

**ANG 743 LE ROMAN CANADIEN COMPARÉ II**  
**(3 crédits)**

**PRÉALABLE :** aucun

**Nombre limite :** aucun

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**DESCRIPTEURS :**

**Objectifs :** Déterminer les parallèles, contrastes et différences essentielles entre les deux littératures.

**Contenu :** Étude comparative du traitement des thèmes, du style et des méthodes de composition dans un corpus de douze œuvres contemporaines (six romans canadiens-anglais, six canadiens-français), choisies selon un lien thématique déterminé.

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**AUTRES INFORMATIONS GÉNÉRALES**

Pour vérifier si cette activité pédagogique est offerte à la présente session, consulter l'horaire sur le site du Département des arts, langues et littératures à la rubrique Étudiants actuels <https://www.usherbrooke.ca/dall/etudiants-actuels/>

## **ANG 743 LE ROMAN CANADIEN COMPARÉ II**

### **Description**

This course will explore parallels and contrasts between English and French-Canadian novels since the 1960's, while also relating emergent literatures such as multicultural, aboriginal, and regional novels in Canada. Interpreting literature in its broadest contexts, we will examine cultural roots, identity construction, literary conventions and traditions, and the critical and popular reception of various novels in Canada since 1960.

### **Objectives**

We will review key theories of the novel in Canada – for example, novels of protest, experimentation, feminism, realism, postmodernism, postnationalism, material culture, and post colonialism – by critics such as Linda Hutcheon, Gilles Marcotte, Frank Davey, Pierre Nepveu, Patricia Smart, Janet Paterson, Arun Mukherjee, Margaret Turner, Anthony Purdy, Penny Petrone, and Sherry Simon. We will also review what comparatists (such as Philip Stratford, Ronald Sutherland, Antoine Sirois, and Max Dorsinville) have had to say about the cross-cultural evolution of the novel since 1960. With these historic and innovative theories in mind, the objectives of the course are to familiarize students with a number of novels from English and French cultures in Canada beside emergent cultures (for example, native, migrant, minority ethnic) and to interrogate these novels in a cross-cultural way.

### **Content**

- i. Introduction to the comparative Canadian novel since 1960 by discussing 10 novels.
- ii. Introduction to major theories of traditions and trends in the emergence and evolution of the novel in English and French Canadian culture, as well as multicultural, aboriginal, feminist, minority, and regional cultures.
- iii. Introduction to the traditional critical approaches belonging to comparative Canadian studies and to interdisciplinary approaches in the field of Comparative Literature.
- iv. Practice of varied and focussed reading strategies to compare and contrast the novels within an international context as well as a bicultural and multicultural context.

### **Procedure**

In addition to mini-presentations, accompanying summaries and weekly discussions in the classroom, students will be asked to write one final paper on a topic of their choice. The topic should be submitted in proposal form in writing to be commented on by the professor.

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### **Evaluation**

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| Presentations | 30% |
| Final paper   | 60% |
| Participation | 10% |

### **Texts**

A reading list will be distributed at the first meeting.