

COUNCIL ON ACADEMIC AFFAIRS

Course Proposal for New and Revised General Education Courses

1. Catalog Description.

- a. FLE 2063G
- b. Francophone Literature in Translation
- c. (3-0-3)
- d. F, S or SU
- e. Frn Lit in Trans
- f. A survey of representative works, literary movements and their cultural implications from Francophone literature around the world presented in English translation.
- g. ENG 1001G and ENG 1002G.
- h. Writing intensive

2. Student Learning Objectives.

Collectively the following learning objectives relate directly to EIU General Education goals in that their attainment requires students to “listen and read critically as well as write and speak clearly and effectively.” In addition, students will be trained in the use of “sources and methods for reflection upon human experience in its historical, literary, philosophical, and religious dimensions” as they are expressed through the medium of Francophone literature. They will gain experience in the application of methods leading to an understanding of the role of language, Francophone culture and traditions in the production of Francophone literature as well as that literature’s influence and value in furthering the understanding of the student’s own culture. Specifically, this course

- Students will learn to write effectively through composition based on required reading, individual research and introspection aimed at relating material, ideas, historical and cultural elements presented through lecture and the reading and analysis of primary and secondary texts required in the course.
- Students will learn to speak effectively through classroom discussion and formal oral presentations of personal research and/or reactions to the material presented through lecture and reading.
- Both speaking and writing will be enhanced through the experiencing and analysis of the problems associated with translation and the lessons that can be learned about the impact of linguistic accuracy on the transmission of information and ideas.
- Students will learn to think critically through training in the application of techniques of literary criticism and analysis.
- Students will become aware of the complexity of global citizenship through an exposure to the diversity of Francophone culture across time and around the world. A responsible citizen demonstrates through words and actions appreciation, understanding and tolerance of cultures other than one’s own.

3. Course outline.

The following outline is proposed as a model for this course and should not be construed as either definitive or exhaustive.

Week 1: Introduction
French Colonialism – Geography, History, Philosophy: “La mission civilisatrice”.

19th and 20th Century expansion and collapse.

- Week 2: The Voyage as Metaphor and Reality
Hugo and Baudelaire: The Appropriation and Translation of “Exotic” Cultures;
The Transposition of Good and Evil;
Willhelm Apollinaris de Kostrowitski: To us Apollinaire, to his friends the Merry
Kostro but Mama called him Willy -- Translation as a mitigation of the Self.
- Week 3: Samuel Beckett, *Endgame* – An Irishman who wrote in French and translated his
own works into English; text and video.
- Week 4: France and North Africa. Albert Camus, *The Stranger*. A tale in two versions –
Stuart Gilbert vs. Matthew Ward.
- Week 5: Camus, *The Stranger*
-----, “The Guest/Host” – The Ambivalent Existentialist.
- Week 6: North Africa. Evelyne Accad, *The Excised: A Novel*,
- Week 7: West Africa – Léopold Sedar Senghor: Poetry, Politics and the *Négritude*
Movement.
- Week 8: Camara Laye, *The Dark Child*.
- Week 9: Martinique and Guadeloupe – Aimé Césaire, selected poems.
- Week 10: Aimé Césaire, *A Tempest*.
- Week 11: Joseph Zobel, *Black Shack Alley*.
Vietnam
- Week 12: Political writers: From “Les Droits de l’homme” to Oppression and Intolerance;
Jean-Jacques Rousseau, *The Social Contract*
Franz Fanon, *Black Face White Mask*
- Week 13: “They are a people without a history or literature,” Lord Durham. Quebec and the
Endurance of a Unique Culture in North America
Roch Carrier, *La guerre Yes, Sir*
- Week 14: Gabrielle Roy. *The Road Past Altamont*.
- Week 15: Oral presentations of individual research projects.

4. Evaluation of Student Learning.

a. Speaking ability will be evaluated based on participation in class discussion and formal oral presentations. Evaluation of writing ability will be based on 4 papers of 4-6 pages each including at least one based on individual research and one on personal reaction. Students will be required to edit and rewrite papers if deemed necessary. There will also be two exams and a final all primarily short essay. Critical thinking will be evaluated through composition, exams, discussion and oral presentations. Awareness of citizenship issues will be evaluated based on

the content of the various written and oral components associated with the course.

The following grading system is proposed as a model:

Class participation	20%
Exams	20%
Papers	35%
Oral Presentation	10%
Final exam	15%

- b. This course is writing intensive in that 65% of the final grade will be based on written elements. All papers will be subject to instructor commentary and student revision.

5. Rationale.

a. This course will be placed in the Humanities and Fine Arts Segment of the General Education Curriculum. Students will examine the human experience as it is uniquely expressed through Francophone literature. They will be encouraged to consider their own lives and values as they might relate to the events, values and ideas expressed in the works assigned to be read. Through class discussion and written composition, students will interpret and analyze written texts in order to develop a critical understanding of the complexity and diversity of Francophone culture and its influence throughout the world.

b. The content and requirements of this course including the amount of reading and the writing expectations are consistent with those of other 2000 level courses offered across the curriculum. Emphasis will be placed on the reading of primary sources with secondary sources and critical/theoretical matter introduced primarily through lecture and excerpts. The prerequisites of ENG 1001G and ENG 1002G will assure a basic level of writing ability and exposure to literary texts.

c. FLE 2063G parallels course in German and Hispanic literature in translation already developed. However, the university offers no similar course outside of the Department of Foreign Languages.

d. FLE 2063G will be part of the English language core of courses that Foreign Languages majors need to complete program requirements. This course may be taken by students concentrating in German or Spanish. For those concentrating in French, it can count as a General Education course but cannot be counted toward the major.

6. Implementation.

a. Stephen Canfield will initially be assigned to teach this course.

b. Texts:

Camus, Albert. *The Stranger*, trans. Matthew Ward, Vintage International, 1988.

-----, *The Stranger*, trans. Stuart Gilbert, Vintage Books, 1954.

Carrier, Roch. *La Guerre, Yes Sir!*, Stoddard Publications, 1993.

Césaire, Aimé. *A Tempest*, trans. Catherine Temerson, Ubu Repertory Theater, 1992

Fanon, Franz. *Black Face White Masks*, Grove Press, 1991.

French Cultural Studies: An introduction, ed. Jill Forbes and Michael Kelly, Oxford Univ. Press, 1995.

Laye, Camara. *The Dark Child*, trans. James Kirkup, Hill and Wang, 1994

Roy, Gabrielle. *The Road Past Altamont*, trans. Joyce Marshall, University of Nebraska Press, 1993

Zobel, Joseph. *Black Shack Alley*, trans. Keith Q. Warner, Three Continents Press, 1998

c. No additional cost to students.

d. Spring, 2001.

7. Community College Transfer.

A community college course may not be judged equivalent.

8. Date approved by the department 4/18/00 .

9. Date approved by the College Curriculum Committee 4/26/00 .

10. Date approved by CAA _____.