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, fallacy of Creole exceptionalism).

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 or one of the Breadth course requirements for majors, or can count as a French elective for majors or minors. It may also satisfy the civilization requirement to finish a French major or minor. 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 the 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 Creoles 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? Is there a “best French”? If so, what criteria/factors is it based on?

2. To what extent do internal political dynamics create contentious relationships between French and other languages? What are the advantages and disadvantages to multilingualism?

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 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 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 in the syllabus.

In addition to regular class, this course has an experiential learning component. We will meet on two Saturdays for a discovery of local Francophone and creolophone areas: Hollywood Beach on January 28th and Little Haiti on March 4th. These two extra classes will replace the following regular classes of February 1 and March 8. There will be no homework for these two trips, but you must get to the location on your own (or car pool with classmates) and fully take part in all activities to receive participation credit. These explorations will be done as “city as text” excursions: that is you will be assigned to a small group with the task of exploring a particular neighborhood -- exploring and talking with local Creole and French speakers. Each small group will have to take notes, interview some French speakers, discuss their findings, and present an oral report to the professor at the end of the session. Since this is an integral part of our Global Learning component, students who are unable to come to these two Saturday classes will have to make up the visits on their own, provide documentation, and write a 3-page reaction paper (1000 words) to receive credit.

For graduate students (FRE 5508), there will be a short research-in-progress class presentation on March 22 and a 10-page term paper on an approved topic. Topic should be discussed with professor beforehand, but some suggestions would be: the history or sociolinguistics of Quebecois French, future or origin of Haitian Creole (e.g., creolization vs. fallacy of Creole exceptionalism debate), language variation in a variety of African Francophone countries. This is not a report on a country per se, but a research paper on a specific linguistic topic, which must include a bibliography.

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/login/
Please make sure that you are able to access our course since all readings and homework are on this site.
GRADES: FRE 4503

Two exams 50%  
City as Text Participation 20%  
Class Participation 15%  
Written Homework 15%

GRADES: FRE 5508

Two exams 40%  
City as Text Participation 20%  
Class Participation 10%  
Written Homework 10%  
Research presentation & Paper 20%

Grading scale:
- A = 95 – 100
- A- = 90 – 94
- B+ = 87 – 89
- B = 83 – 86
- B- = 80 – 82
- C+ = 77 – 79
- C = 70 – 76
- D = 60 – 69
- F = 59 and below

DETAILED SYLLABUS

le 11 janvier
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), Le grand dictionnaire terminologique (GDT)

le 18 janvier
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 25 janvier
Exercices oraux
Débat: Flamands, Luxembourgeois, 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 samedi 28 janvier
11:00 – 3:00PM Sortie québécoise / Hollywood as Text  (Global Learning Outcome #3)
CanadaFest « la plus grande fête francophone aux États-Unis »
http://www.canadafest.com/index.html  (Click on Stationnement for parking suggestions)
Meeting point: We will meet in front of the St Maurice Beach Inn at the corner of
Michigan and Surf at 11:00 A.M. – close to the Broadwalk and CanadaFest activities

le 8 février
Exercices oraux
Le français hors de France: Amérique, 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 composants linguistiques
Extrait: Les Belles-Sœurs
Exercices: See Assignment # 3 on Blackboard (il y a des exercices oraux et écrits)

le 15 février
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)

===> le 22 février EXAMEN NO.

le 1er mars
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
L’évolution historique du créole haïtien
L’histoire de l’orthographe 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)

===> Le samedi 4 mars :
11:00 – 3:00PM Sortie créole / Little Haïti as Text  (Global Learning Outcome #3)
Meeting point: LIBRERI MAPOU 5919 NE 2ND Ave (We will meet there at 11:00 AM.)
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)
le 22 mars
Table ronde sur le créole (Global Learning Outcome #2)
Origine du créole : est-ce une origine exceptionnelle ?

**Graduate Student presentations (work in progress)**
**HOMEWORK Lecture**: Michel De Graff article: Linguists’ most dangerous myth: The fallacy of Creole Exceptionalism
**Exercices**: See Creole follow-up Assignment on Blackboard

le 29 mars
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 5 avril
Exercices oraux
Film : Xala
Trois discussions du film : (Socratic circles: inner and other circles) (Learning Outcome #1)
  a) Xala : bilinguisme harmonieux ou conflit de langues ?
  b) La place de la femme au Sénégal 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
- **Extrait**: Sénégal (Moussa Daff)
  - **Extrait**: Inventaire des particularités lexicales du français en Afrique noire
- **Extrait**: Plurilinguisme et conflit de langues dans "Xala"
**Exercices**: See Assignment # 7 on Blackboard (il y a des exercices oraux et écrits)

le 12 avril
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
- **Extrait**: Grille de la francophonie
**Exercices**: See Assignment # 8 on Blackboard (il y a des exercices oraux et écrits)

===> le 19 avril : **EXAMEN no. 2**