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ABSTRACTS

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Variations sur la langue de Molière; l'enseignement du français aux États-Unis

Abstract: French has always been among the top foreign languages taught in the American university, even if Spanish occupies the first place. As a result of the social transformations of the 1960s and 1970s and the development of new fields of learning, changes were also introduced gradually into French department programs to include francophone literatures, although in a manner that some have deemed disturbing. This openness, which is not found in France, has brought about the creation of new faculty positions, some of which are occupied by teachers and writers from Africa and the Caribbean who are making a significant contribution to the training of American students.

Africa, Caribbean, France, Francophone Literatures, French, Institutionalization, Social Change, Teaching, United States, University Policy

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Parcours de l'enseignement des littératures francophones au Canada

Abstract: If francophone literatures were introduced as early as the 1970s principally at the Universities of Laval and Sherbrooke in Québec and at the Universities of Toronto, York and British Columbia in anglophone Canada, today, they enjoy a significant presence in all the large universities of the country. Paradoxically, in the Canadian university system as a whole, francophone literatures are taught more in anglophone Canada than in the francophone province of Québec. Two unrelated factors help to explain this situation. Early in the 1990s, under the influence of American universities, Canadian anglophone universities experienced an exponential growth of francophone literature, while in Québec universities, nationalist ideology created a dichotomy between French and Québec literatures by hoisting the latter to the rank of national literature. Francophone literatures from other areas appear thus to be excluded. However, in the universities that teach these literatures, there is no longer a need to justify their presence neither to the students nor to administrators of departments, colleges or programs.

Canada, Canon Formation, Francophone Literatures, Literary Institution, Québec, Teaching And Research, University Policies

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Enseigner la littérature francophone : à la recherche de la banalisation

Abstract: The emergence of francophone literatures as a field that is increasingly taught in departments of French has led to the creation of numerous positions dedicated to this area. The natural question that specialists face is how to devise strategies to develop and entrench this new discipline in American universities, concerned as they are with budgetary issues. The present study argues that only the constant search for cooperation between *Francophonie* and related academic fields will facilitate its institutionalization.

Africa, Canon Formation, Francophone Literatures, Integration, The Caribbean, United States, University Policies

Roberta HATCHER

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La « littérature francophone » en question

Abstract: While literatures from Africa, the Caribbean and Québec have been taught in U.S French programs since at least the 1970s, the widespread incorporation of «francophone» literature and culture into all levels of the curriculum is a relatively recent phenomenon. Yet the organization of these heterogeneous fields under the umbrella of Francophone Studies has generated little discussion concerning the field's definition and its relation to French Studies as a whole. This essay examines the category of Francophone Literature, arguing that it is no longer adequate for understanding today's complex literary and cultural terrain.

Africa, Caribbean, Commonwealth, France, Francophone Literature, Francophonie, French, Postcolonial Studies, Québec, Teaching, University

Zacharie Petnkeu NZEPA

Espace francophone et politiques linguistiques : glottophagie ou diversité culturelle?

Abstract: This paper is illustrative of the conflict of languages in a sociolinguistic landscape. It asserts that in French-speaking world, notably Black Africa and the West Indies, politics in collusion with French language policies work for the imperceptible, but gradual disappearance of vernaculars on behalf of the prestige of French language. The International Organization of "Francophonie" is depicted as being instrumental in the ongoing strategy. The article ends up suggesting criteria for a harmonious cohabitation of languages in the above-mentioned communities.

Conflict, Erasing, Harmonious Cohabitation, International Organization of "Francophonie", Language, Politics, Resistance

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Black Polar

Abstract: We would like to present some examples of the French Mystery Novel as it is being written by sub-Saharan and Maghrebin authors, as Yasmina Khadra, an author from Algeria. After outlining a history of the genre itself, we will follow a few of the thematic trails taken up by the authors in question. We would like to call specific attention to the strategies of transformation, appropriation and transmutation being used on an already well defined and respected genre whose roots lie in a completely different cultural background (European and North American).

Achille Ngoye, Algeria, Detective Novel, Tobie Nathan, Yasmina Khadra

Robert FOTSING MANGOUA

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Écriture et identité dans la littérature d'Afrique du Sud : le cas d'André BRINK

Abstract: By engaging his works against apartheid, André Brink chose at the same time to face a double problem of identity: identity of his writing and his personal identity. To the first problem he responds by the relationship with the alter ego (borrowing from others) and to the second by his identification to Africa. His texts, luxuriant in "intertextual relations" but essentially oriented towards Europe, reveals a eurocentric reflex in him that revokes the problem of his personal identity.

Africa, Apartheid, Eurocentrism, Identity, Intertextual relations, Writing

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De l'aliénation à la libération

Abstract: This essay addresses the issue of education in pre and post-colonial Africa. It examines the ideological discourses, challenges and consequences associated with the adoption of western education in African countries. Based on novels and films, some of which are set in universities, the article analyses the effects of violence and irrelevant syllabi on African education, and argues that in order for knowledge to serve as a tool for real liberation, it has to be relevant to the social environment. It contends further that, paradoxically, even colonial education can contribute towards the liberation of Africans from some problematic aspects of their culture. This liberation process is further emphasized in recent texts involving university students and professors who critically examine the society in which they live.

Alienation, Education, Films, Liberation, Novels, (Post)Colonialism, Syllabi, Violence

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Écriture du destin et destin de l'écriture, regards croisés sur René Philombe et Mongo Beti

Abstract: The objectives of self-determination displayed by the Cameroon cultural and political agents look identical. However the present communication, that examines the reception of the works of Mongo Beti and René Philombe in Cameroon and its implications on the relationship between the writers and the dominating political order, reveals that the harmony is only a concealment. In fact, the political order conceives the institution of its own discourse exclusively either in terms of exclusion all nonconformist speech or in terms of its dominance.

Cameroon, Dominance, Exclusion, Mongo Beti, René Philombe, Writing