



58:FREN 355 French Literary Theory: History, Concepts, Methods

FALL 2024

Slot 5 (M-W-F 12:40-1:30pm)

CHO 215

Brandon University has campuses on both Treaty 1 and Treaty 2 lands, and we are a gathering place for people from many backgrounds around the world. In this way, we carry on the Indigenous customs of our home in Brandon. We acknowledge Brandon is on shared territory between the Dakota Oyate, the Anishinaabeg, and the National Homeland of the Red River Métis. Today, many other Indigenous people call Brandon their home, including the Ininew, Anisninewuk, Denesuline, and Inuit.

Contact information

Instructor:	Dr. Eftihia Mihelakis (she/her/hers/elle)
Email:	Mihelakise@brandonu.ca
Office hours:	By appointment (Office: CH003-1) or drop-in hours will be posted on the main door at CH003
Enrollment key:	TBD

- Please contact me from your **BU email address**. This is the email you should use for university purposes and communication.
- Always look at the course outline and Moodle page before emailing your instructor.
- It might take up to 2-3 business days to get a reply.

COURSE DESCRIPTION

Prerequisite: 9 credit hours in French.

Taught in French. Major theoretical and methodological approaches in literary studies read in a transversal way with literary texts of the 20th century. The exposition of the theories will be supplemented by an overview of the methodologies attached to them and the literary analyses that they allow. Students will be able to acquire an overview of the main critical approaches, their methodologies and their epistemological issues.

3 lecture hours per week, one term.

Course structure

Classes focus on informed lectures that serve as foundations for seminar-style reflection. This course is organized around short lectures, small-group discussions, and narrative practice as ways to access and interpret the interconnectedness between theory and practice. The course's Moodle webpage is essential

to the success of this course: not only will it showcase some of the online tools (forum, wiki, video), but all texts and important announcements will be posted on this site.

Objectives

- Develop knowledge and meaningful connection between French literary theory and literary and artistic practice across
- Demonstrate historical connection to French and Francophone texts through their historical and theoretical implications
- Examine the cultural aesthetics and their connection to politics surrounding their expression
- Situate, explain, and analyze the concerns addressed in literary and cultural productions in French

Moodle Access

- Students must check the Moodle course webpage regularly to access excerpts and other materials.

Allocation of Marks

3 Quizzes: 30 % (3 x 10 %)

Each quiz will assess the student's comprehension of key concepts, events, and texts, including theoretical, literary and cultural strategies. Active presence in class, rigorous preparation (close reading, analysis, etc.), and constant work through learning activities will ensure student success.

3 Sharing Circles: 30% (3 x 10 %)

Students will receive guidelines before each circle. Each reading circle ends with a self- and peer assessment. The instructor will provide detailed instructions and assessment sheets.

Participation: 10%

Regular in-class presence, participation, and involvement are essential to this upper-level undergraduate course. Additionally, completing and submitting assignments means that *students should participate in a way that best fits their context, learning style, and personality. However, I expect for students to engage with the course materials by submitting their work on time and* keeping up with the schedule. This aspect of the course will also involve **self-assessment**.

Final Project: 30%

Students will expand on one of the issues examined during the course and have the choice to further study the issue via research-creation or research. This project will also include a short, individual presentation (5% from this presentation will go towards the final project grade). Students will receive detailed guidelines and rubrics.

CALENDRIER DES SÉANCES / LECTURES

Ceci est un calendrier préliminaire et pourrait être modifié. Veuillez demeurer vigilant.e.s et suivre votre compte Moodle pour rester à l'affût des changements.

Introduction | Semaine 1

Du mercredi, 4 septembre au vendredi, 6 septembre 2024

- Explication du plan de cours.
- Exercice de réflexion : *La littérature est par essence politique. Expliquez.*
ou
La littérature est par essence sociologique. Expliquez.
ou
La littérature est par essence autobiographique. Expliquez.
- Introduction aux prémices du cours.

Module 1 | Le tournant éthique en littérature | Semaine 2 à 4

Du lundi, 9 septembre au vendredi, 27 septembre 2024

** Cercle de discussion en classe, le vendredi, 13 septembre 2024 – 10 %

1.1 Préoccupation sociologiques : la classe sociale en France

Ernaux, Annie, *La place*. Paris, Gallimard, 1983 (extrait).

Louis, Édouard, *Qui a tué mon père*. Paris, Éditions du Seuil, 2019 [2018], coll. « Points ».

1.2 Préoccupation sociologiques : la langue, la nation et la classe sociale

Fennario, David, *Balconville*, Vancouver, Talonbooks, 1979 (extrait).

Tremblay, Michel, *Les Belles-soeurs*. Montréal, Actes Sud/Leméac, 1965 (extrait).

1.3 Préoccupation sociologiques : (im)migration, mémoire et enfance

Condé, Maryse, *Rêves amers*, Paris, Bayard Jeunesse, 2017 (extrait).

Dawson, Caroline. *Là où je me terre*. Montréal, éditions du remue-ménage, 2020 (extrait).

Module 2 | Un appel à la révolution | Semaine 5* à 6

(du mercredi, 2 octobre au vendredi, 11 octobre)

*Pas de cours le lundi, 30 septembre 2024.

** Quiz 1 sur table – 10 %

2.1 Le démantèlement des institutions : le rôle des revues pour Mai 68

Tel quel (extrait)

La Nouvelle Critique (extrait)

Action poétique (extrait)

2.2 Et que pense la presse franco-canadienne et québécoise de Mai 68 ?

La Liberté. Travail archivistique.

Liberté. Travail archivistique.

**Module 3 | Écrire depuis les marges : identité et politique | Semaine 7* à 8
(du mercredi, 16 octobre au vendredi, 25 octobre)**

*Pas de cours le lundi, 14 octobre 2024.

*Le jeudi, 17 octobre = horaire du mercredi.

** Quiz 2 sur table – 10 %

** Cercle de discussion en classe, le vendredi, le 25 octobre 2024.

3.1 Figures féminines de l'excès : la sorcière et la prostituée

Hébert, Anne. *Les enfants du sabbat*. Montréal, Boréal, 1995 [1975].

Boucher, Denise. *Les Fées ont soif*. Montréal, Intermède, 1978 (extrait).

Yvon, Josée. « Filles-commandos bandées » [1976], *Danseuses-mamelouk, Montréal, Les Herbes rouges, 2020 [1982], p. 101-135.*

Savoie-Bernard, Chloé. *Royaume scotch tape*, Montréal, L'Hexagone, 2015.

3.2 L'enjeu de la violence et de la subjectivité : sexualités, identité et savoirs

Bergeron, Chris. *Valide*, Montréal, XYZ, 2021.

Giguère, Nicholas. *Queues*. Montréal, Hamac, 2017 (extrait).

Despentès, Virginie. *King King théorie*. Paris, Le livre de poche, 2007 (extrait).

**Module 4 | Les mots pour le dire : psychanalyse et littérature | Semaine 9 à 10
(du lundi, 28 octobre au vendredi, 8 novembre)**

** Cercle de discussion en classe, le vendredi, 8 novembre 2024 – 10 %

4.1 Le "moi" et le "ça" freudien et la langue de l'autre

Freud, Sigmund, « Le moi et le ça », *Essais de psychanalyse*. PBP, Paris, 1981, p. 219-262 (extrait).

Becket, Samuel, *Murphy*. Londres, faber and faber, 2009 [1938] (extrait).

Becket, Samuel, *Murphy*. Paris, Les Éditions de Minuit, 1954 [1939] (extrait).

4.2 Topiques, fantasmes, obsessions, rêves, souvenir-écran, etc.

Freud, Sigmund, *L'interprétation des rêves*. Paris, PUF, 1967 [1900] (extrait).

Godin, Louis-Daniel. *Le compte est bon*, Montréal, La Peuplade, 2023 (extrait).

Preciado, Paul. *Je suis un monstre qui vous parle*, Paris, Grasset, 2020 (extrait).

Semaine de lecture | Semaine 11

Du lundi, 11 novembre au vendredi, 15 novembre 2024

**Semaine de présentations orales - 5% (note individuelle)

**Module 5 | Design et partage des travaux de fin de session | Semaine 12 à 14*
(du lundi, 18 novembre au mercredi, 4 décembre 2024)**

*Le mercredi, 4 décembre = horaire du lundi = dernière séance.

** Quiz en classe – 10 %

**Remise du travail final avant le 8 décembre 2024 sur Moodle.

Grading and Grading Scale

Outstanding	Good	Satisfactory	Weak	Inadequate
A+ 90-100 4.3	B+ 77-79 3.3	C+ 67-69 2.3	D 50-59 1.0	F 0-49 0
A 84-89 4.0	B 74-76 3.0	C 64-66 2.0		
A- 80-83 3.7	B- 70-73 2.7	C- 60-63 1.7		

Missed assignments, late assignments, *et al.*

Failure to complete an assignment will automatically result in a grade of Nil or F unless the student communicates with the instructor prior to the due date and/or provides sufficient justification. The instructor does not manage a student's schedule. We strongly encourage students to communicate with us before the submission date should they have difficulty submitting their work on time or if they are overwhelmed—it happens! ***There is always a solution; I will gladly work with you to find one.***

Letter/Number/Grade Point

Outstanding	Good	Satisfactory	Weak	Inadequate
A+ 90-100 4.3	B+ 77-79 3.3	C+ 67-69 2.3	D 50-59 1.0	F 0-49 0
A 84-89 4.0	B 74-76 3.0	C 64-66 2.0		
A- 80-83 3.7	B- 70-73 2.7	C- 60-63 1.7		

STATEMENT OF "FAIR WARNING"

If you have missed a class, you are solely responsible for catching up by either getting notes from a fellow student or making up for your absence on your own. It is recommended that students help one another whenever they can. While we strongly value personalized education at BU, we also strongly value responsibility and accountability.

STATEMENT ON ACCESSIBILITY AND ACCOMMODATION

Brandon University values diversity and inclusion, recognizing disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive for all students. Student Accessibility (SAS) supports students by developing an individualized plan of accommodation, helping students understand their learning needs, and assisting faculty with provision of accommodations for students. Should you anticipate or experience disability-related barriers, including permanent, chronic, or temporary disabilities/or medical conditions, you are invited to contact the [Student Accessibility Coordinator](#) or complete the [Student Information](#) form to request a confidential discussion with the SAS Coordinator. If you already have established accommodations with SAS, please contact me early in the term to discuss the accommodations outlined in your letter of accommodation.

Additional information is available on the [Student Accessibility Services website](#).

COPYRIGHT AND OWNERSHIP OF COURSE CONTENT

This material is copyrighted by Dr. Eftihia Mihelakis. Course materials are owned by the instructor who developed them. Examples of such materials are course outlines, assignment descriptions, lecture notes, test questions, and PowerPoint presentation slides. No audio or video recording of this material, lectures, or presentations is allowed in any format, openly or surreptitiously, in whole or in part. Course materials

(both paper and digital) are for the participant's private study and research and must not be shared. Violation of these and other Academic Integrity principles will lead to serious disciplinary action.

ACADEMIC INTEGRITY

The Brandon University Academic Integrity Policy underlines the importance of all members of the BU community respecting and upholding the fundamental values of honesty, trust, fairness, respect, responsibility, and courage (ICAI, 2014) in every academic activity. Students are responsible for ensuring they understand and adhere to these values.

Activities that depart from these values include, but are not limited to, the following: plagiarism, cheating, academic interference, falsification, unauthorized use of artificial intelligence (AI), and aiding others to depart from academic integrity.

Students found responsible for having departed from academic integrity will be subject to remedies and/or sanctions. Depending on the scope and impact of the departure as well as the student's level of study and past academic integrity history, remedies and sanctions range from mandated educational activities through failure on an assignment/failure in the course to expulsion from the University and revocation of credentials/degrees granted.

All departures from academic integrity will be recorded in the BU Academic Integrity Repository, and certain sanctions will result in a notation on the student's transcript.

The full Academic Integrity Policy, including definitions of academic integrity's fundamental values, examples of activities that depart from academic integrity, and processes undertaken in cases of suspected departures from academic integrity, is available at www.brandonu.ca/senate-office/senate-policies

BU advice about AI tools. Artificial Intelligence technologies are rapidly developing and changing, with new uses being explored daily. These tools can be used in productive, creative, interesting and useful ways. They may also be used in dishonest, unproductive, even malicious or destructive ways. Brandon University supports and upholds principles of academic freedom, academic integrity, and academic honesty. Each instructor chooses (and states) which level of AI will be acceptable in each course. Please review each syllabus carefully. Ask your instructor if you are unsure whether the use of AI constitutes a breach of academic integrity.

Work with AI responsibly, in ways that support your learning and preserve your academic integrity. You are responsible for any inaccurate, distorted, biased, offensive, or uncredited content you submit. Protect yourself by being open and honest in how you use AI for this course. Fact-check all content provided by AI.

Uncredited usage is wrong and will cost those students who fail to credit AI.

If you have another AI tool use in mind, **please ask ahead** before using for this course.

You may **not** use a text generator for research support, outline creation, informative back-and-forth chats, drafting, or editing.

Permissible use of AI:

Programs such as MS Word's grammar review or similar proofreading/editing programs may be used to identify grammatical errors in essays. **The student should then correct the grammar with their own**

words. Making the correction oneself will help the student become more conversant with the fundamentals of grammar and will ensure that there is not a large gap between the student's in-class writing and the student's writing in take-home essays.

It is permissible, but *not* recommended that students use AI-generated text as a *source*. If students use AI (such as Chat GPT, for example) to generate responses to an essay question or for some aspect of the topic under discussion, **students must approach the AI material as they would a more conventional research source. In other words, they may borrow the ideas and/or language, but must cite the ideas (and/or quotations)** wherever the students use the AI source within their essay. Unlike a conventional source, however, AI sources are not available to the instructor, so **the student must keep a copy of both the question that they posed to the AI and the AI's response**. The instructor may ask the student to produce such sources on request.

Non-permissible use of AI:

Use of AI-generated text in essays without attribution is a violation of academic integrity and will be considered plagiarism, because it is not the student's work. If the professor suspects that a portion of a student's paper has been created by AI, **the professor will follow Brandon University's academic integrity policy** (under 3.15 in the *General Calendar*), arranging for a meeting with the student to discuss the concern. At the meeting the professor may ask the student questions about the essay in order to ascertain whether the student indeed wrote the essay.

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Activities that depart from these values include, but are not limited to, the following: plagiarism, cheating, academic interference, **using generative AI without proper acknowledgment**, falsification, and aiding others to depart from academic integrity.

Students found responsible for having departed from academic integrity will be subject to remedies and/or sanctions. Depending on the scope and impact of the departure as well as the student's level of study and past academic integrity history, remedies and sanctions range from mandated educational activities through failure on an assignment/failure in the course to expulsion from the University and revocation of credentials/degrees granted.

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RESOURCES

Library

For more information about Library Hours and Services, go to <http://www3.brandonu.ca/library/> or call 204-727-9646.

Student Services: Learning Skills Specialist

At the Academic Skills Centre, students can consult with the Learning Skills Specialist Sheila Grills, who offers workshops or programming and works with students to customize the learning skills strategies needed in their different classes. He is also available to meet with students individually. Please check out this webpage ([link here](#)) and click on “*schedule appointment with Sheila Grills*”.

Mental Health Supports for Students

Brandon University has two Counsellor Therapists who support students to resolve personal challenges that may arise during their academic career. Appointments can be made by calling 204-727-9737. Appointments and walk-ins with a University Knowledge Keeper can be made by contacting 204-727-7443. In addition, the University subscribes to Therapy Assistance Online (TAO). TAO includes interactive sessions, mindfulness exercises and practice tools all aimed at helping you achieve your goals. Please visit www.brandonu.ca/personal-counselling/tao/.

Sexual Violence Education and Prevention

BU is committed to maintaining a safe and respectful learning environment for all students. If you or someone you know has experienced sexual harassment, assault, or any form of gender-based violence, there are several ways to seek support and report incidents. The Sexual Violence Education and Prevention Centre (SVEPC), located at 312 Clark Hall is a place you can feel safe, valued and heard. Stop by the office, contact Jessica Laxdal at LaxdalJ@brandonu.ca, or check out the website www.brandonu.ca/sexualviolence/get-help/ for more resources including the REES (Respect, Educate, Empower, Survivors) Platform, which offers avenues to connect with support services and report incidents. Jessica can also be reached by text/phone at 431-542-1707.

Diversity and Human Rights Office

BU seeks to promote equality of opportunity for all, giving every individual the chance to achieve their potential, free from prejudice and discrimination, and the right to be treated with fairness, respect, equality, dignity and autonomy. BU affirms an unwavering and unambiguous commitment to diversity, inclusion and universal human rights. In a snapshot, the Diversity and Human Rights Advisor Office;

- Develops & implements policies, procedures, & guides and training related to conflict resolution, human rights, EDI (Equity, Diversity and Inclusion), and employment equity.
- Assists students, staff & faculty with resolving conflict, addressing inequities, and mediation support.
- Conducts/facilitates investigations & assessments when needed. Please see Brandon University’s Guide to Conflict Resolution and the Discrimination and Harassment Prevention policy and Procedures and Complaint Form.

Students with questions or concerns related to these items can contact Cheryl Fleming at 333 Clark Hall, FlemingC@brandonu.ca, or call (204) 727-9785. More information including key forms can be found at: Diversity and Human Rights | Brandon University.

Food Bank Brandon U

Contact the [BUSU office](#) or visit their website [Grocery Program — Brandon University Students' Union \(busu.ca\)](#)

Corpus théorique et critique (provisoire)

- Anctil, Camille. *Quand proférer, c'est faire : resignifications des filles « ingouvernables » chez Josée Yvon, Chloé Savoie-Bernard et Catherine Lalonde*, mémoire de maîtrise, Université de Montréal, 2021.
- Arpin-Simonetti, Emiliano, « Transmettre ce qui fait vivre », *Relations*, no. 823, hiver 2023-2024, p. 32-35.
- Barde, Cyril et Maxime Triquenaux. « Textes transfuges, textes refuges. Fonctions de l'intertextualité dans *En finir avec Eddy Bellegueule* » d'Édouard Louis, *Inverses : littératures, arts, homosexualités*. no. 15, 2015 : <https://hal.science/hal-01316015/>
- Baril, Alexandre, « Trouble dans l'identité de genre : le transfémisme et la subversion de l'identité cisgenre », *Philosophiques*, vol. 44, n° 2, automne 2017, p. 285-317.
- Blodgett, E.D. *Invention à cinq voix: Une Histoire de l'histoire littéraire au Canada*, Québec, Presses de l'Université Laval, 2012.
- Booluck-Miller, Pooja, « *Rêves amers et Conte cruel* : les jeunes migrants de Maryse Condé », *Alternative francophone*, vol. 2, no. 10, 2022, p. 11-22.
- Boudreau, Diane. *Histoire de la littérature amérindienne au Québec: oralité et écriture*. Montréal: Éditions de l'Hexagone, 1993.
- Castoriadis, Cornelius, « La révolution anticipée », in *La Brèche*, Paris, Fayard, 1968.
- Commission de vérité et réconciliation du Canada (CVRC) (2015). [Rapport final](#). Ottawa, Canada.
- Coulthard, Glen Sean. *Peaux rouges, masques blancs : Contre la politique coloniale de la reconnaissance*, Trad. Ariane Des Rochers et Alex Gauthier, Montréal, Lux, 2018.
- Delporte, Julie. « Initiation à la sorcellerie politique », *Liberté*, no 325, 2019, p. 67-69.
- Despentès, Virginie. *King King théorie*. Paris, Le livre de poche, 2007.
- Destrempe, Hélène. « Plurilinguisme et stratégies identitaires dans la littérature autochtone d'expression française au Québec ». In *Écrire en langue étrangère*, sous la dir. de Robert Dion, Hans-Jürgen Lüsebrink et János Riesz, p. 395-411. Québec: Nota bene, 2002.
- . « Pont de mots, pont d'envol : la littérature autochtone comme phénomène d'ouverture et de relais dans les oeuvres de Bernard Assiniwi et Yves Sioui Durand ». In *Stratégies du mouvement et du franchissement. La rue et le pont au Canada*, sous la dir. de Marie-Lyne Piccione et Bernadette Rigal-Cellard, p. 131-140. Pessac : Presses universitaires de Bordeaux, 2008.

- Drouin, Mélodie. *Du « je » honteux au « nous » révolté : violence et littérature chez Édouard Louis*, mémoire de maîtrise, Université du Québec à Montréal, 2022 : <https://archipel.uqam.ca/17279/1/M17850.pdf>
- Ernaux, Annie. « Vers un je transpersonnel », dans *Autojction et cie.*, dirigé par Serge Doubrovsky, Jacques Lecarme et Philippe Lejeune. Paris, RITM, no 6, Université de Paris X, 1993, p. 219-226.
- Federici, Silvia. *Caliban et la sorcière. Femmes, corps et accumulation primitive*, traduit par Julien Guazzini et le collectif Senonevero. Genève, Entremonde, 2014.
- Flanagan, Tom. *Premières Nations? Seconds Regards*, Sillery, Septentrion, 2002.
- Freud, Sigmund, *Sur le rêve*, Paris, Gallimard, 1988.
- Gatti, Maurizio. *Être écrivain amérindien au Québec. Indianité et création littéraire*. Montréal, Hurtubise HMH, 2003.
- Gibeau, Ariane, « Héritages de la sorcellerie dans la fiction contemporaine des femmes au Québec », communication présentée dans le cadre du colloque *Toujours deboutte! Perspectives sur le renouveau féministe au Québec*, Université du Québec à Montréal, 22 novembre 2019.
- Gligor, Adela. « La vraie vie est ailleurs : présences fantomatiques et équilibre du monde dans les textes d'Anne Hébert », dans Isabelle Boisclair (dir.). *Les Cahiers Anne-Hébert : La revenance chez Anne Hébert*, Sherbrooke, Université de Sherbrooke, no. 11, 2011, p. 11-30.
- Lippi, Silvia et Patrice Maniglier, *Sœurs : pour une psychanalyse féministe*, Paris, Seuil, 2023.
- Koutsas, Jane. « Imagi/Nation : fennario, Friel and the Staging of Language and Identity in Quebec », *The Canadian Journal of Irish Studies*. vol. 14, no. 1, printemps 2007, p. 41-47.
- Michelet, Jules. *La Sorcière*. Paris, Librairie internationale, 1863 [1862].
- Saint-Martin, Lori. « Figures de la sorcière dans l'écriture des femmes au Québec », *Contre-voix. Essais de critique au féminin*. Québec, Nuit blanche, 1997, p. 165-189.
- Villard, Laurence et Nicolas Ballier. *Langues dominantes, langues dominées*. Rouen, Presses de l'Université de Rouen et du Havre, 2008.
- Wittig, Monique, *La pensée straight*, Paris, Amsterdam, 2007.

Corpus secondaire

- Beaulieu, Victor-Lévy. *Ma Corriveau*. Montréal, Trois Pistoles, 1998 [1976].