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FRE 4503/5508 *La Francophonie* Spring Semester 2018
Engr & Comp Sci (ECS) 136 We 12:00PM - 2:50PM

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E-mail: machonis@fiu.edu Office hours: Wednesday 3:30 - 5:30 P.M., 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, 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 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 begins 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?

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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** 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 email 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 1st. 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 whole 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 these two Saturday classes will have to make up the credits 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. theory of people 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.

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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: 2^e 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, Bruxellois, Wallons : Division ou entente ? (Global Learning Outcome #1)

Le français québécois: Description linguistique

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)

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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 composés, les emprunts

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'ann* (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'ann* ?

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

==> le 22 février EXAMEN NO.

le 1^{er} 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

Évolution 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)

==> 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)

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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 outer 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

Article : Sénégal (Moussa Kouff)

Extrait : Inventaire de 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 12 avril

Exercices oraux

Grille de la francophonie.

Le Québec, Haïti et le Sénégal dans l'espace francophone.

Question : 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)

==> le 19 avril :

EXAMEN no. 2