

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**

<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

**2016-2017 FREN 312 B1: Colonialism and Postcolonialism
(Winter Term)**

Instructor: Sathya Rao

Office: 217-B Arts Building

Telephone: n/a Fax: 780-492-9106

E-mail: srao@ualberta.ca

Personal Website: <https://ualberta.academia.edu/SathyaRao>

Time: 11 A.M.-12.20 P.M.

Place: HC 2-14

Office Hours: TR 2.30 P.M.-4 P.M.

or by appointment

Course Website: Moodle

Course Prerequisite: FREN 298 or consent of department or consent of department

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes No, not needed, no such projects approved.

Community Service Learning component

Required Optional None

Past or Representative Evaluative Course Material Available

- Exam registry – Students' Union
<http://www.su.ualberta.ca/services/infolink/exam/>
- See explanations below
- Document distributed in class
- Other (please specify)
- NA

Additional mandatory Instructional fees (approved by Board of Governors)

Yes No

Course Description and Objectives:

The aim of this course is to address selected issues pertaining to colonialism and postcolonialism in the Francophone world (with a particular focus on the European and Canadian contexts) from an interdisciplinary (e.g., education, history, arts, politics, and philosophy) perspective. Drawing upon a wide range of material (e.g., novels, plays, and movies) and canonical authors (e.g., Léopold S. Senghor, Aimé Césaire, and Albert Memmi), this course will introduce students to the sometime awkward history of colonialism (e.g., human zoo) as well as to pivotal concepts developed by leading francophone postcolonial thinkers. Students will have the opportunity to use these concepts in addition to the valuable hands-on experience gained from their Community-

Service Learning placements to reflect upon practical issues such as diversity within the local Francophone community and the relationships between Francophones and Métis. As part of the course assignments students will create posters for an upcoming conference on Belgian, French, and Swiss communities in Western Canada.

At the end of the course, students are expected to: 1) have acquired a sound understanding of significant aspects of the French colonial history in former colonies as well as Western Canada; 2) be familiar with selected postcolonial concepts and authors; 3) apply these concepts critically to address contemporary issues in the Western Canadian context; 4) gain first-hand knowledge of the history and current challenges of the local francophone community; and 5) improve their language, critical and research skills.

Texts:

- *Novels (only for students not taking the CSL option)*

One of the following novels:

- *Cannibale*, Didier Daeninckx, Verdier, 1998
- *Le plancher se dérobe*, Guy Armel Bayegnak, Les éditions du Blé, 2012.
- *L'étrange destin de Wangrin ou les roueries d'un interprète*, Amadou Hampaté Bâ, 10/18, 1990
- *Nootka*, Monique Genuist, édition Prise de parole, 2014,

- *Texts* (posted on Moodle)

Discours de Jules Ferry et de Georges Clémenceau.

Nicolas Bancel, Pascal Blanchard et Sandrine Lemaire, « Ces zoos humains de la République coloniale », *Le Monde diplomatique*.

Albert Memmi, *Portrait du colonisé* (excerpt)

L. S. Senghor, « Femme noire »

Paroles francophones de l'Ouest et du Nord canadiens (excerpts)

- *Movies:*

Inch'Allah Dimanche (Yamina Benguigui, 2001)

Grade Distribution (see “Explanatory Notes”):

- **Course presentation** (10%): Date to be determined with the instructor
- **Creative text** (10%): February 14
- **2 In-class quizzes** (2x15%): February 16 & April 4
- **Bilingual research poster** (15%)
 - First version: February 16
 - Final version: March 23
- **Research poster or CSL presentation** (10%): April 6 or 11

- **Reflexive essay or CSL report** (15%): April 4 [between 800-1000 words]
- **Participation** (10%)

Explanatory Notes on Assignments:

- **Course presentation:** Students will present in pairs on one of the course-related topics listed by the instructor. Topics include (but are not restricted to): the French colonial school system, the representations of the colonized (in comics, music, arts, movies, etc.), Négritude, and Métis history. Students are strongly encouraged to choose a topic related to their field(s) of study and research interest(s).
- **Creative text** [at least 600 words]: Students will write a short creative text endorsing the often neglected perspective of the colonized. Outstanding texts will be posted on the [Francopains blog](#).
- **2 In-class quizzes:** The quizzes will cover the material studied in class. Students should expect short questions, concept definitions, and multiple choice and true/false questions.
- **Bilingual research poster** [400-500 words]: Students will work in pairs to create a bilingual poster highlighting a public figure, an association, or a location (among those listed by the instructor) connected to the Belgian, French, and Swiss communities in Alberta. Students will benefit from a poster training session. Best posters will be showcased at an international conference to be held at the University of Alberta on Oct. 27-28, 2017.
- **Research poster or CSL presentation:** Students will have the opportunity to do a short presentation on the research they conducted on the Belgian, French or Swiss community in Alberta or on their optional Community-Service Learning placement.
- **Reflexive essay or CSL report** [at least 800]: Students who have taken the CSL option will write a report on their placement. Other students will answer questions on the novel they selected.
- **Participation:** Students are expected to attend classes on a regular basis, participate in class discussions and forums, do their homework, and interact respectfully with their peers as well as with the guest speakers.

Required Notes:

“Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.”

Academic Integrity:

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

Learning and Working Environment:

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

Academic Honesty:

All students should consult the information provided by the [Office of Judicial Affairs](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask the instructor.

Students involved in language courses and **translation** courses should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” **Students in languages courses** should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Recording of Lectures:

Audio or video recording of lectures, labs, seminars or any other teaching environment

by students is allowed only with the prior written consent of the content author(s) or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

In this course, attendance and participation are an essential component and will be assigned 10% of the overall grade. Students who **have missed three classes and more without providing valid justification will receive 0% as their final participation grade**. Students who cannot attend class should let the instructor know ahead of time. Students will have the option to increase their participation grade by attending community events posted on the “Activités dans la communauté” Moodle website.

Policy for Late Assignments:

Students who consult **in advance** with the instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension just one time throughout the course with no penalty. Otherwise, all assignments should be handed in on the stated deadline. Students who hand in assignments late with no acceptable excuse will lose **10% of the assignment's value for each day of delay**. Late excuses will **not** be accepted.

Student Accessibility Services:

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with [Student Accessibility Services](#), contact their office immediately (1-80 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381).

Grading:

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

“MLCS Undergraduate Grading Scale”

Descriptor	Letter Grade	Grade Point Value	%
<p>Excellent. A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.</p>	A+	4.0	97-100
	A	4.0	93-96
	A-	3.7	90-92
<p>Good. B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.</p>	B+	3.3	87-89
	B	3.0	83-86
	B-	2.7	80-82
<p>Satisfactory. C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.</p>	C+	2.3	77-79
	C	2.0	73-76
	C-	1.7	70-72
<p>Poor/Minimal Pass. D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.</p>	D+	1.3	65-69
	D	1.0	60-64
<p>Failure.</p>	F	0.0	0-59