
FRE 273H1-S INTRODUCTION TO THE GENERAL HISTORY OF THE FRENCH LANGUAGE

Winter 2021

COURSE INFORMATION

Meeting times Mondays, 10:10 AM – 12:00 PM ; Wednesdays, 10:10 AM – 11:00 AM**

INSTRUCTOR

Name Dr. M. Friesner
E-mail m.friesner@utoronto.ca

GENERAL COURSE DESCRIPTION

A discovery of a long and fascinating history, stretching from the spoken Latin of the Gauls to the many varieties of French found today all over the world via the investigation of the phonetic, social, political, and cultural causes of language change. Our focus will include topics such as the origin of the French language, medieval bilingualism, the gradual spread of the language of northern France, the role of reading and writing and the impact of print, the regulation of language through the Académie française and modern legislation, the political use of the French language (for example during the French Revolution), the influence of other languages on French (and vice-versa) including modern «franglais», the emergence of the Francophonie, and Canadian French.

COURSE PREREQUISITES AND EXCLUSIONS

Prerequisites: FSL 221Y1 (63%) or, upon first FRE/FSL enrolment, equivalent as determined by the French Placement Test.

Recommended Preparation: FRE 272H1

NB: You will receive no adjustment to your fees in the event that you must withdraw from a course for failing to have the necessary prerequisites or for not following the placement test recommendation. This decision may not be appealed.

COURSE OBJECTIVES

À la fin du cours, les étudiants devraient être en mesure de

- Identifier les principaux changements sociaux et linguistiques qui ont contribué à la spécificité de la langue française par rapport aux autres langues romanes ;
- Expliquer les raisons pour la diffusion du français en Europe, dans les Amériques, en Afrique, etc., et les manifestations de ces développements dans la variation géographique observée aujourd'hui ;

- Reconnaître les facteurs qui ont influencé le statut privilégié accordé à la langue française et ceux qui sont à l'origine de la « culture normalisante » du français ;
- Décrire les principales évolutions actuelles qui font du français une langue vivante ;
- Employer le vocabulaire nécessaire pour faire des commentaires métalinguistiques en français afin de décrire la langue française et les sociétés francophones avec davantage de justesse ;
- Comprendre les changements linguistiques « naturels » qui ont eu lieu dans l'histoire du français afin de mieux comprendre les processus d'évolution linguistique plus globalement ;
- Effectuer des comparaisons entre certains développements ou phénomènes du monde francophone et ceux qui caractérisent le monde anglophone.

COURSE MATERIAL

Required textbook (available at the U of T Bookstore, Koffler Student Centre in print or electronic form):

- Beaudoin-Bégin, A.-M. 2019. *La langue racontée. S'appropriier l'histoire du français*. Montréal: Éditions Somme toute. (listed as « BB » in the course outline/calendar).

Other required readings (provided on Quercus) drawn from the following sources:

- Gingras, F. (éd.). 2015. *Miroir du français. Éléments pour une histoire culturelle de la langue française*. Montréal: Presses de l'Université de Montréal. [online text: <https://books-scholarsportal-info.myaccess.library.utoronto.ca/uri/ebooks/ebooks3/upress/2015-02-25/1/9782760634107>];
- Nadeau, J.-B. & Barlow, J. 2011. *Le français, quelle histoire ! Nouvelle édition revue et augmentée par les auteurs*. La Flèche (Sarthe), France: SW Télémaque/Livre de poche;
- Nessel, Tore. 2015. *How Russian Came to Be the Way It Is: A Student's Guide to the History of the Russian Language*. Bloomington, IN, U.S.A.: Slavica Publishers;
- Rey, A. 2008. *Le français. Une langue qui défie les siècles*. Paris: Gallimard (Découvertes Gallimard);
- Walter, H. 1988. *Le français dans tous les sens*. Paris: Robert Laffont;
- Wardhaugh, R. 1987. *Languages in Competition: Dominance, Diversity and Decline*. Oxford/NY: Blackwell/Deutsch;
- Special issue of *Langues et cité* on French-based creoles (2005, no. 5) [online text: <http://www.culture.gouv.fr/Thematiques/Langue-francaise-et-langues-de-France/Observation-des-pratiques-linguistiques/Langues-et-cite/Langues-et-cite-n-5-les-creoles-a-base-francaise-version-2011>].

Recommended additional resources:

- Ayres-Bennett, W. 1996. *A History of the French Language Through Texts*. London: Routledge [online text: <https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=240420>];
- Leclerc, J. 2019. *Aménagement linguistique dans le monde*. Québec: TLQ, Université Laval [<http://www.axl.cefano.ulaval.ca/>];
- Perret, M. 2020. *Introduction à l'histoire de la langue française (5^e édition)*. Paris: Armand Colin;
- Tranel, B. 1987. *The Sounds of French*. Cambridge, U.K.: Cambridge University Press [online text: <https://doi-org.myaccess.library.utoronto.ca/10.1017/CBO9780511620645>];
- A recent print **bilingual dictionary** (French-English) (e.g., Collins-Gage, Oxford-Hachette, Robert-Collins);
- A recent print **French monolingual dictionary** (e.g., *Le petit Robert*).

COURSE ORGANIZATION

- **Timely attendance** is expected at every class meeting. Attendance for each class meeting will be taken automatically in BB Collaborate. Please note that signing in to the BB Collaborate without being present for the duration of the class constitutes the academic offence of misrepresentation. You should not

arrive late or leave early. Students need not give prior notice of their absence from class nor explain an absence. All absences are taken into account when assessing participation except in the following cases, which require advanced notification:

- Absences covered by a University of Toronto *Verification of Student Illness or Injury*;
- Absences covered by a letter from the **Registrar**;
- Absences due to **religious observance**. In this case, according to University policy, students must generally provide a minimum of **three weeks advance notice** to the Course Instructor in order to receive accommodations for missed work and to have the absence considered excused. If you have a religious observance in the first three weeks, please let your instructor know in the first week of classes. If this notice is not provided, no accommodations can be made. For more information, see the complete policy at <http://www.viceprovoststudents.utoronto.ca/policies-guidelines/accommodation-religious/>.
- The primary language of instruction for this course is French. Please use French at all times during group activities. English may be used only with instructor permission.
- Electronic devices (laptops, tablets, e-readers, etc.) are permitted for **course purposes only**. **E-mail and chat windows should not be open**. Please follow directions regarding which materials may be used during tests.
- It is **forbidden** to **record** class lectures and discussions as well as to take **photos** of class without explicit permission of the instructor. Course materials prepared by the course instructor are considered by the University to be the instructor's intellectual property covered by the *Canadian Copyright Act*. It is also absolutely **forbidden** for a student to **sell, publish or post** on websites an instructor's lecture **notes** and other course **materials**.

ASSESSMENT

Activity	Percentage
Mini-Tests	60%
Mini-Test 1 (Jan 27) (50 mins)	20%
Mini-Test 2 (Mar 3) (50 mins)	20%
Mini-Test 3 (Apr 7) (50 mins)	20%
Oral Presentations (Mar 29)	20%
<i>Atelier</i> Activities and Assignments	10%
Class Participation and Preparedness/Overall Assessment	10%

COURSE ORGANIZATION AND ASSESSMENT

- The course meets twice a week, for 100 minutes on Mondays and for 50 minutes on Wednesdays. The time is divided among lecture, discussion, practice, and other interactive activities to allow students to engage with the material. *Atelier* activities and assignments will be conducted on Wednesdays except under exceptional circumstances. Students are expected to have prepared and studied all of the readings and other material indicated in the course calendar **before attending class**. Not all materials may be covered explicitly by the instructor in a given class day, but students are nonetheless expected to be familiar with all material both assigned readings and in-class content. Students should have the textbook and other readings with them for all class meetings.
- **Three synchronous mini-tests**. These tests focus on concepts studied in class and include various question types.
- **Group oral presentations**. A final presentation of 8-10 minutes will be prepared in teams of 4-6 students. This presentation must either be in the format of narrated slides (PPT, GoogleSheets or uploaded to your MyMedia/YouTube and linked) or a video with Visual Aids (uploaded to your

MyMedia/YouTube and linked). The presentation will be made available to your classmates, and its content will be eligible for inclusion on Mini-Test 3. You may have input on your topics and teams, but these are ultimately assigned by your instructor. You will select a theme from the following list and conduct research to present to your classmates. For many topics, the required and recommended resources above may be sufficient, but you are welcome to do your own research, provided it comes from **reliable sources** (*i.e.*, published books, published journals, official organizations' web pages; a random blog or anonymous web site is unlikely to be reliable [unless you use it solely for its linguistic content; *e.g.*, as an example of use of slang in writing]). Do not feel that you have to cover every aspect of your assigned topic. Please consult your instructor if you have questions about your assigned topic or would like to focus on a specific aspect of the topic:

- Attitudes envers le français canadien/minoritaire (et/ou discrimination)
 - Emprunts à l'anglais / Franglais
 - Français des messages textes et/ou de la messagerie instantanée
 - Français et immigration / Ethnolectes : Europe (France/Belgique)
 - Français et immigration / Ethnolectes : Québec/Canada
 - Langage inclusif : Féminisation des noms de métiers et langage inclusif (masculin / féminin)
 - Langage inclusif : Représentation des francophones non binaires et transgenres
 - Lois linguistiques au Québec et/ou au Canada
 - Norme endogène (locale) ou exogène (internationale) pour le français québécois/canadien
 - Pertinence du statut privilégié du français au Canada
 - Promotion des langues créoles : Antilles/Amériques
 - Promotion des langues créoles : Océanie/Afrique
 - Promotion des langues locales minoritaires en France (breton, picard, basque, etc.)
 - Réforme de l'orthographe
 - Rôle actuel du français au Maghreb (en Afrique du Nord)
 - Rôle actuel du français dans les organismes internationaux (ONU, Union européenne, Union africaine, Comité international olympique, etc.)
 - Rôle de l'Organisation internationale de la francophonie
 - Succès des programmes d'immersion française en Ontario
 - Système éducatif francophone en Afrique subsaharienne ou dans d'autres ex-colonies françaises ou belges (Comparaison de 2 pays)
 - À noter : Il serait possible que deux équipes travaillent sur ce thème *pourvu que* les deux équipes ne choisissent pas les mêmes pays pour leur comparaison
 - Verlan et autres traits du « parler jeune » en France
- **Atelier activities and assignments.** A variety of activities based on course content are undertaken throughout the class. These may be marked for completion and/or for accuracy. These groups may or may not vary throughout the semester.
 - **Participation and overall assessment.** This portion (10%) of the grade reflects students' attendance, level of preparedness, interest in the course, active participation in class, and overall progress. Absences or lack of preparedness will necessarily result in a lower mark. In accordance with Section 10.9 of the Faculty of Arts and Science's *Academic Handbook for Instructors*, this grade cannot be released to students before the final grade has been officially posted on ACORN.
 - **Missed tests and late assignments.** Each assignment's date is indicated in the calendar. Students **must** be aware of these dates. As per Faculty of Arts & Science policy (<https://fas.calendar.utoronto.ca/rules-regulations>), and as outlined in the departmental *Undergraduate Student Guide 2020-2021*, if a student misses a synchronous test, s/he must contact the instructor within one week (7 days) of the announced date to arrange a re-take. In the case of illness, an official *U of T Verification of Student Illness or Injury*

Form signed by a physician must be provided; a note from a physician is not sufficient. For all other reasons (*e.g.*, family emergency), students must present a letter from the registrar. If a student fails to attend a scheduled re-take at the agreed date and the time, a grade of '0' will be assigned, except under exceptional circumstances beyond the student's control. Please note that tests scheduled within regular class time take precedence over tests scheduled for other classes outside of the latter classes' regular hours. Students arriving late for a scheduled test will not be granted additional time to complete the test. Late assignments will only be accepted under exceptional circumstances and any extension must be requested and granted **before** the due date.

PROPOSED COURSE OUTLINE

This weekly schedule is not definitive and may be subject to modification if necessary. Details about assignments and major modifications will be announced through Quercus. Readings should be done *before* the associated class week.

Sem	Thèmes du lundi	Thèmes du mercredi	Lectures associées
1	11 janvier. Orientation générale. Les familles de langues.	13 janvier. La description et l'analyse linguistique.	BB, Intro (p. 15-18) ; Gingras, p. 17 ; Nessel, Ch 3, sections 1-4, texte adapté par le professeur (<i>en anglais</i>)
2	18 janvier. Le changement linguistique : du latin au français.	20 janvier. Le latin vulgaire.	BB, Ch 1 (p. 19-26) ; Nessel, Ch 3, sections 5-12, texte adapté par le professeur (<i>en anglais</i>)
3	25 janvier. Ancien français (du VIII ^e au XIV ^e siècles). Évolutions linguistiques. Serments de Strasbourg. Roman de la Rose.	27 janvier MINI-TEST 1	BB, Ch 2 et 3 (p. 27-46)
4	1^{er} février. Moyen français (du XIV ^e au XVII ^e siècles). Évolutions linguistiques.	3 février. Mots savants. Défense et illustration de la langue française.	BB, Ch 4 et 5 (p. 47-62)

5	8 février. Âge des lumières (du XVII ^e au XVIII ^e siècles). Remarques sur la langue française. Académie française. Emprunts. Choix du thème pour l'exposé oral.	10 février. Prescriptions de Vaugelas et de l'Académie française.	BB, Ch 6 et 8 (p. 63-72, 81-87)
15-17 février : Rencontres annulées : Semaine de lecture			
6	22 février. Révolution française (XVIII ^e siècle). Abbé Grégoire. Origine du français québécois.	24 février. Emprunts en français.	BB, Ch 7 et 9 (p. 73-79, 89-97)
7	1^{er} mars. Époque postrévolutionnaire et romantique.	3 mars MINI-TEST 2	BB, Ch 11 (p. 107-113)
8	8 mars. Du XIX ^e au XXI ^e siècles. Disparition des patois. Origine des traits du français moderne.	10 mars. Langues régionales.	Walter, p. 145-150 ; Rey, p. 99-103, 114-115 ; BB, Ch 14 (p.131-137)
9	15 mars. Diffusion du français 1 : L'Amérique du Nord. Description, contexte et effets du contact. Québec, Acadie, États-Unis.	17 mars. Lexique du français québécois.	Walter, p. 250-260 ; BB, Ch 10 (p. 99-106) ; Rey, p. 108-110 [<i>facultatif</i> : BB, Ch 12 (p. 115-122) et Concl. (p. 139-142)]
10	22 mars. Diffusion du français 2 : L'Afrique.	24 mars. Colonialisme comparé.	Wardhaugh, p. 155-175 (<i>en anglais</i>) ; Nadeau & Barlow, p. 377-386
11	29 mars. Diffusion du français 3 : Les îles. Créoles à base française. Soumission des exposés oraux.	31 mars : Cours asynchrone. Regarder les exposés oraux.	Numéro spécial de <i>Langues et cité</i> sur les créoles (p. 1-4, <i>au minimum</i>). Regarder les exposés oraux.
12	5 avril. Révision. Évaluation du cours. Discussion des exposés oraux.	7 avril MINI-TEST 3	