test)</b>
Mon. April 27	<i>Inch'Allah dimanche</i> - Présentation, visionnement et discussion (première partie)
Wed. April 29	<i>Inch'Allah dimanche</i> - Présentation, visionnement et discussion (deuxième partie)
Mon. May 4	<b>Présentation des travaux de recherche</b> Students present their research projects (Projet de recherche et approche théorique reliée au projet)
Mon. May 11	Remise de la version finale de la dissertation : 1 version (copie) papier et 1 version électronique Final paper are due by 5:00 pm

### Signature

By my signature, I certify that I have read, and fully understand and accept the terms and conditions contained in the course syllabus for FRE 355. I acknowledge that the instructor reserves the right to change or adjust any section of the course syllabus at anytime to better meet the needs, abilities, and interest of the students.

Date: \_\_\_\_\_ Name: \_\_\_\_\_ Signature: \_\_\_\_\_

