

ELF201.xxx French Literature From a Global Perspective
French Lit Glob Pers
Habiba Boumlik hboumlik@lagcc.cuny.edu
<http://www.lagcc.cuny.edu/ela/faculty.htm>
Semester

Instructor's Information

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Class Schedule: xxx (Room: xxxx) & xxx (Room: xxxx)

Course goals and objectives**Catalog Course Description:**

This course is an introduction to the literature and culture of French speaking countries through various forms of literary expression. Readings and discussions will emphasize the riche contributions of African, Caribbean and North American and artists, as well as responses to them from France and the United States.

Section Description:

The course provides an exploration of francophone literature and investigates some of the central issues that have emerged from the Francophone world. While exploring key literary texts and movements, the course seeks to understand the effects of colonialism on language, location, identity, and narrative.

Fully taught in French, the course aims at strengthening the student's ability to read and discuss literature in French. Readings range from the literature and history of Quebec, North Africa (the "Maghreb"), West and Central Africa, and the Caribbean. Students will explore themes of identity, memory, time, sex and sexuality, the pan-African diaspora, colonial and post-colonial relations, the links to national and international movements, and the politics of resistance and language choice through the analysis of representative poems, short stories, and novels. All readings are in French.

Course Objectives:

- Introduce students to the values and perspectives of metropolitan French and the Francophone world's culture through its literary traditions.
- Familiarize students with major thematic units in Francophone literature, such as the pan-African diaspora, colonial and post-colonial relations, sex and sexuality, identity, memory, time, exile, the politics of resistance and language.
- Introduce/reinforce use of basic tools of literary analysis, such as discussion of point of view, structure, characterization, symbolism, thematic development, historic context, genre, intertextuality and other elements of discourse.

Prerequisites: Exemption Exam

Flexible Core Objectives: World Cultures and Global Issues

The course bears 3 credits that count as Flexible Core (Individual and Society) of the CUNY's new general education curriculum (Pathways).

In this course students will:

- **Gather, interpret, and assess information from a variety of sources and points of view.**
Reading a vast array of Francophone literature demands integrative analyses of information collected from various sources such as texts, cultural knowledge, historical facts, political circumstances, geographic facts, and the writers' belief. The class exercises are designed to demonstrate their ability to synthesize and analyze information and to achieve integration of information from varieties of sources through lectures, discussions, and reflective essay writing.
- **Evaluate evidence and arguments critically or analytically.**
The class exercises focus on the development of students' analytical skills. Students are expected to make systematic and critical analysis of different Francophone literary works. Students will also demonstrate the ability to coherently present writers' perspectives with some evidence from both within the literary texts and outside of the texts.
- **Produce well-reasoned written or oral arguments using evidence to support conclusions.**
Students are expected to present their ability to make cogent arguments on selected topics of the Francophone literature in the final paper and in the final presentation at the end of the semester. Students are required to cite appropriate evidence appropriately to support conclusions.
- **Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring relationship between the individual and society.**
Through the lecture and discussion during the class, students are expected to become familiar with the history of French imperialism and colonialism, French language and various Francophone perspectives. Methodologies and theories drawn from Francophone and postcolonial studies, history, anthropology, and psychology are discussed with respect to the literary texts.
- **Examine how an individual's place in society affects experiences, values, or choices.**
Through reading and analyzing various viewpoints of Francophone authors of various countries, and/ or the characters that these authors present, students will discuss and write about how specific challenges, problems, and difficulties are met by individuals within the confines of the specific cultural milieu of the Francophone geographic areas.
- **Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.**
Students are encouraged to analyze the literary works from their own cultural perspective and also from the Francophone perspective, with which they become familiar from class exercises and discussions. The consequences of colonialism and globalization on the present Francophone countries will be presented to students. The influence of different perspectives in societies on contemporary national and global issues will be discussed.

Textbook, grading, and other class logistics

Textbooks:

Peter S. Thompson. *Littérature moderne du monde francophone: Une anthologie*. 1997. ISBN 978-0844215884

Grades: Your final grade will be determined based on the following evaluation points.

- Final: 25% and Midterm paper 25%
Each paper (1500 word) requires a rough draft. The midterm paper covers the Francophone literature from Belgium, Quebec, the Maghreb and the Middle East; and the final, covers Francophone literature of Africa and the Carribeans. These papers will be interpretive essays using analytical methods. These analytical methods include, but are not limited to, analyzing the language and literary techniques, and/ or story elements found in the work of literature with respect to one or more of the following: 1) literary conventions; 2) other works of Francophone or world literature (either fiction or nonfiction), art, film, and/ or music; 3) world history of either the era the work was produced in, or earlier or later eras of world history.
- Weekly Essays: 30% This course will require the student to answer specific questions regarding the readings. These will be weekly assignments, and are expected to be written with a minimum of 500 words in French. Students are to comment on a particular aspect (theme, character, rhetoric, etc.) and, at the end of the paper, write two questions that they would like to discuss in class. The response paper is meant to serve as an opportunity for self-expression, to launch class discussion, and to stress grammatical accuracy, vocabulary enrichment, and improvement of written style in French.

- Individual exposé: students will present the “grandes lignes” [*outline*] of their final paper to their classmates. The presentation should include the primary text selected and how they propose to read the text in question. What central problem or conflicts does it pose? How does the author develop the characters? What is the role of language, cultures, and history? What do they find compelling about the text? The oral presentation is a serious but relaxed exercise that will give them the chance to listen to feedback from their peers before moving on and completing the paper.
- Participation: 10%
Participation includes participating in class discussions.
- **Grade distributions:** **A:** 95-100%, **A-:** 90-94%, **B+:** 86-89%, **B:** 83-85%, **B-:** 80-82%, **C+:** 76-79%, **C:** 73-75%, **C-:** 70-72%, **D+:** 66-69%, **D:** 63-65%, **D-:** 60-62%, **F:** -59%, **WU:** Unofficial withdraw (≈F), **W:** Withdraw

Weekly schedule (subject to change)
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Week	Topic
Week 1	Introduction Overview of Contemporary Francophone literature Discussion: La France, le français, la francophonie
Week 2	Literature of Belgium Georges Simenon, <i>Commissaire Maigret</i> Marguerite Yourcenar, <i>Le jardin des chimères</i> Amélie Nothomb, <i>Stupeur et tremblements</i> Essay 1 (3%) due
Week 3	Literature of Quebec Michel Tremblay, <i>Les Belles Soeurs</i> Essay 2 (3%) due
Week 4	Francophone Literature of the Maghreb Tahar Ben Jelloun, <i>Au Pays</i> Essay 3 (3%) due
Week 5	Francophone Literature of the Maghreb Rachid Mimouni, <i>Tombéza</i> Essay 4 (3%) due
Week 6	Francophone Literature of the Middle-East Salah Stétié, <i>Les porteurs de feu</i> Essay 5 (3%) due Midterm Paper due (25%)
Week 7	Francophone Literature of the Caribbean (Créolité movement) Patrick Chamoiseau, <i>Solibo magnifique</i> Essay 6 (3%) due
Week 8	Francophone Literature of Africa (Négritude movement) Ousmane Sembène, <i>Mandabi</i> Essay 7 (3%) due
Week 9	Francophone Literature of Africa Mariama Bâ, <i>Une si longue lettre</i> Essay 8 (3%) due
Week 10	Francophone Literature of Africa Fatou Diome, <i>Le ventre de l'Atlantique</i> Essay 9 (3%) due
Week 11	Postcolonial Literatures in French Essay 10 (3%) due
Week 12	Presentations (Individual exposé) 10%
Final	Final paper due (30%)

Policies

Classroom policies: The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time.
- Please turn your cell phone to silence during class.
- Please turn off your cell phone during the exam and the quiz.

Attendance

Attendance is mandatory. The absolute maximum of unexcused absences is 5 hours. Students who miss more than the allowable number of class hours may receive an F in the course for non-attendance. Tardiness is disruptive to the learning process; therefore, after ten minutes students are marked absent for that hour.

Missed Work

If a student is absent, he/she must come to the next class having done the reading and homework for the day, and he/she is responsible for the missed work. Students are encouraged to get the phone numbers of at least two classmates so that they can always come to class prepared.

Name _____	Phone # _____
Name _____	Phone # _____

Class Participation

Active participation in class is required. You are expected to come to class prepared. Therefore, before attending a class, you must: Read, view, listen to the assigned work and think about it; Be prepared to ask and to answer questions on the assigned work; Be ready to engage in active class discussion and participate fully in group activities
 Class participation is graded based upon you active input in class, and your knowledge of the material to be studied for that day.

Valuing LaGuardia’s Diversity: As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with **the College’s Declaration of Pluralism**, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

Rules for Personal Conduct: You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

The student attendance policy: As stated in the college catalog: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15\% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (117).

The academic dishonesty policy: As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

- Cheating
- Plagiarism
- Internet Plagiarism
- Obtaining Unfair Advantages
- Falsification of Records and Official Documents
- Misconduct in Internships (117)

Policy on assigning the grade of Incomplete: As stated in the college catalogue: "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student

must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded.” (120).

Declaration of pluralism: The Education and Language Acquisition Department embraces diversity. We respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012 (p.89).