

Syllabus FR 4511 / FR 5511
Fall Semester 2017-2018
Francophone Literature and Culture of Africa and the Caribbean

Section: 100 / Class #: 10795 - 10798

Meeting Times: Tu, Th 1:30-2:50 pm, Gordy Hall, 313

Prerequisite for undergraduates: FR 3550 or 3560

Instructor: Yolande Aline HELM, Professor of French (333, Gordy)

Tel: 593-2789

E-mail: helm@ohio.edu

<http://www.yolandehelmsite.org/home>

Office Hours: 12:15-1:30, OR BY appointment

FINAL EXAM: no final exam! The final paper will be due on Tuesday, May 1st, by 5:00pm (paper copy in my mailbox, Gordy, second floor)

ABSENCES:

From Faculty Handbook: VIII C. 5

Students returning to a class after a legitimate absence can expect their instructor's assistance within the limits of the instructor's established attendance policy. In cases of legitimate absence—such as illness, death in the immediate family, religious observance, jury duty, involvement in University-sponsored activities—some accommodation (makeup work, excused absences, change of grade computation) will be arranged subject to previously announced limitations. There are occasions where the size or nature of the course makes it necessary to set limits on the number of excused absences or the availability of makeup work, particularly for exams or special events such as field trips or outside speakers. Such limitations will be explained in the instructor's statement of attendance policy at the beginning of each course. Students with scheduled activities must check with the instructor as early as possible to clarify that there will be no conflict with the policy.

Instructor's policy: class attendance is required! More than 2 ABSENCES is not acceptable. Your final grade will be lowered by one letter grade per additional absence. If you plan to miss a class, you must let the instructor know in writing. For example if your 'final' grade is a B+ and you have three absences, it will be lowered to a B; if your 'final' grade is an A, and you have 4 absences, it will be lowered to a B+ etc.

Note: The attendance policy does not distinguish "excused" from "unexcused" absences; all absences count towards the maximum. Ten (10) absences is an F. In case of extended absence due to severe illness, hospitalization or disability, please consult with your instructor."

Responsible Reporting

Responsible Employee Reporting Obligation: All Ohio faculty and staff share in the responsibility to create a safe learning environment for all students and for the campus as a whole. As members of the campus community, all faculty and staff (other than those designated as confidential reporters) are designated as responsible employees and therefore have the duty to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If a student would prefer to share information about sexual harassment, sexual violence or discrimination with a confidential employee who does not have this reporting responsibility, a list of those individuals can be found at <https://www.ohio.edu/equity-civil-rights/Resources.cfm>.

Academic Misconduct (including cheating and/or plagiarism): be aware of the policy in your OU catalog. Cases of academic dishonesty in this course may be met with the maximum degree of severity allowed by university policy. Remember that work you do outside of class must be your own. IT IS NOT ACCEPTABLE TO COPY ALL OR ANY PART OF YOUR PAPER/ANY OTHER ASSIGNMENT FROM ANOTHER SOURCE (not even sentences or parts of sentences). It is also unacceptable to write in English and have a computer program or online service translate your work into French. It is further unacceptable to have your work proofread by a tutor, more advanced student, teacher, TA or native speaker prior to handing them in. Any of these will be considered plagiarism. I reserve the right to apply the maximal penalty as allowed by OU judiciaries.

Disabilities: We are committed to ensuring equal opportunity for students with a disability. This is a collaborative process and effort among the Disability Services office, the student and the instructor. Students with disabilities should provide the instructor with written notification of their disability via Disability Student Services and make a direct request for accommodations to establish the means of providing accommodations, academic adjustments, and/or auxiliary aids within one week of the beginning of the course. If you have any condition (physical/learning disability), which will make it difficult for you to perform class work as delineated in this syllabus or if you require special accommodations, ***it is YOUR responsibility to notify your instructor the first week of class.***

CELL PHONE USE POLICY AND OTHER ELECTRONIC EQUIPMENT: Cell phone use (of any kind—voice, text messages, etc.) and laptop use is banned during class. Please put cell phones out of sight and mute them during class time. Playing with your phone or sending text messages during class will result in warning and the participation points for that day will be lowered, two warnings will result in an absence.

Statement of instructor: as a teacher of Francophone literatures, with diverse linguistic and cultural experiences, I hope to lead you as you discover "another world"... A diversity of land and people, who speak French, but have their own history, culture, and literature. I also wish to help remove some of the invisible blinders you may be wearing still when it comes to "minority" literatures and cultures. Le nombre de Francophones dans le monde est estimé à environ 106 millions (un-e Francophone est une personne dont la langue maternelle est le français et dont la nationalité est autre que française: cf. belge, africaine, québécoise, antillaise, suisse etc).

Description

This is a multicultural and interdisciplinary course within literature in French from the Maghreb, Sub-Saharan Africa, and the French Caribbean. The authors studied are: Léopold Senghor (Senegal); Ferdinand Oyono (Cameroon); Malika Mokeddem (Algeria); Aimé Césaire (Martinique); Maryse Condé (Guadeloupe) and Simone Schwarz-Bart (Guadeloupe). The societal, historical, ethical and literary issues will be the focus of the discussions. The class will be a mix of lectures/discussions/group work.

Objectives

The goals of this course are several:

- To appreciate creative writings and cultures in French from the geographical spectrum of Sub-Saharan Africa, Maghreb, and the French Caribbean
- To acquire a sense of the common features and also of the diversity of this literature
- To acquire a feeling for race and gender differences as a valid conceptual and critical category applied to academic studies
- To examine the relationship between France and its former colonies
- To refine your written, speaking, oral, listening, and analytical skills

Other:

"The lectures, classroom activities, and all materials associated with this class and developed by the instructor are copyrighted in the name of Professor Yolande Helm on this date, January 1st, 2018."

Required texts IN (CHRONOLOGICAL ORDER)

Malika MOKEDDEM : *Les Hommes qui marchent*. Poche, 1999 [1990]. NOVEL

Ferdinand Oyono. *Une vie de boy*. Poche, 1970. NOVEL

Léopold SENGHOR: (Provided by instructor) POETRY

Aimé CÉSAIRE: (Provided by instructor) POETRY

Maryse CONDÉ: *Célanire cou-coupé*. Robert Laffont, 2000. NOVEL

Simone SCHWARZ-BART: *Ton beau capitaine* (Provided by instructor) PLAY

Films:

- *The Battle of Algiers* (viewing in class): a film on the Independence of Algeria, a former colony of France.
- *Tropiques Amers* (viewing outside of class on the internet): a French TV series taking place on a French plantation in Martinique during times of slavery.

You MUST watch *Tropiques Amers* on the following link (below). You will have to download veoh web player, but it is free. You may not watch this series on YouTube or any other means simply because they miss entire sections of the original series.

<http://www.veoh.com/find/?query=Tropiques+Amers>

Grade distribution:

Participation	25%
3 short papers (2 pages)	20%
Midterm	20%
Oral presentation	15%
Final Paper	20%

Useful Dicos

<http://dictionnaire.reverso.net/>

http://www.lexilogos.com/francais_langue_dictionnaires.htm

<http://www.potomitan.info/dictionnaire/francais.php>

Participation IS A MUST!

First, remember that absences and participation are linked! If you are absent, you cannot participate!

Also, daily participation is expected! An « F » will result if you don't speak during the discussions. You are encouraged to inquire about your participation grade each week. Being present does NOT mean you are participating! Here are some criteria, which I will take into consideration when assigning you a participation grade:

- **Speak French only** (cela va de soi !) with your instructor and your classmates.¹
- When I ask you a question, answer! If you don't know the answer, just say « je ne sais pas » ; « pourriez-vous répéter s'il vous plaît ? » ; « je suis désolée mais je n'ai pas compris » etc. It is strongly recommended to volunteer for answers: do so by raising your hand (the accuracy of your answers—although important—will weigh less than your willingness to try). However, « ne dites pas n'importe quoi, n'importe quand... »!
- Have a good attitude: from day one, and you will be amazed at what it can do for the overall atmosphere of the class.
- Be patient! You and your peers will be at various levels in your knowledge of French. Remember that you are there to learn and that you should be courteous to one another.
- Always be prepared for class: do the reading assigned and/or the written exercises before each class. Demonstrate you read the book, or the short story. Be inquisitive! It will pay off.

3 short papers

- 2 full pages
- Font 11, Times, double space (no triple, quadruple space between paragraphs (each paragraph must contain, at least six lines).
- Title on a separate page
- Follow the MLA guidelines
- Add a bibliography

Your grade will be lowered if these guidelines are not respected

See the syllabus for due dates

Graded on: following the guidelines (10%); organization (30%); originality (30%); written skills (30%).

Paper I

“L'écriture est le nomadisme de mon esprit, dans le désert de ses manques, sur les pistes sans autre issue de la nostalgie, sur les traces de l'enfance que je n'ai jamais eue” (Malika Mokeddem): décrivez, analysez la pertinence de cette citation de Mokeddem dans *Les Hommes qui marchent*.

Paper II

“La Négritude résulte d'une attitude active et offensive de l'esprit. Elle est sursaut et sursaut de dignité”: discutez cette citation d'Aimé Césaire dans le cadre de sa poésie et de celle de Senghor.

Paper III

Illustrez la transgression de Célanière. Pensez à son attirance envers l'Orient et l'Occident (sa propre culture et celle des colons).

Midterm Exam: factual (*La Bataille d'Alger*), and one essay (*Les Hommes qui marchent, Une Vie de boy, poetry of Senghor and Césaire*)

Oral presentation: use a power point:

- Choose a theme in one novel, poetry, play, or in several works studied in class (you may work with one text, but a comparative study throughout several texts is also allowed).
- The presentation must be 10mn long for undergraduates and 15mn long for graduates. You are not allowed to give biographical information on the author, and, in addition, you may not give a summary of the work being analyzed (I consider it time wasted since you will already have had that information: your grade will be lowered if you don't respect these rules).
- Graded on: following the guidelines (10%); organization (30%); originality (30%); oral skills (30%).

Final Paper (extension of your oral presentation):

Format:

- Six pages long for undergraduates, and ten pages long for graduates (those pages do not include the title page and the bibliography)
- Font 11, Times, double space (no triple, quadruple space between paragraphs (each paragraph must contain, at least six lines).
- Title and other references on a separate page
- Follow the MLA guidelines
- Add a bibliography
- Graded on: following the guidelines (10%); organization (30%); originality (30%); written skills (30%).

¹ Oftentimes, my students and I converse in French outside of class (in the hallways, or in my office). That is not an obligation of course, but just see it as another opportunity to learn and to associate the learning of French within « real » situations (i.e. outside of the French classroom!). I also encourage you to attend the French table (check the French bulletin for their new hours and place).

•

Additional instructions:

- You are allowed to use spellcheck, therefore the spelling mistakes should be kept to a minimum. Beware of the famous "accents français"
- DO NOT use "il y a", but try to find a more specific verb
- Remember that in French, the " " (guillemets) come before the punctuation (i.e. Ils ont dit : "as-tu trop de travail"?)
- Aussi at the beginning of a sentence means "therefore." If you want to express also, the "aussi" must be placed after the verb.

Failure to respect the above instructions (and the guidelines) will be penalized.

N.B.: I will post power points or any other document pertaining to this class on my website. I will also use OU e-mail for communication and/or sending documents. So, please check your OU mail on a regular basis.

helm@ohio.edu

<http://www.yolandehelmsite.org/home>

Week 1

T jan 16

Introduction

La Bataille d'Alger (The Battle of Algiers). Viewing in class.

Before coming to class, download and read the document from my website containing information about the film: "NotesBattleAlger.pdf"

(www.yolandehelmsite.org)

(<https://www.youtube.com>) (film)

Th jan 18

Film (continued)

Week 2

T jan 23

Film (continued) and introduction to le Maghreb, Malika Mokeddem and *Les Hommes qui marchent*

Th jan 25

Les Hommes qui marchent. Chapitre I, II, III

Week 3

T jan 30

Les Hommes qui marchent: Chapitres IV, V, VI, VII, VIII, IX, X

Th feb 1

NO CLASS *Les Hommes qui marchent*, XI, XII, XIII, XIV

Devoir (due on feb 6): 2-page summary of chapters XI, XII, XIII, XIV (double spaced, two full pages, font 11, Times) – will be included in the participation grade

Week 4

T feb 6

Les Hommes qui marchent (suite et fin) – Introduction: Ferdinand Oyono et *Une vie de boy* (7-94). L'Afrique subsaharienne

Essay I due

Th feb 8

Une vie de boy, 94-185

Week 5

T feb 13

Ferdinand Oyono, *Une vie de boy* (suite)

Th feb 15

Une vie de boy (conclusion)

La négritude

Léopold Senghor et Aimé Césaire

Week 6

T feb 20

Léopold Senghor et Aimé Césaire

Th feb 22

Léopold Senghor et Aimé Césaire (conclusion)

Histoire de la Caraïbe Française, introduction

Week 7

T feb 27

Histoire de la Caraïbe Française

L'esclavage (Le "passage du milieu", le "triangle d'ébène", la créolité, la créolisation, le métissage)

Th mar 1

Midterm exam

Week 8

T mar 6	Discussion: TROPIQUES AMERS Episode 1 (parts 1, 2, 3)
Th mar 8	<i>Célanire cou-coupé</i> : Côte d'Ivoire 1901-1906 (11-96)
Week 9	
T mar 13	Spring Break
Th mar 15	Spring Break
Week 10	
T mar 20	<i>Célanire cou-coupé: Cayenne</i> 1906 (97-136) Essay II due
Th mar 22	<i>Célanire cou-coupé: Guadeloupe</i> 1906-1909 (137-208) Discussion: TROPIQUES AMERS Episode 2 (part 1, 2)
Week 11	
T mar 27	<i>Célanire cou-coupé</i> : Pérou 1910 (209-238) et Guadeloupe (même année (209-243)
Th mar 29	<i>Célanire cou-coupé</i> (conclusion)
Week 12	
T apr 3	Discussion TROPIQUES AMERS, épisode 3 (parts 1 et 2) Deadline: you must send the instructor the topic of your oral presentation today, by mail (by 5:00pm). Failure to do so will lower your grade by 20 points
Th apr 5	Discussion. TROPIQUES AMERS Episode 4 (parts 1 & 2) TROPIQUES AMERS Episode 5 (parts 1, 2)
Week 13	
T apr 10	Simone Schwarz-Bart, <i>Ton beau Capitaine</i> Essay III due
Th apr 12	Simone Schwarz-Bart, <i>Ton beau Capitaine</i>
Week 14	
T apr 17	Oral presentations (by alphabetic order)
Th apr 19	Oral presentations
Week 15	
T apr 24	Oral presentations
Th apr 26	Oral presentations

