

## FREN 4213 / 5213 : De l'imprimé original à l'édition savante

Lundi, 14h30-17h30 (hiver 2021)\*

\*Mode hybride (asynchrone et synchrone)

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**\*Heures de bureau (Zoom, BBB ou autre) :** lundi (14h30-17h30) ET sur rendez-vous.

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### Description et objectifs

Dans ce séminaire (a)synchrone, où nous passerons rapidement de la théorie à la pratique, nous apprendrons toutes les étapes qui mènent à l'édition savante d'une nouvelle du XVIII<sup>e</sup> siècle français, anonyme et inconnue, soit *Histoire de Lilio, et ses aventures chez les Sauvages [sic] du Canada en 1763* (Paris, 1785). Manuscrits et imprimés anciens (reproductions); transcription et établissement du texte; annotation; introduction; bibliographie. Nous procéderons dans l'ordre, alliant théorie et pratique, érudition et recherche en ligne. Très tôt dans le semestre, chaque équipe aura des tâches à accomplir à intervalle régulier. Selon un protocole rigoureux, tout sera mis en commun sous la supervision du professeur, qui s'assurera de mettre le contenu en forme. Par exemple, il pourra s'agir pour une équipe de recueillir sur Internet toutes les informations disponibles sur un sujet. Une mise en commun de ces rapports de recherche est prévue, toujours dans l'esprit d'une grande conversation. À terme, notre édition collective de cette nouvelle devrait être publiée.

### Avertissement / Content advisory

Some content and discussion in this course will engage with the complex, multi-layered colonial history of Canada. While *Histoire de Lilio* is a quite conventional short story for the 18<sup>th</sup> century, as it is based on well-known common places about Canada and Indigenous nations, specific episodes might be emotionally and intellectually challenging to engage with, beginning with its subtitle. Being almost 250 years old, *Histoire de Lilio* includes historical perspectives and terms which no longer bear the same meaning and connotations. In this context, I will flag outdated terms related to the colonization of Canada and its French fictional representations; together, as any scholar would do, we will define and contextualize them. This course is nonetheless committed to maintaining a safe space of intellectual growth for all students and co-discovery with the course instructor.

## Nouvelle à éditer

### Notre édition de base\*

Anonyme [Jacques Grasset de Saint-Sauveur et/ou Pierre-Sylvain Maréchal ?], *Histoire de Lilio, et ses aventures chez les Sauvages du Canada en 1763*, Paris, Jean-Baptiste-Guillaume Musier, Libraire, 1785.

\*Exemplaire de la Thomas Fisher Rare Book Library (UofT) : cote B-10 06427 [\[lien\]](#). Je l'ai photographié en 2016.

### Autres témoins (même édition), jamais vus

- New-York Historical Society, cote N11415903 [\[lien\]](#)
- Landesbibliothek Coburg [sous le titre *Lilio, Histoire Canadienne*], cote G 1 10/14 (1/3) [\[lien\]](#)

## Évaluation\*

- (É) Établissement du texte de base (transcription) : 15 % (1<sup>er</sup> février)
- (I) Recherche documentaire ciblée / bibliographie commentée : 15% (12 février : **4213** : 10 titres; **5213** : 15 titres)
- (É) Annotation de la nouvelle : 15 % (8 mars)
- (É) Partie choisie de l'introduction : 20 %, 4-5 pages (22 mars)
- (I) Interprétation de l'*Histoire de Lilio* : 25% (**4213** : 5 pages ; **5213** : 8 pages ; période d'examens)
- (I) Participation (10 %, tout au long du semestre)

\*É=en équipe; I=individuel.

## Au programme

Le programme intégral est à votre disposition sur cuLearn.

## Consignes pour les travaux

Tous les travaux sont à rendre au format suivant (docx) : double interligne, police de 12 point (Times New Roman), marges latérales de 2,5 cm, page titre. Tout retard sera pénalisé à raison de 10% par jour, fins de semaine incluses. Les travaux retardataires doivent m'être envoyés par courriel, au plus tard à 23h59 du jour prévu. Seules les demandes de report pour raison de force majeure seront considérées. Aucun report ne sera accordé la veille pour le lendemain. Si vous prévoyez ne pas être en mesure de respecter l'échéance, ce qui pourrait très bien arriver pour les raisons que vous connaissez, soyez humble et écrivez-moi : c'est la meilleure façon de plaider.

## Textes obligatoires\*

\*En ligne, lien vers sur Ades (MacOdrum Library) à venir sur cuLearn.

### Textes obligatoires (cuLearn)

- Chinard, Gilbert, « L'exotisme américain dans la seconde moitié du XVIII<sup>e</sup> siècle », *L'Amérique et le rêve exotique dans la littérature française au XVII<sup>e</sup> et au XVIII<sup>e</sup> siècle*, Paris, Librairie E. Droz, 1934 [1913], p. 399-430.
- Côté, Sébastien, « La mise en fiction de l'Amérique du Nord au XVIII<sup>e</sup> siècle, » *Revue d'histoire littéraire de la France*, vol. 120, n° 2, 2020, p. 387-404.
- Chappey, Jean-Luc, Sébastien Côté, Maxime Gohier, Sylviane Leoni, Jean-François Lozier et Pierre Serna, « [Barbares, Sauvages et civilisés. Contradictions et faussetés](#) », *Dix-huitième siècle*, n° 52, 2020, p. 13-29.
- Fauteux, Ægidius, « Les aventures de Chevalier de Beauchêne », *Les Cahiers des Dix*, vol. 2, 1937, p. [7]-33. En ligne : <http://www.nosracines.ca/f/page.aspx?id=3693459>
- Ouellet, Réal *et al.*, « Introduction » [extraits], dans Louis-Armand de Lom d'Arce, baron de Lahontan. *Œuvres complètes*, vol. 1, édition critique établie par Réal Ouellet, avec la collaboration d'Alain Beaulieu, Montréal, Les Presses de l'Université de Montréal (« Bibliothèque du Nouveau Monde »), 1990 [1702-1703], p. 12-204.

### Références supplémentaires

- Andrès, Bernard, *Histoires littéraires des Canadiens au XVIII<sup>e</sup> siècle*, Québec, Les Presses de l'Université Laval, 2012.
- Bideaux, Michel, *Roberval, la Damoselle et le Gentilhomme. Les Robinsons de Terre-Neuve*, Paris, Éditions Classiques Garnier, 2009.
- Chartier, Roger, *L'ordre des livres. Lecteurs, auteurs et bibliothèques en Europe entre XIV<sup>e</sup> et XVIII<sup>e</sup> siècle*, Aix-en-Provence, Éditions Alinea, 1992.
- Chartier, Roger (dir.), *Les usages de l'imprimé*, Paris, Fayard, 1987.
- Côté, Sébastien et Charles Doutrelepon (dir.), *Relire le patrimoine lettré de l'Amérique française*, Québec, Les Presses de l'Université Laval, 2013, 274 p.
- Duval, Frédéric, *Les mots de l'édition de textes*, Paris, École des chartes (coll. Les manuels de l'École des chartes), 2015.
- Gaudriault, Raymond, avec le concours de Thérèse Gaudriault, *Filigranes et autres caractéristiques des papiers fabriqués en France aux XVII<sup>e</sup> et XVIII<sup>e</sup> siècles*, Paris, CNRS/J. Telford, 1995.
- Guerini, Rosalba, *Les amours de Pistion et Fortunie e Acoubar: dal romanzo alla tragedia*, Florence, Leo S. Olschki editore, 1985.
- Hazard, Paul, *La crise de la conscience européenne : 1680-1715*, Paris, Fayard, 1961 [1935].
- Holtz, Grégoire et Andreas Motsch (dir.), *Éditer la Nouvelle-France*, Québec, Les Presses de l'Université Laval, 2011.
- Lemire, Maurice (dir.), *Dictionnaire des œuvres littéraires du Québec. Vol. 1. Des origines à 1900*. Montréal : Fides, 1978.
- Lemire, Maurice, *Les écrits de la Nouvelle-France*. Québec : Nota Bene, 2000.
- Peyronnet, Pierre, « Un personnage américain dans le théâtre français des XVII<sup>e</sup> et XVIII<sup>e</sup> siècles : le sauvage », *L'Amérique des Lumières. Partie littéraire du colloque du bicentenaire de l'indépendance américaine (1776-1976)*, Genève, Librairie Droz, 1977, p. 37-50.

Roche, Daniel, « Les pratiques de l'écrit dans les villes françaises du XVIII<sup>e</sup> siècle », dans Roger Chartier (dir.), *Pratiques de la lecture*, Marseille, Éditions Rivages, 1985, p. 158-180.

Sabin, Joseph *et al.* (dir.), *Bibliotheca americana. A dictionary of books relating to America, from its discovery to the present time*, 29 vol., New York, Joseph Sabin, 1868-1936.

### Webographie

*Sabin Americana, 1526-1926* : <http://gdc.gale.com/products/sabin-americana-1500-1926/>

Théâtre classique (dir. Paul Fièvre) : <http://www.theatre-classique.fr/>

Archives de la Chambre syndicale de la Librairie et Imprimerie de Paris, aux XVII<sup>e</sup> et XVIII<sup>e</sup> siècles. Registres de la librairie pour les années 1781-1785. V « Registre de la librairie pour l'année 1785, » avec table : <https://gallica.bnf.fr/ark:/12148/btv1b9062254t/f281.item>

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### Academic Integrity

It is very important to work with integrity and to never pass off someone else's ideas as your own. Plagiarism is a serious offence at Carleton University. In the University Calendar, regulations concerning plagiarism are outlined and it is a good idea to read them. The complete policy may be found at: <http://www2.carleton.ca/studentaffairs/academic-integrity>

Note in particular the following passage:

“**Plagiarism:** to pass off as one's own idea or product, work of another without expressly giving credit to another. **Please note** that any student who is found to be plagiarizing may be:

- 1- expelled
- 2- suspended from all studies at the University
- 3- suspended from full-time studies
- 4- awarded a reprimand
- 5- refused permission to continue or to register in a specific degree program but subject to having met all academic requirements shall be permitted to register and continue in some other program
- 6- placed on Academic Warning
- 7- awarded an F or ABS in a course or examination”

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*” This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's

works and/or failing to use quotation marks;

- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence that cannot be resolved directly with the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

### How to Avoid Plagiarism

1. Always use quotation marks and references when you wish to put the exact words of an author into your essay or project.
2. Use a reference or note when you use the information or ideas from an author, even when the author's words are being paraphrased.
3. Learn the proper way to paraphrase an author. Changing some of the author's words while retaining some of them and kept the author's sentence structure is not sufficient.

For Example:

"Some might look to the benefits of these quiescent political times, where the opposition looks even less likely to threaten the Liberal hegemony than it did during the Mackenzie King-St. Laurent years. But others will point to the unhealthy state of democracy when the public turns away from the exercise of the franchise, feels that the important policy matters are ignored at election time, and feels frustrated at their ability to identify a meaningful choice between reasonable alternatives." (Jon H. Pammett, "The People's Verdict", in Jon H. Pammett and Christopher Dornan, Eds. *The Canadian General Election of 2000* (Toronto: Dundurn, 2001) p 315.)

Suppose you found this article on the 2000 election and wanted to make the point contained in it in your paper.

1. Do not simply write all or part of it in your paper.
2. You could quote the author by using quotation marks and a footnote or citation.
3. You could paraphrase him by interpreting what he said in your own words, such as:

One writer (Pammett, 2001, 315) thinks that the 2000 election could be interpreted as either one that brought on a period of stable, unchallenged liberal rule, which might have positive consequences, or as a reflection of a sickness in Canadian democracy, where the people become cynical and alienated from politics.

4. While the phrasing in point 3 above is acceptable, the following would not be:

One writer (Pammett, 2001, 315) thinks that people could either look to the benefits of quiescent political times or could identify the unhealthy state of democracy because the public feels frustrated at their ability to identify a meaningful choice between parties.

The above attempt to paraphrase would not be acceptable because it includes several phrases of the author, like “look to the benefits of quiescent political times” and “the unhealthy state of democracy” and “feels frustrated at the inability to identify a meaningful choice” in such a way that the reader is led to believe that they are your own words, not Pammett’s. This would be considered plagiarism, even though the author is cited, and you have changed some of the words.

5. One good tip in avoiding plagiarism relates to the way you take notes. Do not write the exact words of the author into your notes unless you plan to use them as quotes in your paper. If you write your notes in your own words, you will not run into trouble if you use them later on.

### **Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the **Student Guide**

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the **Student Guide**

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the **PMC website** for the deadline to request accommodations for the formally scheduled exam (if applicable).

### **Intellectual Property**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).