

CANISIUS COLLEGE

DEPARTMENT OF MODERN LANGUAGES

Spring 2010

FRC 350: Tour de l'Amérique du Nord: Following the French in North America (3 Credits) – Field 3 “Arts” Designation of the Core Curriculum

TTH: 10:00 a.m. – 11:15 a.m. – Room: OM 320

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Office Hours: T & Th: 9:00 to 10 a.m.; 1:00 to 4:30 p.m.; MWF: by appointment.

I. COURSE DESCRIPTION & GOALS

Exploration of the rich history of the French in North American from the time of Nouvelle France (the era of Samuel de Champlain, the Huron-Wendat, les coureurs des bois, Marguerite Bourgeoys, Jeanne Mance, and les Filles du Roi), La Guerre de Conquête (England defeats France and gains control of Quebec), and Le Grand Dérangement (the uprooting of the Acadian People) to the present day reemergence of language reacquisition among the multiple Franco-American communities in the United States.

The course includes close reading and extensive discussion of texts, with particular attention to characters, themes, structures, and styles, and to how these elements are related to overall interpretation and the historical context. Moreover, students will acquire strategies for successful reading (e.g. brainstorming, pre-reading research on authors and historical context, skimming, scanning and vocabulary building activities -- guessing from the context, families of words, cognates, patterns of change, verb tense endings, sentence structure, and using the dictionary), successful writing, speaking and listening. The course will be taught exclusively in French. Class discussion in French and essay writing in French are essential components of the course.

BUTS DU COURS: Ce cours intermédiaire de français vise à approfondir vos connaissances de la littérature française et des cultures francophones. À l'aide de textes littéraires et des films, vous allez apprendre à mieux communiquer vos pensées en français, à l'écrit aussi bien qu'à l'oral. En nous servant de textes authentiques, nous allons examiner des controverses sociales avec l'intention de mieux comprendre les cultures francophones et de la comparer à la nôtre.

II. PRIMARY TEXTS

Legaré Francine. *Samuel de Champlain: Père de la Nouvelle-France*. Montréal: XYZ éditeur, 2003.

Martel, Suzanne. *Jeanne, fille du Roy*. Québec: Fides, 1999.

Ouimet, Josée. *Le Secret de Marie-Victoire*. Montréal: Éditions Hurtubise HMH Itée, 2006.

Rouy, Maryse. *L'insolite coureur des bois*. Montréal: Éditions Hurtubise HMH Itée, 2006.

III. FEATURE-LENGTH FILMS

- 1.) *Acadia: North and South (Coeurs batailleurs)* (Episode on Marc Cormier). Dir. André Magny. DVD. Louisiane à la carte and Tele•Vision, 2005.
- 2.) *Marguerite Volant*. Dir. Charles Binamé. DVD. Amérique Cinéma Télévision, 1996.
- 3.) *Nouvelle France*. Dir. Jean Beaudin. DVD. Christal Films, 2005.
- 4.) *Réveil – Waking Up French: the Repression and Renaissance of the French in New England*. Dir. Ben Levine. DVD. Watching Place Productions, 2003.
- 5.) *Si je comprends bien ... If I Really Understand ...* Dir. Ben Levine. DVD. Watching Place Productions, 1980.
- 6.) *La veuve de Saint-Pierre*. Dir. Patrice Leconte. DVD. Lions Gate Films, 1997.

IV. TRAVAUX DU COURS (Course work) **et ÉVALUATION** (grading): La note du cours sera déterminée de la façon suivante:

Les Éléments (Components):

20% - la préparation hors classe (les lectures, les travaux de recherches, et le travail pour chaque classe, y compris la préparation de deux questions de compréhension individuelles sur les cartes 3X5 pour chaque discussion);

20% - exposés oraux (deux par personne);

20% - présentation de groupe;

5% - partie culturelle (voir « Cultural Component » ci-dessous);

20% - la participation en classe, y compris les contrôles de compréhension et les questions posées aux camarades de classe pendant les exposés; et,

15% - les trois rédactions, y compris les révisions ainsi que la possibilité de remplacer une rédaction par une présentation à “Crossing Borders” Student Conference (3 à 4 pages).

Le Barème (Scale)

A+: 100-97

A: 96-93

A-: 92-90

B+: 86-83

B: 86-83
 B-: 82-80
 C+: 79-77
 C: 76-73
 C-: 72-70
 D+: 69-67
 D: 66-63
 D-: 62-60
 F: 59-0

RÈGLES DU COURS (Policies):

ATTENDANCE: Regular and punctual class attendance is fundamental to learning a foreign language. You are expected to attend all classes and complete all work assigned for each class. Without consistent attendance your skill level and confidence will drop, which can result in lower grades on exams, papers, and quizzes. Missing class in many courses also affects the learning experience of other students. Make regular attendance a habit; it will pay off throughout your college experience.

You are allowed three undocumented absences without penalty. After the third absence, the student must provide documentation to explain the absence: this can include letters from health care providers explaining prolonged illness, letters from parents confirming family emergencies or situations that require absence, and letters from college staff (athletic departments, for example) explaining the reason for missing class. After the third absence, any further undocumented absences will result in the lowering of the student's final grade. More than six absences will result in a grade of FX: failure due to absence.

Documentation should be provided to the instructor by the next regularly scheduled class. All students are responsible for work missed while absent from any class: this includes both documented and undocumented absences. Make-ups for quizzes and exams will be contingent upon proper documentation.

TARDINESS: Every three days that a student is late for class counts as one absence.

NO MAKE-UPS for announced or unannounced tests without a documented excuse.

LATE WORK: Only homework assignments turned in on time will be graded. Any written assignment not turned in on time will result in a lowering of the grade for that assignment by ten points for every day the assignment is late. There is no possibility to make up work for tests that are missed. Legitimate reasons, such as illness-with a doctor's statement-or death in the family might justify exceptions to this policy. E-mail submission of assignments will not be accepted.

NOTA BENE: If a student has any condition, such as a physical or mental disability, which will make it difficult for him/her to carry out the work as outlined or who will require extra time on examinations, please notify the instructor in the first two weeks of the course so that the appropriate arrangements can be made.

DISRUPTIVE BEHAVIOR: Systematically arriving late or leaving early, speaking English in class, eating and drinking during class, chewing gum, etc., adversely affect the class as well as your own performance. Participation grades will be lowered for such behaviors. This policy attempts to assure the best learning environment for everyone in the class.

BEEPERS. TELEPHONES. AND OTHER ELECTRONIC DEVICES must be turned to

“vibrate” before the beginning of each class period. Please speak with me at the beginning of the semester about such electronic devices if you need to have one in use. This policy again attempts to assure the best learning environment for everyone in the class.

CHEATING AND PLAGIARISM: Learning is a personal effort for personal intellectual enrichment. Cheating and plagiarism violate the integrity of the learning experience. Students are expected not to give or receive help during tests and exams and must acknowledge fully any ideas, materials or quotations taken from another source for either written or oral use. The policies on academic misconduct also apply to the inappropriate use of Machine Translation, Web-based translation engines, or Web texts.

While students are encouraged to discuss ideas with friends and classmates, all work that is turned in must be the work of the individual. A student must not receive any help in the actual writing from native speakers, tutors, more advanced students, or translating software.

A student may receive help in the form of pointing out particular errors that he/she tends to make consistently, for example grammar or syntax errors, or general suggestions pertaining to the organization, structure and flow of your composition, but a tutor or classmate may not tell the student how to word it, or write it.

It is the responsibility of all students to be aware of and follow Canisius College's Code of Academic Integrity. For the full text, see the 2005-2007 Undergraduate Catalog (13-16).

Following are some important excerpts from this policy.

Proscriptions: Each of the following behaviors violates all of the principles of honesty, trust, fairness, respect, and responsibility explained above and is thus prohibited.

Plagiarism is using "another person's ideas or expressions in your writing without acknowledging the source..." [MLA Handbook for Writers of Research Papers 5th ed., p. 30]. [This] may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, websites, speeches, or the writings of other students. Honesty requires that any work or materials taken from another source for either written or oral use must be acknowledged. Any student who fails to give credit for ideas or materials obtained from another source is guilty of plagiarism.

Cheating: Cheating includes, but is not limited to: using unauthorized notes, study aids, or information on an examination, test, etc.; ... allowing another person to do one's work and submitting that work under one's own name.

Duplicate submission of the same work.

Collusion: Collusion includes cooperation that results in the work or ideas of others being presented as one's own (e.g., rather than as a group effort). ... Unauthorized use of information technologies. Aiding and abetting academic dishonesty.

VI. ÉXPOSÉS ORAUX

Each student is required to do two oral presentations (20% of the final grade) and be part of a group presentation (20% of the final grade). Scoring rubrics will be introduced at the beginning of the semester so that each student understands the required components for an oral presentation and how an oral presentation is scored (e.g. vocabulary within context, functions/use of language, accuracy in use of basic structures, fluency, pronunciation/intonation, reaction/appropriateness of response, and creativity/recombination of learned material). For every oral presentation, each student in class will be required to ask at least one relevant question and will be graded on the quality of the questions that is asked of the presenter.

VII. RÉDACTIONS

A. Formal aspects of writing assignments-Aspects formels des devoirs écrits:

1. **Length (Longueur).** Strict observance of the assigned length for each written work is necessary. A word count total must be included at the end of the text that is submitted.
2. **Appearance (Présentation).** All versions are to be written on a computer and double-spaced. Hand-written work or work that is not double-spaced will not be accepted. Note: Save your written work on a diskette or your hard drive in order to do corrections or rewrites.

B. Rewrites-Révisions

Much care is given in scoring each and every written assignment. Mistakes will be made according to a scoring key. For each written assignment, students are thus required to correct their mistakes directly on the assignment. It is not necessary to re-type the assignment. The assignments with completed corrections must be turned in at the next class meeting or there will be a lowering of the grade given on the assignment.

C. Helpful Hints-Conseils pratiques

1. **Understand well the topic under investigation** - Bien comprendre le sujet: Read over several times the topic to be sure that you understand what is being discussed and where you are going with your writing assignment.
2. **Brainstorm-Faire du remue-ménages:** Write down all of the ideas that come to you about the topic, pros and cons, in no definite order. Ask yourself the basic questions who, what, where, why, when, (**qui, quoi, ou, pourquoi, quand**). Write down examples from history or from current events that you might use to bolster your arguments for and against.
3. **Outline--Faire le plan:** Put some order in your ideas and develop an outline or a "skeleton" that you can develop or put flesh on as you begin writing. Begin by stating your thesis sentence, which you will present in your introduction. Be sure to balance out the arguments and examples you will present in the **thèse** and **antithèse**

sections. A **rédaction** is a discussion and not a catalogue of ideas.

4. **Things to avoid- À éviter:** Errors of logic, contradictions, repetition of ideas, repetition of idioms and words (look for synonyms!), certain expressions such as **alors, comme ça** (**ça** is not the proper level of language for a **rédaction**), **ainsi de suite, etc., qn., qch.** (no abbreviations). Always keep readily available the hand-out on « Vocabulaire de rédaction. »

5. **Reread-Relire:** Before handing in your work, try to correct as much of the grammar and spelling as possible. With a Word program, run a spell check and a grammar check before submitting your work to the instructor. **IMPORTANT:** Failure to run a spell check on the written assignments you submit and failure to correct obvious errors will result in the lowering of your grade on that assignment by 10%. How will I know that you have not tried hard enough to proofread your work? From the spelling errors in simple, common words that could have been corrected by using the **lexique** at the end of *Tâches d'encre*, your dictionary, or the computer spell check; from the simple grammar mistakes that should have been caught and corrected by the grammar checker such as agreements between nouns and articles, adjectives and nouns, subjects and verbs and errors in word order that the computer grammar check would have caught.

VIII. METHODOLOGY

This course will be conducted entirely in French. The instructor will explain methods of literary and film analysis as well as research approaches for historical investigation. To improve all student language skills, special emphasis will be placed on the technique of reading, summarizing, and discussing. For the “exposés oraux,” the “présentation de groupe” and three “rédactions,” a detailed bibliography will be required.

For all class lectures, it is important that students remember to prepare two discussion questions on a 3X5 index card as well as “review” questions in the text that pertain to the day’s reading assignment. “Review” means that each student should be sure that he/she is capable of discussing the question in class or, at the very minimum, indicate during class discussion what he/she may not fully understand.

IMPORTANT: All films are to be viewed outside of class. All films are on reserve in the college library for student viewing.

IX. CULTURAL REQUIREMENT

Over the course of the semester, **each student in the Department of Modern Languages in courses 103 on UP will participate in or attend two cultural** events or activities outside of regular class time. One of them must be related to the culture of the language under study. The

second should at least have a multicultural character. These events may include (but are not limited to) concerts, plays, lectures, college-sanctioned cultural trips, or films. At least one cultural event must be college-sponsored. In order to earn up to 5% of the final grade, the student will write 2 essays (in English for the 103/104/115/116 level and in the target language for higher level courses, maximum one-page each, 12-point font, double spaced). Each essay must be turned in within ONE week of the event/activity's occurrence. The assignment is to include a brief summary of the event and most importantly, must reflect the student's impression/opinion/analysis of the event. One cultural assignment must be completed by mid-semester and the second must be completed by the last day of classes. Failure to do so will result in a grade of zero for each assignment that fails to meet these set deadlines.

In order to avoid misunderstandings, the student **MUST** consult with the instructor whether or not the event he/she plans to attend meets the above criteria. For students taking more than one Modern Language class, the number of cultural events required is 4.

A current list of events acceptable in fulfillment of the cultural requirement will be posted electronically and updated weekly by the Department of Modern Languages. Any suggestions by students are welcome.

Important deadlines: The first cultural event essay must be turned in by Tuesday, March 30, 2010 and the second cultural event essay must be turned in by Tuesday, April 27, 2010.

*******Four Special Opportunities to Fulfill Cultural Requirement: 1.) Attend (and present at) the “Crossing Borders” Student Conference at the State University of New York at Buffalo; 2.) Attend the 2010 Francophone Film Festival at Canisius College; 3.) Volunteer to Teach in Elementary School Language Enrichment Program; and, 4.) Attend Fr. George Restrepo’s Film Series Screening of *Monsieur Vincent*.*******

1.) After last year's enormously successful event at Brock University, it is UB's turn to host the “Crossing Borders” Student Conference. For a variety of reasons, and in conjunction with Brock, the Canadian Studies Academic Program at UB has decided to align "Crossing Borders" with the annual conference of the Binational Tourism Alliance (BTA) (see <http://www.btapartners.com/>). This conference brings together approximately 200 individuals from the hospitality, tourism, and economic development communities in Canada and the US. As with "Crossing Borders", the conference alternates between venues in Canada and the US. This year's meeting will be held at the Niagara Falls Convention Center in the U.S. (<http://www.conferencecenterniagarafalls.com/>)

There are a number of significant advantages in partnering with the BTA for this event. There will be networking opportunities for Crossing Borders student participants who might be interested in careers in the tourism/economic development sector in the region. Most importantly, however, by joining forces with the BTA we will be able to enhance the program offered to our students in several ways.

Working together with the BTA, the 2010 “Crossing Borders” Student Conference expects to be able to attract top-notch guest speakers to the joint event. This year, for example, the joint conference will invite the new Canadian Ambassador to the US, and the new US Ambassador to

Canada, to a panel on Canadian-American relations. In addition, it is hoped to have the keynote address on Friday afternoon given by Kenichi Ohmae, the noted scholar and consultant who has helped draw attention to the critical role that city regions are playing in the world economy. (See <http://www.leighbureau.com/speaker.asp?id=111>).

As part of "Crossing Border's" partnership with the BTA, the "Crossing Borders" participants will have full access not only to "Crossing Borders" panels but also to any events that will be a part of the BTA conference's program. This includes an opening reception with food and wine on Thursday, March 25th, a continental breakfast on Friday, March 26th, and lunch later that day. Rooms for our sessions will have computer projectors for Powerpoint presentations.

This year the fee will be \$25, a heavily subsidized rate from the usual "student rate" of the BTA conference (which last year was \$149). Details on the payment methods and registration processes will be forthcoming in the near future.

2.) The Department of Modern Languages at Canisius College is pleased to announce its 2010 Francophone Film Festival. The Festival is made possible by a 2009-2010 Tournées Film Festival Grant and by the co-sponsorship of the Departments of English and Communications Studies as well as the Women's Studies Program. The Tournées Festival, a program of the French American Cultural Exchange (FACE), is sponsored by the Cultural Services of the French Embassy, the French Ministry of Culture (CNC), the Franco-American Cultural Fund, the Grand Marnier Foundation, the Florence Gould Foundation, highbrow entertainment and agnès b.

Afternoon screenings of films (2:00 to 4:00 p.m.) will take place in Student Center Regis Room and evening screenings of films (7:00 to 9:00 p.m.) will take place in the Montante Cultural Center. All screenings are free and open to the public. Each film screening will include a discussion with a Canisius College faculty member.

Tuesday, March 16, 2010 at 2:00 p.m. and 7:00 p.m.

***Indigènes* (2006):** World War II, volunteer soldiers from French colonies in North Africa fight the Nazis to liberate France. *Indigènes* follows the story of these men and their willingness to stand up for themselves in the face of racism from the "French" troops both during and after the war as well as up to the present day. Clearly touching, this film brings up such issues as social justice that is sure to resonate with all viewers. 2:00 p.m. discussion led by Dr. Eileen M. Angelini and 7:00 p.m. discussion led by Fr. George Restrepo.

Thursday, March 18, 2010 at 2:00 p.m.

***Un Secret*. (2007):** After the Second World War in Paris, lives François, a young creative and thinking son to Maxime and Tania. François entertains himself with creating unreal stories about a brother that he has never had, until a deep hidden secret forces itself into the perfect family's life. Before the war and the birth of François, Maxime was married to a woman named Hannah with whom he had a son. One day at a wedding, François met Tania, but forced himself not to love her due to his faithfulness to his wife. After the war broke out, Francois was forced to split from his wife Hannah due to religious reasons and then reunites with Tania. A great French film

bringing out cultural diversity, *Un Secret* is sure to please to all historical and romance fans. Discussion led by Dr. Eileen M. Angelini.

Sunday, March 21, 2010 at 7:00 p.m.

***Eldorado* (2008):** As one of the main characters, Yvan, enters his house to discover that it was broken into and that the burglar is still in the house. After confronting his nemesis, Yvan comes to meet the young heroin addict Elie. The two strangers quickly become an unlikely duo, setting out on the town together. Yvan sets out on a road trip with her to bring her back to her parents. Playing on the roles of gender, it is evident that *Eldorado* awakens those issues of gender deep down inside oneself. Funny and worthwhile to see, *Eldorado* is sure to enlighten all. Discussion led by Dr. Nicolas Lorgnier.

Friday, March 26, 2010 at 2:00 p.m. and 7:00 p.m.

***Entre les murs* (2008):** Winner of the Palme d'Or, *Entre Les Murs/The Class* brings forth an inspirational movie based on a book by a real life teacher, François Bégaudeau. Teaching students French in an impoverished Parisian area, François encourages students to blend themselves into the French way of life and culture, which can also be dangerous to self-identity and the loss of cultures. *The Class* is sure to spark cultural diversity issues from many different aspects, a touching and must see story, especially for those that have a passion for education and teaching. 2:00 p.m. discussion led by Fr. George Restrepo and 7:00 p.m. discussion led by Dr. Girish Shambu.

Sunday, March 28, 2009 at 2:00 p.m. and 7:00 p.m.

***Roman de gare* (2008):** Judith Ralitzer is a successful crime novelist in search of inspiration for her next bestseller. The mysterious disappearance of a university professor coincides with the escape from prison of a notorious serial killer known as the Magician. Huguette, a hairdresser in a swanky Parisian salon, finds herself abandoned on the side of a motorway by her fiancé. Pierre, a passer-by, offers to help her and she accepts, insisting that he pretend to be her future husband when she goes to visit her parents. Is there anything to link these apparently unconnected events...? A highly riveting intrigue, this thriller features murder, duplicity, romance and revenge that will keep all viewers on the edges of their seats. 2:00 p.m. discussion led by Dr. Kennedy Schultz and 7:00 p.m. discussion led by Fr. George Restrepo.

3.) Volunteers are needed in the spring of 2010 to lead an after-school language enrichment program at elementary schools in the Sweet Home School District in Amherst. The after-school program will take place once a week for 8 weeks, from approximately 3:00 – 4:00 p.m. (Days of the week, TBD, but are likely to be Tuesday, Wednesday or Thursday. Approximate start date is the week of January 25, 2010).

The program was started in 2007 to provide students in third, fourth and fifth grade with the opportunity to explore a foreign language and learn about different cultures where that language is spoken. Students spend 30 minutes learning a small set of vocabulary and practicing the vocabulary through games, songs, and activities. Students then learn about a different culture/country where the language is spoken for the remaining 30 minutes. This is an excellent way to spark the curiosity of young minds, promote diversity, encourage tolerance, and have fun at the same time!

Currently, the program is using the MUZZY language learning system, which provides the vocabulary, cultural content, and suggested activities. The volunteer will NOT be required to create lesson plans, rather they will use the existing lessons and supplement material if they would like. **The role of the volunteer teacher would be to lead students through the activities and provide a positive model for language learning.** Volunteers will also work with a staff member at the elementary school who will supervise the children and assist in the teaching of cultural material.

For more information, please contact Dr. Kennedy Schultz at schult17@canisius.edu.

If you decide to participate in this unique opportunity as a means of completing both cultural requirements for this course as well as for a second French course and/or extra credit, you must notify Drs. Angelini and Schultz in writing by January 22, 2010.

4.) Fr. George Restrepo's film series screening of *Monsieur Vincent*, a 1947 French film on the life of St. Vincent de Paul on Monday, April 19, 2010 at 7:00 p.m. in Regis North. Co-sponsored by the French Club.

X. TENTATIVE COURSE SCHEDULE

Spring 2010: The schedule listed below is a tentative presentation of the methodology and content of the course. Each student will be responsible for a minimum of two oral exposés as well as a group presentation. The exposés will be evenly distributed across the entire semester. The group presentations will take place in March. This tentative schedule may be adjusted to the class's needs. For all class lectures, it is important that students remember to prepare two discussion questions on a 3X5 index card as well as "review" questions in the text that pertain to the day's reading assignment. "Review" means that each student should be sure that he/she is capable of discussing the question in class or, at the very minimum, indicate during class discussion what he/she may not fully understand.

Le 19 janvier: Introduction (Vocabulaire de l'analyse littéraire et de la recherche historique; Comment exprimer votre opinion?).

Le 21 janvier: *Samuel de Champlain: Père de la Nouvelle France* – pp. 11-34.

Le 26 janvier: *Samuel de Champlain: Père de la Nouvelle France* – pp. 35-76.

Le 28 janvier: *Samuel de Champlain: Père de la Nouvelle France* – pp. 77-116.

Le 2 février: *Samuel de Champlain: Père de la Nouvelle France* – pp. 117-150.

Le 4 février: Rencontre à la bibliothèque (Circulation Desk) pour un rendez-vous avec Mme Sullivan: « Comment utiliser la bibliothèque pour bien faire de la recherche historique ».

Le 9 février: *Jeanne, fille du Roy* – pp. 7-61.

Le 11 février: *Jeanne, fille du Roy* – pp. 62-118.

Le 16 février: Pas de classe: President's Day.

Le 18 février: *Jeanne, fille du Roy* – pp. 119-176.

Le 23 février: *Jeanne, fille du Roy* – pp. 177-254.

Le 25 février: Présentation de groupe (Samuel de Champlain, Marguerite Bourgeoys et les Filles du Roi).

Le 2 mars: *Le secret de Marie-Victoire* – pp. 7-79.

Le 4 mars: *Le secret de Marie-Victoire* – pp. 80-148.

Le 9 mars: *L'Insolite coureur des bois* – pp. 5-56.

Le 11 mars: *L'Insolite coureur des bois* – pp. 57-100.

Le 16 mars: *L'Insolite coureur des bois* – pp. 101-139.

Le 18 mars: Présentation de groupe (Les Huron-Wendat, les coureurs des bois, Jeanne Mance, et les Filles du Roi).

Le 23 mars: Film – *Nouvelle France*.

Le 25 mars: Première rédaction sur la Nouvelle France. Commencement du discussion du film *Marguerite Volant* et La Guerre de Conquête.

Le 25-26 mars: "Crossing Borders" Student Conference

Le 30 mars: Film – *Marguerite Volant* (La Guerre de Conquête).

Du 1 avril au 12 avril: Vacances de printemps: pas de classe.

Le 13 avril: Film – *Marguerite Volant* (La Guerre de Conquête).

Le 15 avril: Film – *La veuve de Saint-Pierre*.

Le 20 avril: Deuxième rédaction sur la Guerre de Conquête. Commencement de la discussion sur le Grand Dérangement

Le 22 avril: Film – *Réveil: Waking up French!* L'immigration aux États-Unis.

Le 27 avril: Film – *Si je comprends bien*. La Révolution Tranquille.

Le 29 avril: Film - *Acadia : North and South* – *Marc Cormier*.

Le 4 mai: Présentation de groupe: Le français en dehors du Québec mais toujours dans l'Amérique du Nord.

Le 6 mai: Discussion finale et préparation pour la troisième rédaction sur le français en dehors du Québec mais toujours à l'intérieur de l'Amérique du Nord.

La dernière rédaction est à rendre avant le 12 mai.