

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**

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

2018-2019 FREN 312 A1: Colonialism and Postcolonialism
(Fall Term)

Instructor: Sathya Rao

Time: 9am-9.50am

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Place: HC 1 15

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Office Hours: 10am-11am (MWF),

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or by appointment

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

Course Website: Moodle

Course Prerequisite: FREN 298 or consent of department

It is your responsibility as a student to ensure that you have the appropriate prerequisites for the course.

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, Objectives and Expected Learning Outcomes:

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 perspective (e.g., education, history, arts, politics, and philosophy). 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 history and theory of French (post)colonialism. Students will have the opportunity to use concepts discussed in class

along with hands-on experience gained from their Community-Service Learning placements to develop practical projects.

At the end of the course, students are expected to: 1) acquire a sound understanding of significant aspects of the French colonial history; 2) have a critical understanding of a selection of postcolonial theories and authors; 3) gain first-hand knowledge of current challenges faced by the local francophone community such as immigration; and 4) improve their language and research skills as well as ability to work collaboratively.

Texts:

One of the following novels (*only for students not taking the CSL option*):

- *Cannibale*, Didier Daeninckx, Verdier, 1998.
- *Le plancher se dérobe*, Guy Armel Bayegnak, Les éditions du Blé, 2012.
- *L'Amour, la fantasia*, Assia Djébar, 1985.
- *Nootka*, Monique Genuist, édition Prise de parole, 2014.

Other 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”):

Creative text (15%): October 3

Course presentation (15%): TBD

2 In-class quizzes (2 X 10%): October 15; December 7

Research project (25%):

- **Preliminary work:** October 29

- **Final version:** November 19

- **Presentation:** TBD

Reading assignment or CSL report (15%): November 30

Participation (10%)

Explanatory Notes on Assignments

- **Creative text** [at least 600 words]: Students will write a short creative text in relation to the history of colonialism. Outstanding texts will be posted on the [Francopains blog](#).
- **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).

- **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.
- **Research project:** Students will have the opportunity to use their skills to work on a hands-on project of their choice. Projects include creating anti-racism material, educational resources on issues related to (postcolonialism), and documenting the history of visible francophone minorities.
- **Reflexive essay or CSL report** [at least 500]: Students who took 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.

Student Responsibilities:

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 www.governance.ualberta.ca) 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.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

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](#).

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](#).

Territorial Statement:

“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.” (*from the beginning of the Calendar*).

University of Alberta Sexual Violence Policy:

The Sexual Violence Policy was approved by GFC in June 2017. It plays a vital role in ensuring a safe and respectful learning and working environment.

As defined in the policy, **sexual violence** is any sexual act or act of a sexual nature, or act targeting sexuality, whether physical or psychological, committed without consent. **Sexual violence** is a complex and serious problem in society and on university campuses. Sexual violence can affect individuals of all gender identities, gender expressions, and sexual orientations, as well as those from all ages, abilities, racial, cultural and economic backgrounds. Through this policy, the University of Alberta recognizes its responsibility to reduce sexual violence in the University community. The university aims to do so by fostering a culture of **consent** and support through education, training and policy. The University recognizes the possible effects of trauma on those who have experienced sexual violence and supports the efforts of individuals to seek support and recover.

To read the policy in more detail, please visit:

<https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Sexual-Violence-Policy.pdf>

Recording of Lectures:

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan.

Student or instructor content, digital or otherwise, created and/or used within the context of the course 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.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

In this course, attendance and participation are an essential component and will be assigned 10% of the overall grade. Students have the opportunity to increase their participation grade by attending no more than two events in the Francophone community and providing acceptable evidence. Students who cannot attend class should let the instructor know ahead of time and make necessary arrangements. For each class that is missed without valid justification, students will lose 1% on their final participation grade.

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 following the deadline**. Late excuses will **not** be accepted.

Disclaimer:

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Student Resources:

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

Accessibility Resources: (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

The Academic Success Centre: (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

The Centre for Writers: (1-42 Assiniboia Hall)

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds:

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

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	%
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.	A+	4.0	97-100
	A	4.0	93-96
	A-	3.7	90-92
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.	B+	3.3	87-89
	B	3.0	83-86
	B-	2.7	80-82
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.	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>	<p>D+ D</p>	<p>1.3 1.0</p>	<p>65-69 60-64</p>
<p>Failure.</p>	<p>F</p>	<p>0.0</p>	<p>0-59</p>