

FR3720F – CULTURE AND LITERATURE IN SOCIETY: QUÉBEC AND FRENCH-CANADA
TOPIC: LE DÉCENTREMENT (QUÉBEC SINCE 1980)
MONDAY 2:30-4:30 / WEDNESDAY 2:30-3:20 BR-MSJ 203

CONTACT INFORMATION

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Office Hours	Tuesday 10:30-12:00 and Wednesday 10:00-11:30, or by appointment.

CURRENT CALENDAR COURSE DESCRIPTION

Through the study of the cultural productions from Quebec and French-Canada, students will deepen their knowledge of specific productions as well as of critical approaches to them in order to be able to formulate their own critical perspectives and to communicate them effectively and accurately orally and in writing.

Prerequisites: FR2600E or (FR2605F/G and FR2606FG)
or permission of the Department.

COURSE DESCRIPTION AND OBJECTIVES

“*Décentrement*” (shift, repositioning, decentring) is the term that critics use to describe the change in Québécois literary practice since 1980 (Michel Biron, Lise Gauvin). For Stéphanie Bellamare-Page¹, the emergence of migrant literatures in the 1980s and the growth of the field through the 2000s have contributed to the renewal of Québec literature, a literature that is now a “veritable cultural mirror” (“*un véritable miroir culturel*”) essential to redefining the contemporary Québécois national identity post-referenda.

Over the course of the semester, we will study excerpts of works created before the 1980 migrant “shift” and three recent texts (2 novels and a play) that were written by immigrant authors who have chosen to live and work in Québec. This will allow us to evaluate postmodern literature created in a plural society and give us a greater understanding of what it means to be Québécois/Québécoise in 2018.

LEARNING OUTCOMES/TRANSFERABLE SKILLS

French 3720F is an interactive course, and as such, requires the active participation of each student. By the end of this course, students will be able to:

- Identify and define the characteristics of postmodern Québécois literature
- Explain and evaluate the influence Canada and Québec’s history (histories) have had and current have on the development of Québécois literature
- Appreciate the insight of others through shared discussion and collaborative analysis

¹ S. Bellemare-Page, “Pratiques de l’écriture frontalière chez quelques écrivains migrants québécois.” *Nouvelles Études Francophones*, vol. 27 no. 1, 2012, pp. 19-33.

- Formulate your own literary opinions and reinforce your critical thinking skills
- Progress your vocabulary skills and work towards greater language mastery
- Identify language devices (comparison, metaphor, allusion, etc.)
- Use a variety of modes of communication (presentation, infographics, reflection paper)
- Respond succinctly and insightfully to a writing prompt related to the course theme
- Plan, develop, and deliver an oral presentation (alone or with a partner) on a socio-cultural, historical or political event.

BRESCIA COMPETENCIES

- COMMUNICATING IDEAS
 - Students will be able to develop clear, thoughtful, and developed arguments and messages that target specific audience and incorporates others' perspectives.
 - Students will demonstrate the ability to follow the conventions and techniques of French literary studies.
- CRITICAL THINKING
 - Students will be able to identify and develop focussed subject inquiry, finding appropriate evidence from various sources.
 - Students will demonstrate the ability to analyse evidence to find patterns, limitations, biases, and draw conclusions.
 - Students will regularly make up of search tools to find relevant, and often credible sources.
- SOCIAL AWARENESS AND ENGAGEMENT
 - Students will demonstrate surface understanding of, and interest in, different cultures and social issues.
 - Students will show an understanding of the complexity of culture by asking questions and expressing an openness to differences in cultures and social issues.

COURSE MATERIAL

Required works (in reading order¹):

1. Robin, Régine. *La Québécoise : roman*. Les Éditions XYZ, 1993.
2. Mouawad, Wajdi. *Incendies. Le Sang des promesses 2*. Leméac/Nomades, 2009.
3. Thúy, Kim. *Ru*. Libre Expression, 2009/Alain Stanke, 2014.

Recommended texts:

1. A French-language dictionary, such as the *Petit Robert* or the *Micro Robert*.
2. A French verb book, such as the *Bescherelle*.

Additional material will be made available on the FR3720F OWL site. Please consult the “Resources” section regularly.

¹ The study of literature is inextricable from engaging with texts that challenge and discomfort us. However, the content of certain texts may be triggering for some. Please contact the professor for details or if you have any questions.

DISTRIBUTION OF MARKS AND ASSIGNMENTS

Infographic	10%
Oral Presentation	10%
Reflection Papers (3 x 15%)	45%
Final Exam	25%
Active Engagement	10%

Reflection Papers: In these at-home assignments, students will explore and integrate course concepts and apply them to the literary works studied in class. A reflection paper is less structured than an essay; it allows students to evaluate and defend their position when answering a prompt given by the professor. Students will use these assignments to make connections between literary works, the course theme, and the history and socio-cultural events studied. Each paper will be 1000-1500 words in length.

Oral Presentation: Either alone or with a partner, students will give a 15-minute presentation (25 minutes with a partner) on a topic related to the culture, history, and politics of Québec. A list of subjects will be provided, however, as always, students are welcome to propose alternative topics.

Infographic: Either alone or with a partner, students will create an infographic on their presentation topic. Infographics are a visual representation of the content of your presentation: images, statistics, charts, diagrams can be used to convey the message. Infographics are helpful in disseminating essential information quickly and efficiently.

Active Engagement: This mark will be based on regular attendance, preparation, the completion of prompted “Exit Tickets”, and respect for classroom etiquette (Please note sleeping, watching videos, texting, chatting with your neighbour or other disruptions will affect your mark). Each unjustifiable absence will result in a 0,5-mark loss, though this mark is not based solely on attendance.

For any assignment or test worth 10% or more of the final grade, students must submit documentation and contact an academic advisor to obtain an official accommodation recommendation from an academic advisor.

Late assignments will be assessed a penalty of 5% per day (including weekends).

An assignment is considered late if received after 5pm on the due date.

The proper use of French language (vocabulary, spelling, grammar, syntax) will count for 15% of each mark, including tests and the final exam

PROGRAMME HEBDOMADAIRE

Semaine du	Sujets et lectures	Devoirs
3 septembre	Début du semestre	
10 septembre	Introduction, présentations : <ul style="list-style-type: none"> • Contexte • Survol de l'histoire du Québec • Étude de textes : <ul style="list-style-type: none"> ○ Le patriotisme ○ Le terroir ○ L'engagement et la contestation 	
17 septembre	Le décentrement <ul style="list-style-type: none"> • La société québécoise depuis 1980 • Théorie, lecture d'article 	
24 septembre	<ul style="list-style-type: none"> • Robin, <i>La Québécoise</i> <ul style="list-style-type: none"> ○ L'entre-deux et l'altérité ○ L'identité migrante 	Rédaction 1 (26/9)
1 ^{er} octobre	<ul style="list-style-type: none"> • Robin, <i>La Québécoise</i> <ul style="list-style-type: none"> ○ La voix, la prise de parole 	
8 octobre	Semaine de lecture	
15 octobre	<ul style="list-style-type: none"> • Robin, <i>La Québécoise</i> <ul style="list-style-type: none"> ○ Le postmodernisme et le décentrement 	
22 octobre	<ul style="list-style-type: none"> • Robin, <i>La Québécoise</i> <ul style="list-style-type: none"> ○ Suite et fin 	Infographie (24/10)
29 octobre	<ul style="list-style-type: none"> • Mouawad, <i>Incendies</i> <ul style="list-style-type: none"> ○ Le traumatisme générationnel ○ À quel décentrement assistons-nous? 	
5 novembre	<ul style="list-style-type: none"> • Mouawad, <i>Incendies</i> <ul style="list-style-type: none"> ○ Le théâtre québécois actuel 	Rédaction 2 (7/11)
12 novembre	<ul style="list-style-type: none"> • Thúy, <i>Ru</i> <ul style="list-style-type: none"> ○ Le traumatisme d'enfance et de guerre 	
19 novembre	<ul style="list-style-type: none"> • Thúy, <i>Ru</i> <ul style="list-style-type: none"> ○ L'entre-deux d'une rescapée 	
26 novembre	<ul style="list-style-type: none"> • Thúy, <i>Ru</i> <ul style="list-style-type: none"> ○ Suite et fin; questions génériques 	Rédaction 3 (28/11)
3 décembre	<ul style="list-style-type: none"> • Conclusions • Questions, révisions 	
Dernier cours : le 5 décembre Période des examens finals : du 10 décembre au 21 décembre		

*Les présentations auront lieu en octobre.

2018-19 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty

Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf . The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

The full policy on requesting accommodation due to illness can be viewed at: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar, see the Sessional Dates tab at <http://www.westerncalendar.uwo.ca/index.cfm?SelectedCalendar=Live&ArchiveID=>). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory

(http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20 .

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/> .

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Health and Wellness at Western, http://uwo.ca/health/mental_wellbeing/index.html, for information about how to obtain help for yourself or others.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.