FRE 4503  
La Francophonie
SUMMER SEMESTER 2013
June 25 to August 1  
ECS 145  
TuTh 2:40PM - 6:00PM

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Office hours: Tuesday and Thursday 6:00 PM - 7:00 PM or by appointment

With renewed interest in global learning at US universities, inquisitive students of French often ask: what is the difference between French spoken in France and other countries around the world? Can the French understand Quebecois French? How different is Haitian Creole from French? Or why is French, and not Wolof, the official language of Senegal? This course, taught in French, will examine the concept of *la francophonie*, or French as spoken outside of France, exploring the diversity of these socio-linguistic situations. The main course objective is to give students an understanding of the complexity of these situations, as well as an appreciation of the major linguistic theories that attempt to explain how these situations arose (language expansion, colonization, language change, creolization).

One of the paradoxes of globalization, however, is that France appears to be losing some of its hegemonic power in a world increasingly dominated by other colonial languages, such as English and Spanish. We will thus also examine *La Francophonie* with a capital *F*, the loose alliance of Francophone countries that have biannual summits and promote international cooperation along with the use of French, a situation that arose after decolonization.

This seminar in linguistics is designed for French majors who have already studied French Phonetics or General Linguistics. It can fulfill the French Linguistics requirement for majors or can count as a French linguistics elective. It also satisfies the upper division global learning requirement.

Major topics:

After a general survey of the various places where French is spoken outside of France (Europe, North America, Africa), we will concentrate on three specific areas where French is spoken: Quebec, Senegal, and Haiti. In this latter, we will examine the origin and nature of French Creoles and how they incorporate yet differ from French. We will analyze competing theories as to how and why French, as well as French Creole, evolved in these areas, presenting not only lexical characteristics, but also phonetic and grammatical traits that distinguish these varieties from Metropolitan French. We will also study language contact situations and see how French interfaces with other languages (e.g., English, Haitian Creole, Wolof) spoken in these countries.

The course finishes with a survey of Francophone institutions and Chaudenson’s Francophone Grid (*grille de la francophonie*), which attempts to map how “francophone” each country is. Throughout the semester we will also explore the following sociological and political issues:

1. What relationship do speakers have toward French? What attitude do speakers have about their variety of French?
2. To what extent do internal political dynamics create contentious relationships between French and other languages?
3. To what extent does the fact that Francophone summits are now held not just in Europe and North America, but in Africa, the Middle East, and Southeast Asia, strengthen or weaken the position of French as a global language?
4. To what degree does the French language represent the glue that binds Francophone countries together, many of which were former colonies? Is the language merely a form of cultural currency that functions as a receptor of symbolic power?
Learning outcomes:

(1) Global Perspective: Students will be able to analyze a complicated multilingual situation where French is spoken alongside other languages in terms of multiple cultural perspectives.

(2) Global Awareness: Students will be able to analyze the interconnections between historical events, political regimes, and linguistic changes that have led to the creation of different varieties of French around the world.

(3) Global Engagement: Students will be able to demonstrate an openness (and an ability to convince others to be open) to the cultural significance of language varieties other than standard metropolitan French (e.g., Quebecois French, Haitian Creole)

Class format and schedule:

Class format will consist of PowerPoint presentations and video and film excerpts, intermixed with class discussions, debates, and global learning activities. There are reading and homework questions to research before each class. Some questions will be discussed in class (Exercices oraux) – you must be present for the entire class and have prepared the questions beforehand to receive full participation points. You will receive a Class Participation grade for each class based on your punctuality, attentiveness, and performance in answering the Exercices oraux and in participating in class discussion. The written homework work (Exercices écrits) must be handed in on time to get credit. If you must be absent from class, please e-mail your homework to machonis@fiu.edu before class. There will be two exams, as noted on the syllabus.

In addition to regular class, this course has an experiential learning component. We will meet on Saturday July 20th for a discovery of a local francophone/creolophone area: Little Haiti. This extra class will replace the second half of our July 16 and August 1st classes. There will be no homework for this trip, but you must get to the location on your own (or car pool with classmates) and take part in all activities to receive full participation credit. The Little Haiti exploration will be done as “city as text”, you will be assigned to a small group with the task of “reading” a particular neighborhood -- exploring and talking with local Creole and French speakers. Each small group will take notes, interview speakers, discuss their findings, and present an oral report to the entire group at the end of the session. Since this is an integral part of our Global Learning component, students who are unable to come to this class will have to make up this visit on their own and write a 3-page reaction paper (1000 words) to receive credit.

PREREQUISITES: FRE 3780 (French Phonetics), LIN 3010 (General Linguistics), or permission of instructor.

TEXTS: All readings and assignments will be available on FIU’s Blackboard Learning System, a course management system for web-assisted courses. It is located at:

http://online.fiu.edu/blackboardlearn

You will have access to our course on Monday June 24th. Please make sure that you are able to access our course on the first day of class since all readings and homework are on this site.

GRADES: FRE 4503

Two exams 60%
City as Text Participation 10%
Class Participation 15%
Written Homework 15%
DETAILED SYLLABUS

le 25 juin
Introductions, syllabe (plan du cours) et notre site BlackBoard
Le français: une espèce menacée?
Le terme francophonie
La Francophonie et les sommets francophones
Film: 2e sommet francophone "Quand les mots nous font voyager"
L'expansion du français: pas un français, mais des français.
Ressources informatiques: Dictionnaire de l’Académie, La Base de données lexicographiques panfrancophone (BDLP), Délégation générale à la langue française et FranceTerme, Le grand dictionnaire terminologique (GDT)

le 27 juin
Exercices oraux
Le français hors de France: Europe
Français régional ou français national?
Le français de Belgique
Le français de Suisse
HOMEWORK (TO DO BEFORE CLASS) (Reading #1 on Blackboard)
Lecture: Chapitre: Introduction à la Francophonie
Exercices: See Assignment # 1 on Blackboard (il y a des exercices oraux et écrits)

le 2 juillet
Exercices oraux
Débat : Flamands, Bruxellois, Wallons : Division ou entente ? (Global Learning Outcome #1)
Le français québécois : Description linguistique
La phonologie du québécois
Différences morphologiques
Différences syntaxiques
Vocabulaire.
HOMEWORK Lecture: (Reading #2A & B on Blackboard)
Article: Aperçu de la situation linguistique en Belgique et en Suisse
Article: La Langue de l’autre: Le Contact linguistique en Suisse et en Belgique
Exercices: See Assignment # 2 on Blackboard (il y a des exercices oraux et écrits)

le 9 juillet
Exercices oraux
Le français hors de France: Amérique
La colonisation de l’Amérique.
Origines du français québécois. (Global Learning Outcome #2)
L’évolution récente du français québécois.
Le joual: du Frère Untel à Michel Tremblay
Etudes des textes francophones: Les Belles-Sœurs (Global Learning Outcome #3)
HOMEWORK Lecture: Reading #3 A, B & C on Blackboard
Chapitre: Le français québécois : Description linguistique
Article: Le lexique québécois: son évolution, ses composantes (Poirier)
Extrait: Les Belles-Sœurs
Exercices: See Assignment # 3 on Blackboard (il y a des exercices oraux et écrits)
le 11 juillet
Exercices oraux.
Le français en Acadie.
Le français en Louisiane : Le cajun.
Discussion: Hallo, Gramma’s fine, an’y’all ? (Global Learning Outcome #1)
**HOMEWORK Lecture**: Reading #4 A, B, & C
  - **Chapitre**: Le français québécois : origines et évolution
  - **Chapitre**: Le français hors de France: Amérique (part 1)
  - **Extrait**: Hallo, Gramma’s fine, an’y’all ?

**Exercices**: See Assignment # 4 on Blackboard (il y a des exercices oraux et écrits)

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le 16 juillet  **EXAMEN NO. 1** (2:40 - 4:40)

le 18 juillet
Exercices oraux
Le français et le créole aux Caraïbes : la diglossie
Le français et le créole dans l'océan indien
L'origine des langues créoles.
Situation historique du créole haïtien
L’orthographe du créole
**HOMEWORK Lecture**: Reading #5 A & B
  - **Chapitre**: Le français hors de France: Amérique (part 2)
  - **Chapitre**: Le créole haïtien : origines

**Exercices**: See Assignment # 5 on Blackboard (il y a des exercices oraux et écrits)

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Le samedi 20 juillet :
11:00 – 3:00PM  **Sortie créole / Little Haiti as Text** (Global Learning Outcome #3)
  - **Meeting point**: LIBRERI MAPOU  (We will meet there at 11:00 AM.)
  5919 NE 2ND Ave

**DRIVING DIRECTIONS**
From Miami:
Take 95 North
Exit NW 62 St / DR MARTIN LUTHER KING JR BLVD. and go EAST
Turn Right at NE 2 Ave. / FELIX MORISSEAU-LEROY AVE.
LIBRERI MAPOU BOOKSTORE will be on your LEFT: (Parking in front of Bookstore or nearby)
Please use mapquest.com for more specific directions

le 23 juillet
Table ronde sur le créole (Global Learning Outcome #2)
Exercices oraux
La deuxième colonisation et le français en Afrique, en Asie et dans le Pacifique
Le français au Maghreb
Le français en Afrique noire : Diversité des situations sociolinguistiques africaines.
Le français au Sénégal : Situation socio-linguistique
**HOMEWORK Lecture**: Reading #6 A & B
  - **Extrait**: Le français en Afrique (Walter)
  - **Extrait**: Le français en Afrique du Nord (Rossillon)

**Exercices**: See Assignment # 6 on Blackboard (il y a des exercices oraux et écrits)
le 25 juillet
Exercices oraux
Film : Xala
Trois discussions du film : (Socratic circles: inner and outer circles) (Learning Outcome #1)
  a) Xala : bilinguisme harmonieux ou conflit de langues ? 
  b) La place de la femme au Sénégal d’après le film Xala 
  c) La décolonisation d’Afrique selon le film Xala 
Alternance codique : français/wolof 
Le plurilinguisme urbain au Sénégal
HOMEWORK Lecture : Reading #7 A, B & C 
  Article : Sénégal (Moussa Daff) 
  Extrait : Inventaire des particularités lexicales du français en Afrique noire 
  Article : Plurilinguisme et conflit de langues dans "Xala" 
Exercices : See Assignment # 7 on Blackboard (il y a des exercices oraux et écrits)

le 30 juillet
Exercices oraux
Grille de la francophonie.
Le Québec, Haïti et le Sénégal dans l'espace francophone.
Révision : le français et le plurilinguisme au Sénégal et en Haïti
Le français peut-il s'adapter à d'autres pays ?
HOMEWORK Lecture : Reading #8 A & B 
  Extrait : Sénégal et le wolof 
  Chapitre : Grille de la francophonie 
Exercices : See Assignment # 8 on Blackboard (il y a des exercices oraux et écrits)

==&gt; le 1er août : EXAMEN no. 2 (2:40 - 4:40)