

# CARNET AUSTRAL

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STUDIES

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## *Lettre de la présidente*

Une fois n'est pas coutume, la Lettre sera, en cette fin d'année 2012, rédigée en français.

Je voudrais d'abord souhaiter la bienvenue à nos collègues de l'Ambassade, en particulier Catherine Hodeir et Gaëlle Gallois, qui viennent de prendre leurs nouvelles fonctions. Béatrice Chassaing et Richard Desalinel, dont je salue au passage le travail, l'amitié et l'énergie infatigables, ont quitté leur poste.

Bienvenue aussi au nouveau comité ASFS, composé de John West-Sooby (Vice-Président), Michelle Royer (Editrice de *Carnet Austral*), Nathalie Edwards (Liaison PG), Sonia Wilson (Trésorière), Tess Do (Secrétaire) et mes remerciements chaleureux à nos collègues Louise Maurer, Barbara Hanna et Peter Cowley dont la présence amicale et l'énergie déployée pour nous aider à faire fonctionner la Société, ont énormément compté ces dernières années.

Encore des remerciements : à nos collègues de l'Université d'Adelaide, Natalie Edwards, Ben McCann and Peter Poiana, pour cette invitation à célébrer et explorer la notion d'artiste au cours de la 20<sup>e</sup> Conférence d'Australian Society for French Studies, en une année-événement où nous avons évoqué la fondation de notre Société, à Adelaide, en 1992.

Vous trouverez un *Carnet Austral* bien ancré sur son support électronique, dans vos boîtes et sur le site ASFS conjointement. Pour le site, quelques rénovations et améliorations sont prévues dans le courant de l'année prochaine. Il nous importait de produire avant tout un *Carnet* pour 2012. Il contient l'essentiel de toutes les informations que nous avons reçues sur vos publications et vos doctorants. A noter : seules les parutions

2012 figurent dans le *Carnet Austral*. D'autres appels à contribution pour le *Carnet* 2013 seront faits en cours d'année.

Autre innovation : *Carnet Austral* sera cette année distribué à tous nos membres, quel que soit leur statut.

Lors de la dernière conférence, il avait été décidé de ne plus y faire figurer la liste des conférences à venir, accessibles sur ozfrench ou d'autres sites. Mais nous sollicitons toujours vos interventions sous la forme d'articles courts et de rapports de conférence. N'hésitez pas à contacter l'éditrice

Michelle Royer :  
[michelle.royer@sydney.edu.au](mailto:michelle.royer@sydney.edu.au)

A noter : pour toutes les inscriptions, nous préférons désormais le paiement direct par transfert automatique (plutôt que par chèque). Pour les inscriptions et renouvellements, vous pouvez contacter notre trésorière, Sonia Wilson ([sonia.wilson@sydney.edu.au](mailto:sonia.wilson@sydney.edu.au)).

Pour les mots de passe oubliés et tout ce qui se rapporte au site ou à la Société, envoyez vos demandes et questions à cette adresse :  
[francoise.graubysydney.edu.au](mailto:francoise.graubysydney.edu.au)

J'ai enfin le grand plaisir d'annoncer que le 21<sup>ème</sup> Colloque de la Société Australienne d'Études Françaises aura lieu les 9 – 11 décembre 2013 à l'Université du Queensland (UQ), à



Brisbane. Le thème retenu : **Distance/Proximité**, fera bientôt l'objet d'un appel à communications en bonne et due forme sur ozfrench et le site d'ASFS. L'année 2014 s'annonce également fertile en rencontres puisque nos collègues de RMIT et de La Trobe (Kerry Mullan, Raphaël Trantoul et James Cannon) nous proposent d'ores et déjà d'y accueillir le colloque ASFS 2014 (peut-être en conjonction avec le colloque Rudé qui aura lieu en juillet)

Malgré les défis auxquels la langue et les cultures francophones sont confrontées, c'est l'expression d'une sorte d'assurance optimiste qui me paraît émerger de nos rencontres annuelles et de notre Association. Notre présence, notre dynamisme, assurent que nous continuons, seul ou en équipes, à innover, à user des

nouvelles technologies, à former des générations d'étudiants, par la force de nos travaux scientifiques et de nos convictions. Car nous sommes, peut-être plus que toute autre profession, soumis à tant de changements, de restructurations et d'évolutions rapides!

Cet effort constant, nous l'assumons ensemble et j'espère que la Société est le lieu où nous nous donnons mutuellement l'envie de continuer. C'est pour cela que, plus que jamais, notre vie associative se révèle indispensable.

Je souhaite donc à toutes et tous une année 2013 aussi généreuse et créative que possible.

*Françoise Grauby  
University of Sydney*

## Conference Reports

**Le vingtième colloque d’Australian Society for French Studies s’est tenu à Adelaïde les 27, 28 et 29 septembre 2012.** Le colloque annuel, qui a eu lieu grâce au soutien de l’Ambassade de France et aux efforts conjugués de nos collègues d’Adelaïde, avait pour thème “Cadrages : Cinéma et Arts visuels”. Ce thème a suscité l’intérêt de nombreux participants, venus pour la plupart des départements de français d’Australie, où l’enseignement du cinéma est non seulement bien représenté mais attire aussi des

étudiants très motivés. On peut donc noter tout de suite la présence des doctorants – la plupart venus de l’université de Sydney –

dont les thèses sur le cinéma signalent la vitalité de cette discipline.

Les organisateurs ont généreusement cherché à ouvrir la discussion à un éventail large de participants en optant pour le concept de

“Cadrages/Framing”. Les intervenants ont accepté le défi et ont fait face aux problématiques soulevées. La quasi totalité des interventions, caractérisées par une grande variété de méthodologies et d’approches, ont différemment “décomposé” le paradigme même du cadre. Les interventions des invités d’honneur (dont on peut seulement regretter qu’aucun ne soit francophone !), au vu de l’assistance, ont été d’autant plus appréciées qu’elles évoquaient, avec d’abondantes illustrations, l’iconographie de la Tour Eiffel, les débuts de la culture physique en France

et le cinéma d’après-guerre. Sonya Stephens, Fae Brauer et Colin Crisp, ont chacun à leur manière, redessiné et élargi le sens du mot-clé de “Cadrages”.

Ces trois journées d’étude ont donc été l’occasion de réexaminer de près plusieurs motifs essentiels, répartis en trois sessions parallèles : les relations entre les genres (visuels et textuels) ; la critique d’art (au sens large) ; le statut de l’auteur/l’artiste/l’acteur. Si une première série d’interventions a fait une large place au cinéma d’auteur, des

analyses filmiques (à partir d’une grande variété de matériel) de cinéastes reconnus comme Chabrol, Godard ou Rohmer, et d’autres, plus expérimentaux, comme Philippe Grandrieux et Bruno Dumont, d’autres

interventions se sont ouvertes à des domaines moins familiers comme les Star Studies, nouveau champ d’études qui se développe à présent. Plusieurs présentations ont fait référence à l’“empathie transdisciplinaire” entre littérature et arts visuels et se sont consacrées à des auteurs comme Perec, Huysmans, Stendhal ou Houellebecq, pour rappeler les liens étroits qui unissent les deux domaines artistiques : quels rôles jouent le dessin, la peinture ou la photo dans les textes ? Quels rapports l’écrivain tisse-t-il avec le peintre, le cinéaste, le photographe ? De fines analyses sont venues apporter des réponses à ces questions. Des études portant sur des peintres comme Raffaelli, des photographes comme Alix Roubaud, des dessinateurs comme Lesueur, ont permis d’élargir encore

*Les intervenants ont accepté le défi et ont fait face aux problématiques soulevées. La quasi totalité des interventions, caractérisées par une grande variété de méthodologies et d’approches, ont différemment “décomposé” le paradigme même du cadre.*

les recherches et d'offrir des perspectives stimulantes. Il faudrait rendre grâce ici aux Melbourne, n'ait pas reflété la diversité des intervenants du colloque. Le mérite de cette table-ronde est aussi celle de ces journées : ouvrir la discussion. Une publication des actes est déjà en cours, qui permettra de retrouver les problématiques traitées au cours de ce colloque. Signalons enfin qu'un hommage a été rendu au cinéma par la projection de deux "classiques" du cinéma français, "Panique" de Julien Duvivier et "OSS 117 : Le Caire nid d'espion" qui ont permis aux participants de se détendre et de découvrir deux modes du cinéma français.

quelques cinquante intervenants qui se sont tous interrogés sur la pratique, le symbolisme et la mémoire de l'image. J'en retire pour ma part une réelle fascination pour la figure indissociable de l'auteur, qu'il soit écrivain, cinéaste ou peintre, qui a été examiné à maintes reprises et qui entretient avec l'image un rapport complexe. De là, la table-ronde, événement final du colloque, réunissant Colin Nettelbeck, Andrew McGregor et Alice Burgin qui ont exposé et analysé attentivement la politique des auteurs. On peut regretter toutefois que le choix des invités, tous trois issus de l'université de

*Françoise Grauby et Michelle Royer  
University of Sydney*

***The Second Sex* translators' tour 9-28 November 2011**

Constance Borde and Sheila Malovany-Chevallier's much awaited new English translation of Simone de Beauvoir's groundbreaking work *The Second Sex* has for the first time given English-speaking readers access to the full book, unabridged and unsanitised. That translation is now available in paperback in Australia.

In just twenty days in November, Borde and Malovany-Chevallier toured five Australian cities, speaking at eight universities, the Alliance Française, the Lyceum Club, with the final and thus 'capstone' event of the tour being their plenary address at the 2011 conference of the Australian Society for French Studies. They also gave several media interviews including ABC Radio National's *The Book Show* (podcast available at <http://www.abc.net.au/radionational/programs/bookshow/translating-the-second-sex/3674356>).

At each event they not only wowed the crowds, but more importantly, renewed interest in Australia in this foundational work for so-called 'second wave' feminism as well as reminding us of Beauvoir's great talent and versatility as a writer and her extraordinary intellectual reach. Participants ranged from well-known professors to undergraduate students to members of the general public, and came from varied horizons in women's and gender studies, international studies, philosophy, cultural studies, English and of course French and translation studies. For each of them, Connie's and Sheila's talks brought

new discoveries: of the mistranslations in the first English translation (such as lack of distinction between flesh-and-blood 'women' and the ideological construct of 'Woman') and the challenges in producing the new one, of the enormous intellectual research that went into both writing and translating the work, of its immediate and enduring impact among a range of women of all socioeconomic and national backgrounds, and, of course, of the linguistic and political importance of the semi-colon! The conversations sparked by the lectures and Q & A sessions that followed them frequently continued well into drinks and dinner, as Dr Philip Anderson

***As Barbara Hanna notes of the UQ events: 'it was a great opportunity to generate connections between quite separate sections of the university'.***

writes of an event co-organised by Monash University, the Australian Literary Translators' Association and Alliance Française Melbourne. Perhaps the most intriguing discovery

for many was that *The Second Sex* not only provided inspiration—and, for the first time, a comprehensive theoretical basis—to generations of twentieth and twenty-first century feminists, it also, paradoxically perhaps, brought Beauvoir herself to feminism.

Some events were packed out (to the extent that at one of the UQ events, the venue had to be changed at the last minute while the other was filled to capacity), others more intimate, but at all of them, as Professor Emerita of Political Science Marian Sawyer writes of Borde and Malovany-Chevallier's lecture for the ANU's Gender Institute, 'streams of people queued to have their copies of the book signed': in fact, demand was so high that Random House Australia had sold out before the end of the tour. French-Australian

connections were of course an integral part of the tour—the RMIT event, for example, was chaired by Elaine Lewis, founder of the Australian Bookshop in Paris. But even more importantly perhaps for the Australian context, crosscultural and crossdisciplinary connections were made or renewed: as Barbara Hanna notes of the UQ events: ‘it was a great opportunity to generate connections between quite separate sections of the university’. Non-French/gender studies specialists were not only involved at a participant level, however, they were also integral to the organisation of the events: the organiser of the Tasmanian leg of the tour was head of the University of Tasmania’s School of Asian languages and Studies, Barbara Hartley, and Jeffrey Riegel, Professor of Chinese Studies and head of the School of Languages and Cultures at the University of Sydney, introduced the University of Sydney lecture by highlighting the transnational reach of Beauvoir’s work.

If the English-speaking participants were provided with the opportunity to discover or rediscover *The Second Sex*, having previously only had access to H.M. Parshleys’ 1953 abridged translation, they were not the only ones who had previously been unaware of the previous translation’s lacunæ: native French speakers were also in for some surprises. In the words of Dr Chantal Crozet of ANU, one of the organisers of the 2011 ASFS conference:

I had not read an English translation of Beauvoir’s *Deuxième sexe*, only her original French version and this in my late teens. I was not aware that previous English translations had been so incomplete and of all the socio-cultural/linguistic challenges Sheila and Connie encountered in their master work of translating Beauvoir.

Many were also impressed by Sheila and Connie’s friendliness and untiring willingness to face the ‘streams of people queuing’ for them to sign copies of the translation.

The tour certainly proved, as Sheila and Connie put it themselves, that ‘this book is as germane and relevant today as it was in 1949, when it came out in France and was a bestseller. Indeed, this is the book that changed the way women thought and talked about themselves because Beauvoir’s philosophy showed the way.’

*A/Prof. Bronwyn Winter, coordinator, Borde and Malovany-Chevalli Australian tour*



## REPORTS FROM FRENCH STUDIES DEPARTMENTS

### BOND UNIVERSITY

NAME OF PROGRAM	<b>French Language and French Language Studies Bond University</b>
<p>University context for French Studies</p> <p>Changes and future perspectives</p>	<p>In 2010, the languages programmes at Bond were changed and reduced to 4 subjects each, Levels 1 -4 French, Spanish, Chinese and Japanese. Students who do a French Major complete levels 5 &amp; 6 on exchange in Strasbourg or Lyon. Those who cannot go abroad can do a French Studies Major replacing Levels 5 &amp; 6 with Intercultural Communication and European Political Economy. We have an internship programme with AUSTRADE in Paris where we have been sending 3 students per year (each semester) if we have suitable candidates. This is quite prestigious and we have been able to attract excellent students for this.</p> <p>The 4 levels of French language are now all offered in the January and September semesters with language teaching suspended in the May semesters to allow for research. Language lecturers teach all levels in 12 - 14 hours per week. A system of blended learning is used for the French classes with 3 hours of face-to-face contact and one hour online where computer assisted language learning materials and support for aural comprehension, grammatical tasks and blogs are available. For all languages at Bond, Levels 3 and 4 are taught as a combined class during the second two-hour seminar. Where there is some degree of homogeneity in the mixed group certain activities can be done together. French student presentations are held within this combined group seminar and the discussions that follow are excellent for both groups. From September 2012, I have elected to keep French 3 and 4 separate, except for the oral presentations that take place in Weeks 5/6 and 10/11.</p> <p>Bond chose not to amalgamate with the Brisbane universities when they formed the Language Hub at the University of Queensland.</p>
<p>Staff movement and changes</p> <p>Potential Recruitment Opportunities</p>	<p>I am now the only full-time lecturer teaching French: Dr Marie-Claire Patron</p>

<p>Student numbers</p> <p>Undergraduate &amp; Postgraduate</p>	<p><b>January semester 2012:</b> UG/PG combined in all groups. 38 students  FRENCH 100: 9  FRENCH 110: 18  FRENCH 111: 4  FRENCH 210: 7</p> <p><b>May semester:</b> No classes. RESEARCH.</p> <p><b>September semester 2012 –</b>  Numbers may fluctuate.  42 students  FRENCH 100: 25  FRENCH 110: 6  FRENCH 111: 7  FRENCH 210: 4</p>
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**FLINDERS UNIVERSITY**

<p><b>NAME OF PROGRAM</b></p>	<p><b>Flinders University – School of Humanities -  Department of Language Studies -</b></p>
<p>University context for French Studies</p> <p>Changes and future perspectives</p>	<p>French is one of the 5 sections within the Department of Language Studies, which includes: ESL/TESOL, Italian, Modern Greek, and Spanish. As of 2012 ESOL/TESOL will be taught as an Undergraduate major as well as at Post-Grad level. We are also introducing a Chinese major (Beginners stream) cross-institutionally with Charles Darwin University.</p> <p>1. This year the university as a whole has implemented the new curriculum restructuring, which has re-assigned the value of all topics from 6 to 4.5 units. This has negatively affected languages that have had to teach language and culture topics separately with only one culture topic mandatory per year level (level 2 and 3 only). In addition, we've had to offer Beginners and Advanced majors as separate streams. These changes have considerably affected class sizes, where we seem to have much smaller enrolments in culture topics, and with attrition, very small third year language classes at the advanced</p>

	<p>level. We are presently considering redressing this effect by introducing (more) changes to our topics for 2013. The purpose is to make our culture topics more attractive to all university students. This means that they may no longer be taught in French!</p> <ol style="list-style-type: none"> <li>2. The creation of the Bachelor of Languages in 2010 has resulted into an increased enrolment in all languages, particularly French. It allows students to do a super major in one or two languages and study up to three languages in their degree.</li> <li>3. In view of the popularity of the existing combined degrees (BTourism/BLANG and BEd/BLANG), we are working towards establishing a BInternational Studies/BLANG degree in the next year. This would encourage more International studies students to take up a language major. At the moment a very few select to do so.</li> </ol>
<p>Staff movement and changes</p> <p>Potential Recruitment Opportunities</p>	<p>Two permanent Full Time staff: Dr Colette Mrowa-Hopkins (Head of the Department of Language Studies) will be on leave in S2 2012; and Dr Eric Bouvet will be on leave in S1 2012. In 2012, a new level A lecturer has just been confirmed. Four casual staff are ongoing.</p> <p>We continue to have increased enrolment in Linguistic topics (253 in a first year topic in S1). With the full major in Applied Linguistics, numbers are consolidating. These topics are coordinated by French and nearly all are taught by French staff.</p>
<p>Student numbers</p> <p>Undergraduate &amp; Postgraduate</p>	<p>First-Year: the majority of our intake continues to be in the Beginners stream (now named Introductory topics) and enrolments are consistent in the Post-Yr 12 stream (now named Intermediate topics).</p> <p>Total enrolment in French at Undergraduate level: 272. Total enrolment in Linguistics topics convened by French: 328 in S1 alone (a big increase from previous years). The overall increase in French could be partly attributed to the first intake in the Bachelor of Languages, which has favoured French in particular.</p> <p>At Postgrad. level: 43 enrolments broken down into students enrolled in Language Teaching</p>

	Methodology topics, GCL, GDL, Master in Language Studies and TESOL. Research students: 1 Honour only in French and 1 PhD (applied Linguistics) who is graduating this year.
Forthcoming events  Next ASFS conference	Efforts will be mostly channelled addressing the effects of the restructuring and combating attrition at level 3. Not likely next year.
Proposed Invitations for French Visitors to Universities Who, when and where	We are happy to support other universities' recommendation but we do have extremely limited funds.
Important Issues for Discussion at meeting	Honours enrolments are always a big disappointment. Very few students are attracted to research pathways, they prefer to go on exchange programs and when they come back do a post graduate qualification in a professional field. We would like to get ideas from other French programs in relation to that.  Is language research credibility at risk? Are we still perceived by our university colleagues as dilettante reserchers?

## **MACQUARIE UNIVERSITY**

### *Context*

The Discipline of French and Francophone Studies forms part of the Department of International Studies in the Faculty of Arts. Other languages in the Department of International Studies are: German, Spanish, Italian, Russian, Modern Greek, Croatian, Polish, Chinese and Japanese. Other disciplines in the Faculty of Arts are: Ancient History, Anthropology, English, Indigenous Studies, Media, Music, Communication and Cultural Studies, Modern History, Politics and International Relations, Philosophy, Sociology, Law and Policing, Intelligence and Counter Terrorism.

### *Staff*

Three permanent, full-time staff:

- Karin Speedy (Level D): Head
- Bert Peeters (Level D)
- Brigitte Jandey (Level B)
- 5 casual tutors (5 S1 and 3 S2)
- 1 French intern

### *Enrolment numbers*

French Units (31 March/31 August figures, respectively)

	<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 3</i>
Basic Spoken French	–	121	-
Level I	164	88	
Level II	82	89	
Level III	77	70	
TOTAL	323	368	49

We also have 24 students enrolled in Short Residential exchange programs during the summer vacation and approx. 12 on semester exchanges.

Honours: 3

PhDs: 2 f/t (one domestic and one cotutelle with Nantes)

EFTSL (31 March 2012): 99.61

WEFTSL (31 March 2012): 156.65

### ***Developments/Prospects***

We have been delighted to welcome our first French intern this year, Emilie Sauzedde, who has been a real asset to our teaching team. Curriculum changes have been proving successful with reasonably good retention rates from second year. The Bachelor of International Studies continues to be a popular course of study for many students in French. This year, the Certificate in Languages was discontinued. Students not wishing to enrol in a full degree may still enrol in a Diploma of Languages (24 credit points). Macquarie is introducing a Masters of Research in 2013 which we expect will impact positively on postgraduate enrolments, which we have been growing (slowly) over the past few years.

### **MASSEY UNIVERSITY, NEW ZEALAND**

Dr Colin Anderson, Senior Lecturer in French, retired from Massey University at the end of 2010.

Dr France Grenaudier-Klijn is sole in charge of the French Minor, which includes 5 language papers, 1 civilisation paper (300-level – Contemporary French Popular Culture) and 2 European studies papers, which will be disestablished in 2013. A new 300-level paper examining links between France and New Zealand has recently been proposed.

### **MONASH UNIVERSITY**

#### ***Context***

French at Monash sits in the School of Languages, Cultures and Linguistics, as part of the Faculty of Arts. In addition to French, areas of study in the School include Asian Studies, Chinese Studies, English as an International Language, German Studies, Indonesian

Studies, Italian Studies, Japanese Studies, Korean Studies, Linguistics, Literary Studies, Modern Greek Studies, Slavic Studies, Spanish and Latin American Studies, Translation and Interpreting Studies, and Ukrainian Studies.

### ***Staff***

5 permanent staff:

- Benjamin Andréo (Level B, teaching and research)
- Philip Anderson (Level B, Teaching and research)
- Patrick Durel (Level B, Teaching focused)
- Nadine Normand-Marconnet (Level B, teaching and research)
- Chris Watkin (Level C, teaching and research)

Staff in the programme also teach in the Literary Studies major.

In addition to the permanent staff, the programme is wonderfully served by Jessica Chakowa (temporary appointment in part to cover Patrick’s leave) and six sessional tutors.

### ***Enrolment numbers***

	<i>Semester 1</i>	<i>Semester 2</i>
Beginners	ATS1061 <b>178</b>	ATS1062 <b>113</b>
Intermediate	ATS2063 <b>118</b>	ATS2064 <b>86</b>
Proficient	ATS2065/3065 <b>130</b>	ATS2066/3066 <b>114</b>
Advanced 1	ATS3067 <b>66</b>	ATS3068 <b>58</b>
Advanced 2	ATS3069 <b>35</b>	ATS3070 <b>33</b>
TOTAL	527	404

These figures do not include the enrolments in elective units.

Honours: 2 completing second semester.

Postgraduates: French colleagues are currently involved in supervision of PhD candidates working on French film, literature and identity, and twentieth century thought.

### ***Developments/Prospects***

This year the school moved to weighting assessment for the ‘core’ (non-elective) units at 50% ‘language’ and 50% ‘culture’. We are in the process of integrating the ‘language’ and ‘culture’ assessment both within each unit and vertically through units, so that the distinction between the two halves of the core units, though preserved in the assessment weighting, will become decreasingly apparent from a student point of view.

We are currently passing through a BA review period. The most exciting aspect of this from a French point of view is the introduction of “deep” (60-point) majors allowing us to offer the best and most motivated students extra opportunity to develop their experience of French Studies beyond the skills and content usually offered at undergraduate level. We hope that this will also smooth the articulation between undergraduate and postgraduate studies for those who want to continue with French.

The Monash Institute of Graduate Study is launching in 2013. It remains to be seen what practical difference this will make to the way we deliver postgraduate supervision. In large part thanks to the diligent and persistent efforts of Nadine Normand-Marconnet, this year we signed an agreement with the French Embassy to welcome a French lecteur/lectrice for 2013.

## **RMIT UNIVERSITY, MELBOURNE**

### ***Contexte***

La section de français fait partie de la *School of Global, Urban and Social Studies*.

### ***Personnel***

Un lecteur enseignant permanent: Kerry Mullan (Maître de conférences) depuis février 2009

6 enseignants vacataires (y compris une lectrice co-sponsorisée par l'Ambassade de France en 2012)

### ***Inscriptions (31 mars / 31 août)***

	Semestre 1	Semestre 2	Semestre intensif
Débutants French 1	101	66	50
Débutants French 2	-	42	25
Intermediate French 3	23	-	
Intermediate French 4	-	25	
Avancé French 5	26	-	
Avancé French 6 <sup>1</sup>	-	25	
<b>TOTAL</b>	<b>150</b>	<b>158</b>	<b>75</b>
Cours du soir : Débutants 1-2 Intermédiaires 1-2 Cours de conversation	40	40	40

### ***Développements***

Les cours de langues n'existaient que comme des cours options à RMIT jusqu'au 2e semestre 2012; 75 étudiants se sont inscrits au nouveau Diploma of Languages en 2012.

## **UNIVERSITY OF TASMANIA**

- Réduction du programme de français, de 'major' à 'minor'.
- Le nombre d'enseignants est toujours le même: 2.
- Nombre d'inscrits: un peu plus d'une centaine d'étudiants inscrits, environ un tiers d'entre eux participant à un programme de coopération entre le ministère de l'Education et l'Université de Tasmanie visant à offrir l'accès aux cours universitaires aux élèves de 11e et 12e années.
- Il n'y a plus de programme de littérature, ni de linguistique.

<sup>1</sup> Est offert actuellement jusqu'à French 6 (French 5 et 6 sont les cours de première année post année 12). French 5 a commencé en 2011, et French 6 en 2012. Nous envisageons French 7 et 8 pour 2014.

## UTS

NAME OF PROGRAM	University of Technology
<p>University context for French Studies</p> <p>Changes and future perspectives</p>	<p>The French section is part of the international studies (IS) programme at UTS. Up until 2008 the IS programme was situated within the Institute for International Studies (IIS). In 2009 IIS merged with the Faculty of Humanities and the Faculty of Social Sciences and is now part of the new Faculty of Arts and Social Sciences. The merger has caused a significant budget deficit which has had an impact on recruitment. Student numbers in French language and culture classes and in the in-country studies subjects remain amongst the highest in the international studies programme at UTS.</p> <p>The university supports the use of technology in the classroom and has financially supported the introduction of Virtual Worlds in Foreign language teaching</p>
<p>Staff movement and changes</p> <p>Potential Recruitment Opportunities</p>	<p>Three permanent full-time positions and 3-4 casuals work in the French section. One of the permanent positions is currently vacant and due to a staff freeze will not be filled immediately. It is hoped the position will be advertised in 2013/14.</p> <p>Continuing positions held by Angela Giovanangeli and Julie Robert</p>
<p>Student numbers</p> <p>Undergraduate &amp; Postgraduate</p>	<p>Undergraduates = 230 in French language            currently 25 on in-country studies in France            5 on in-country studies in Quebec Canada            12 on in-country studies in French speaking Switzerland</p> <p>Numbers will double in 2013 due to an increase in student intake</p> <p>MA students – 3</p> <p>No PhD students</p> <p>The student numbers for in-country studies in France are so high that at the moment we are trying to find a way to meet this demand given that host university exchange quotas are limited and staffing numbers will not increase in the future.</p> <p>The annual intensive French summer programme at the University of New Caledonia has been a success</p>

	with some UTS students. Students taking part in this programme obtain the equivalent of an 8credit point French language subject. (roughly 9 students per year participate in this programme)
Events	Symposium held at UTS on the theme of 'Edible Alterity : perspectives from la francophonie'

## UNIVERSITY OF WESTERN AUSTRALIA

### *Context*

The French Studies program forms part of the Discipline of European Languages and Studies, one of four (Italian, German, Euro Studies being the others), itself part of the School of Humanities, one of two Schools in the Faculty of Arts.

This year a reform of all courses at UWA called NC2012 was implemented. The undergraduate degrees become broader in scope, and some disciplines are almost only taught as postgraduate, professional degrees (Law and Medicine in particular), often as Masters degrees.

Students have to include broadening units taken from outside their main faculties: French for instance now has 50% of its first year intake from the Faculty of Sciences, and 15% from the School of business. A special case was made to allow Arts students to take languages as their broadening units.

The NC2012 has meant at least a 50% increase in 1<sup>st</sup> year students in French, Mandarin and Indonesian, with Italian, German, Japanese (and Latin too) undergoing more than an 80% increase from 2011 figures.

To make the 1<sup>st</sup> semester intake more manageable, French offered the *ab-initio* first year unit again in semester 2. This has proved very popular, making the combined *ab-initio* students of 500 a 206% increase from 2011. A summer unit in January/February 2013 will allow second semester starters to continue with their first year, and pursue their 2<sup>nd</sup> year French in 2013 if they so wish.

Retention rates of post-secondary students from 1<sup>st</sup> to 2<sup>nd</sup> semester has been disappointed: the 80% increase in 1<sup>st</sup> semester didn't translate in an increase in semester 2, numbers remaining stable from 2011 at 70 students. Level II and Level III are adversely affected by an increase in students spending one semester in exchange, but this is also a good development.

### *Staff*

Four permanent, full-time staff:

- Hélène Jaccomard (Level D), convenor and Chair of European Languages and Studies
- Bonnie Thomas (Level C)
- Sabine Kuuse (Level B, teaching only)
- due to family reasons Gary Mole (Level C) left after one semester. We are presently in the process of recruiting a Teaching and Research position at Level B or C.
- one assistant
- 6 casual tutors, mostly p/g about to submit their theses within the next 6 months; they are unlikely to be offered permanent positions at UWA.

Staffing has been an ongoing issue for the French Studies program, with losses of permanent positions as staff either retired or departed. When Vladimir Kapor and Srilata Ravi left at the end of 2010, they were replaced by only one position, the one we are again recruiting for.

Recruiting competent and experienced casuals/sessionals is proving increasingly more difficult with the high casualisation of the program not being addressed.

A new workload formula was trialed last year, and seems to be here to stay. Briefly, its rationale is that academics must ‘pay for themselves’. The formula is “hydraulic” in that our research index determines the target of WEFTSLs to be taught. The higher the level of employment, the higher the targets for both research and teaching. For programs requiring small classes like languages, it is a punitive formula. We have introduced Lectures at Level I (1 + 3 language classes per unit) to try and limit teaching hours. But no contraction of contact hours can be made at Level II and III, and advanced levels with lower enrolments numbers are a heavier burden on staff.

### ***Enrolment numbers***

Beginners & Advanced Streams Combined (31 March/31 August figures, respectively)

	<i>Semester 1</i>	Semester 2
Level I	447	207
LEVEL I		178
Level II	128	87
Level III	98	101
TOTAL	226	573

Honours: 4

Postgraduates: 6.5 (with a new one starting in November 2012)

Increase in exchange students, (New-Caledonia short stays with the CREIPAC and this year, the University ; Lille III, Sciences Po Paris & Grenoble, Sorbonne-Nouvelle)

### ***Developments/Prospects***

In terms of student numbers, following the introduction of NC2102, retention rates from Level I to Level II are an unknown at this stage. Recruitment to Honours and postgraduate levels are of great concern. The introduction of a Masters in Translation in European and Asian languages has been postponed to 2014. The emphasis on Masters at the university-wide level will probably have a negative impact on Honours recruitment.

The School of Humanities will be undergoing a review mid-2013.

## **THE UNIVERSITY OF NEW SOUTH WALES**

### ***Context***

The Discipline of French Studies forms part of the School of International Studies (SIS), one of five Schools in the Faculty of Arts and Social Sciences. Other disciplines in the School of International Studies are: Chinese Studies, German Studies, Hispanic Studies, Indonesian Studies, Japanese Studies, Korean Studies, and Linguistics. Italian and Modern Greek are offered at Introductory level, and students wishing to proceed to upper level courses enroll at the University of Sydney. The School also houses two Post-graduate courses: the Master of Arts in Applied Linguistics and the Master of Arts in Translation and Interpreting Studies. In addition it makes a significant contribution to the Asian Studies and the European Studies programs.

### **Staff**

Three permanent, full-time staff:

- Caroline Sheaffer-Jones (Level C)
- Hugues Peters (Level C)
- Alexis Tabensky (Level C)

One full-time 3 year contract, from November 2012:

- Valérie Combe-Germes (Level A)

Philippe Met resigned from his position of Professor of European Studies and left UNSW at the end of semester 1.

Casual tutors:

- 5 in semester 1, 3 in semester 2.

### **Enrolment numbers**

30 May/3 September figures, respectively.

	<i>Semester 1</i>	<i>Semester 2</i>
Introductory (A1)	267	112
Intermediate (A2)	81	52
Advanced (B1)	63	48
Professional (B2)	41	32
Contextual	47	32
Professional elective	13	15
Capstone		11
TOTAL	512	302

Contextual courses are taught in English and can be taken by students from year 2.

Professional electives are taught in French and are taken by students at Professional level (B2). Capstone is the last course in the new BA, since 2009.

Numbers have regularly increased for the last five years, totaling more than 800 per year in 2011 and 2012.

Honours: 1

### **Developments/Prospects**

From 1<sup>st</sup> July 2013, SIS will be disestablished and languages will be part of the new School of Humanities and Languages, where other disciplines are Philosophy, History, Environmental Studies, Americas Studies, Asian Studies, Australian Studies, European Studies, Women's and Gender Studies. It is expected that the combination of a Humanities major with a Language major/minor will be the norm for students in this new School. Interdisciplinary teaching and research are also envisaged as well as improved opportunities for Honours and HRD supervision for language academics.

## UQ Citations for Outstanding Contributions to Student Learning

The French team at UQ was recently pleased to be recognized during the university's Teaching and Learning Week, scoring a mention in the category of "UQ Citations for Outstanding Contributions to Student Learning". In part the official citation reads that this award is "For sustained excellence and continuous innovation leading to better learning outcomes and cohort-building for students of French during a period of great growth and change".

Pictured are the permanent staff: however, we also recognize the immense contribution of our sessional colleagues, their input and their willingness to weather the storms of technological innovation, to the high levels of student satisfaction.



Greg Hainge, Béatrice Atherton, Barbara Hanna, Joe Hardwick, Juliana de Nooy, Amy Hubbell.

## 2012 PUBLICATIONS FROM FRENCH STUDIES DEPARTMENTS

***Edith Cowan University***

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### **Massey University**

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### ***Individual Member***

[Abderhaman.Messaoudi@USherbrooke.ca](mailto:Abderhaman.Messaoudi@USherbrooke.ca)

Messaoudi, Abderhaman. "Voltaire historien. Les enjeux d'une réévaluation." *Revue Voltaire* 12 (2012): 123-140

## Book Review

AUTHOR: Christine Béal

TITLE: *Les interactions quotidiennes en français et en anglais: de l'approche comparative à l'analyse des situations interculturelles*

SERIES TITLE: Linguistic Insights: Studies in Language and Communication. Vol 99

PUBLISHER: Peter Lang YEAR: 2010

LANGUAGE: French

Reviewed by Kerry Mullan, Language Discipline, RMIT University

Readers like myself, who have been following Christine Béal's work since the 1990s, will be very pleased to see this book finally in print. Readers who are new to Béal's work will be equally pleased with this discovery. *Les interactions quotidiennes en français et en anglais* is essentially a synthesis of Béal's earlier research carried out in a French company in Melbourne, expanded and updated with more recent examples taken from several different corpora including conversations recorded in the home, anecdotes, and interviews with French and Australian participants.

I must first disclose my connection with the author and this publication. When I first encountered Béal's research over a decade ago, her work resonated loudly with me. As a non-native speaker of French interested in intercultural communication, I found Béal's research fascinating; not only did it answer many questions for me, but it raised some new ones, and set me on the path of my own research. Discovering Béal's work not only influenced my own area of interest, but ultimately led to collaboration. Of particular relevance to this publication are the data collections undertaken in Melbourne in 2000 (corpus Mullan) and 2003 (corpus Béal/Mullan), from which several examples of interaction are quoted and analysed.

As the title suggests, the book uses a comparative approach to analyse authentic examples of daily interactions in French and English, exploring the relationship between ways of speaking, context and cultural norms - or what Béal refers to as "communicative ethos" (p. 14). The book highlights the cultural values behind certain aspects of the interactional styles of French and English speakers, and examines the ensuing intercultural misunderstandings. While this is an academic publication aimed principally at teachers and advanced students of English and French, and linguists interested in interaction and intercultural communication, it also offers French and English speakers a tool kit for dealing with each other.

The book consists of five main chapters: the methodological framework of the research; three analysis chapters dealing with turn-taking, rituals and routines, comparison of directive speech acts (such as giving instructions); and a description of French and English communicative values. The analysis chapters all contain examples of interactions in French, followed by interactions in English, then an analysis of intercultural misunderstandings (supported by post-interviews with the participants of the interactions).

One of the many areas addressed in the book is turn-taking. Béal suggests that, while largely universal, minor differences in turn-taking norms, such as acceptable length of pauses between turns or what constitutes an interruption, are sufficient to cause misunderstandings and feelings of resentment in conversations between French and

English speakers. Typical French interactional strategies intended to display like-mindedness or to offer assistance, such as speaking simultaneously and adding to or finishing the interlocutor's turn are misinterpreted by English speakers as aggressive interruptions and an attempt to take the floor. The English speakers interviewed reported feeling rushed or interrupted by their French interlocutors, while the French speakers complained of a lack of *engagement* ('commitment' or 'involvement') in the conversation on the part of their Australian interlocutor.

This is an extremely thorough book; all claims are meticulously explained and argued for, and supported by the qualitative analysis of relevant authentic extracts from several corpora. The level of detail and explanation of certain linguistic concepts is at times more suited to the undergraduate linguistics student. However, non-specialists and non-native speakers of French will also find this book very readable and accessible, and the summaries in English at the beginning of each chapter are a welcome innovation. While some non-specialist readers may find some of the theoretical explanations rather technical, they will find the authentic examples of interaction very interesting and revealing. This enlightening and methodical book admirably achieves its aim of providing French and English speakers with a tool kit for dealing with each other, and is indeed a useful reference point for anyone embarking on what Béal calls "the adventure of interculturality" (p. 16).

This review will also appear in Explorations No. 51.

A longer version of this review appeared in Linguist List 17 July 2011:

<http://linguistlist.org/issues/22/22-2914.html>

## *Postgraduate Research*

### POSTGRADUATE RESEARCHERS

#### **Adelaide University**

*Registered for the degree of PhD*

Loïc FOULON

La Question religieuse dans les œuvres de Charles Fourier et de ses disciples, 1832-1870

Supervisors: Jean Fornasiero, John West-Sooby

Robert ARMSTRONG

L'Exclusion des femmes de la vie politique : la représentation des femmes en tant que candidates à la magistrature suprême dans la Cinquième République

Supervisors: Peter Poiana, Ben McCann

Sarah REED

*Double Crossed*. The Manipulation of Cultural Identity in the French Philip Translation of Crime Fiction Novels by Australian Authors McLaren and Richard Flanagan

Supervisors: Jean Fornasiero, John West-Sooby

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Supervisors: Ben McCann, Peter Pugsley (joint French Studies/Media)

Damien MARWOOD

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Relationships between text and photography by Sophie Calle

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Elizabeth PEARCE

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Diane de SAINT LÉGER

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James TIBBALLS

Ideologies and afflictions - maritime maladies during British and French voyages of discovery to Austral waters

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Raphael TRANTOUL

Etude génétique de *La Vie mode d'emploi* de Georges Perec

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Reading Calixthe Beyala's *Les Arbres en parlent encore* as intercultural narrative

Supervisors: Barbara E. Hanna, Joe Hardwick

Iwona CZAPLINSKI

Affordances of ICTS: an environmental study of a university language programme

Supervisors: Barbara E. Hanna, Béatrice Atherton

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Nicola CLAVARINO

Casanova as a Celebrity: A Historical study of his fame and what it is to be Famous

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Jason CULLEN

Deleuze's Cinema

Supervisors: Aurelia Armstrong (Philosophy), Greg Hainge

Kim HAJEK

'Le magnétisme animal' and its hypothetical fluid in the nineteenth century: a cultural and intellectual history

Supervisors: Peter Cryle, Dolly McKinnon (History)

Email: [s201224@student.uq.edu.au](mailto:s201224@student.uq.edu.au)

Anne LE GUINIO

Questions of Canonicity: The Example of Postcolonial Literature in France

Co-tutelle: UQ, Paris VIII

Supervisors: Peter Cryle, Tiphaine Samoyault (Paris VIII)

Martin LLOYD

The Enlightenment Foundations of the Philosophy of the Marquis de Sade

Email: [h.lloyd@uq.edu.au](mailto:h.lloyd@uq.edu.au)

Supervisor: Peter Cryle

Carl ORD

'Metatalk' in first-year French classes at UQ: What effect does it have on acquisition?

Email: [c.ord@uq.edu.au](mailto:c.ord@uq.edu.au)

Supervisors: Noriko Iwashita (Applied Linguistics), Jeanne Rolin-Ianziti

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Les valeurs morales dans trois romans de Balzac.

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20th Century French Philosophy and the politics of 19th Century French Literature: the writings of Flaubert, Baudelaire, Mallarmé and Rimbaud, in the work of Sartre,

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Second Language Learning Through Computer-Mediated Face to Face Interaction

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Valerie QUEVA

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Bénédicte ANDRÉ

Liminalité insulaire, un pléonasma? Regard sur la négociation textuelle de l'entre-deux chez Gisèle Pineau, Axel Gauvin et Claudine Jacques.

Supervisor: Srilata Ravi (external)

Anna EDWARDS (née Haselberg)

L'Inde dans l'imaginaire des écrivains et cinéastes français

Supervisors: Hélène Jacomard, Srilata Ravi (external)

Margaret GOLDSWAIN

Overlooked and Overshadowed: Female Representation in selected French Women's Writing 1900-1938.

Supervisors: Srilata Ravi (external), Andrea Gaynor (History)

Elizabeth GRALTON

Deflating the Expo: Critics of modernity and the Paris Expositions universelles, 1855-1900.

Supervisors: Hélène Jacomard, Rob Stuart (History)

Tristan KEWE

Représentation de l'identité nationale sur cent ans de chanson française contemporaine. Analyse sémiologique des repères géographiques.

Supervisor: Hélène Jacomard

Sabine KUUSE

Background speakers in French classes: a study from primary schools to university level in Western Australia

Supervisors: Hélène Jacomard, Marie-Eve Ritz (Linguistics)

Dhammi RATHNAYAKE

A Comparative Analysis of Works of Maryse Condé and Gisèle Pineau: Literary Representations of Trauma and its Transgenerational Effect on the Postcolonial Caribbean Family

Supervisors: H  l  ne Jacomard, Srilata Ravi (external)

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*Carnet Austral* is a yearly bulletin issued on behalf of the Australian Society for French Studies. Contributions (up to 2500 words, in English or French) are invited on all areas of French Studies. These may reflect ongoing concerns about the discipline; suggest new approaches and insights into literary, cultural, historical or linguistic matters, raise theoretical, pedagogical or experimental issues. We also welcome reviews of books of interest to the Society's membership, and particularly of those published in Australia.

Documents should be attached to an email and sent to the Editor:

**Dr Michelle Royer**

**[Michelle.royer@sydney.edu.au](mailto:Michelle.royer@sydney.edu.au)**

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