

DDFC Conference program

All times listed are **CENTRAL TIME**. **A word of caution:** Daylight savings time begins Sunday 30 October 2022 in Europe and Sunday November 6 2022 in the US.

The program is subject to change as details are finalized. Make sure to **register on eventbrite** to receive the final program, zoom links, and reminders about the sessions.

DAY 1: FRIDAY, NOVEMBER 4

Session 1 9:30-10:45 AM
Title: Conference Kick-off (Presentation of the DDFC volume)
Chairs: Siham Bouamer (University of Cincinnati) and Loïc Bourdeau (Maynooth University)
Presenters: Cecilia Benaglia, Madeline Bedacarre, Kelly Biers, Thomas Muzart, Blase A. Provitola, Julia Spiegelman, Kristen Stern

Session 2 11 AM-12:15 PM
Title: Engagement Beyond the Classroom
Chair: Joëlle Vitiello (Macalester College)
Presentations: <ul style="list-style-type: none">● Resisting 'la francophonie': A Decolonial Approach in the Classroom, Joëlle Vitiello (Macalester College) & Sophie Kerman (St. Paul Academy)● From West Africa to West Philadelphia: Resisting Assumptions through Service Learning and Community Engagement, Jamiella Brooks & Elizabeth Collins (University of Pennsylvania)

Session 3 | 12:30-13:45 PM

Title: Opposing Cis-normativities in the Language Classroom

Chair: Kris Knisely (University of Arizona)

Presentations:

- Resisting cisnormativity: Unscripting cislingualism and cislotion in language education, Kris Knisely (University of Arizona)
- “I exist because of the trans people who came before me”: Covert acts of resistance in the French class by a non-binary student of color, Julia Spiegelman (University of Massachusetts Boston)
- Teaching “Non-Binary French” to Encourage Curricular Change, Blase A. Provitola (Trinity College)

Session 4 | 14:00-15:15 PM

Title: What Can French Lit Do for the Resistance? (Roundtable)

Chair: Michèle A. Schaal (Iowa State University)

Presentations:

- Resisting Reader Apathy: Using Social Justice Issues to Encourage Student Engagement, Dawn M. Cornelio (University of Guelph)
- Highlighting Connections, Michèle A. Schaal (Iowa State University)
- Teaching French “Classics” Today, Ania Wroblewski (University of Guelph)

Session 5 | 15:30-16:45 PM

Title: Resisting the (literary) canon: Combatting canonic language and literatures: tools for language and literary learning

Chair: Felisa Vergara Reynolds (University of Illinois, Urbana-Champaign)

Presentations:

- Exoticism in language learning textbooks, Anne Mutidjo (The Ohio State University)
- New tools for literary assessment and incorporating queer pedagogy/queer literature lessons, Daniel Maroun (University of Illinois, Urbana-Champaign)
- On re-writing the literary canon, Felisa Vergara Reynolds (University of Illinois, Urbana-Champaign)
- What is not yet included / language lesson on SAPE, Amanda Smith (University of Illinois, Urbana-Champaign)

Session 6 | 17:00-18:15 PM

Title: Modeling Resistance in French Studies in Australia (Roundtable)

Moderator: Gemma King (Australian National University)

Presenters:

- Leslie Barnes (Australian National University)
- Ashok Collins (Australian National University)
- Solène Inceoglu (Australian National University)

Session 7 | 18:30-19:00**Title: Mentorship Hour (Graduate Students and Early Career Scholars)****Chair:** Gemma King (Australian National University) & Robin Turner (University of Illinois at Urbana-Champaign).**Description:**

This is an informal session of the DDFC conference aimed at bringing together graduate students and early career scholars with those who may be more established in the field. The goal is to provide a space where those who are earlier on in their careers can ask questions and for those more advanced in their careers to provide insights based on their experiences. *All are welcome, whether in a supportive/mentoring capacity, in a mentee capacity, or both.*

DAY 2: SATURDAY, NOVEMBER 5**Session 1 | 9:00-10:00 AM****Title: Resisting France's National Narrative in Elementary and Intermediate French (Flash presentations)****Chair:** Siham Bouamer (University of Cincinnati)**Presenters:**

- Mawuli Ankou, Martha Chauya, Eric Dontong, Florian Griffon, Emma Mills, Rachel Rider, Azizeh Saleh (University of Cincinnati).

Description:

Panelists will present activities that introduce students (in elementary and intermediate French) to material and knowledge related to France's colonial past, often invisibilized in French textbooks.

Session 2 | 10:00-10:45 AM

Title: Peau Noire, Masques Blancs (Reading discussion)**Chair:** Omar Rachid Zaim (Lakeside School)**Description:**

Pour commémorer les 70 ans de l'œuvre de Frantz Fanon, "Peau noire, masques blancs", le cercle de lecture proposé réanimera la problématique de Fanon sous la forme d'une réponse ouverte à la lettre intitulé "[Black Skin, White Language: An Open Letter to My Dear Friends](#)" rédigé par le Dr. Darnell Fine. La réponse sera sous forme de conversation ouverte qui cible l'enseignement de la langue française dans le contexte des écoles et examinera comment nos écoles 'assument une culture' et 'supportent le poids d'une civilisation' pour reprendre les mots de Fanon. C'est à travers la langue, soit l'anglais ou le français, que ces écoles continuent à servir comme un instrument de la colonisation linguistique. Je vous propose de lire [le premier chapitre de "Peau Noire, Masques Blancs"](#) en avance ainsi que l'article ci-dessus afin de partager nos idées et évaluer les liens entre le contenu et nos classes de langue.

Session 3 | 11-12:15**Title: Black World Linguaging (Roundtable)****Chair:** Marda Messay (Simmons University)**Presenters:**

- Jacqueline Couti (Rice University)
- Nikitha Fester (Vancouver School Board)
- Johanna Montlouis-Gabriel (North Carolina State University)
- Veronique Sumbu (Gulliver Preparatory School)

Description:

This panel explores the journeys and experiences of four Black Professors teaching French at the college or high school level in the US and Canada. They will discuss how their identities inform their teaching, their research, and/or their service, how they navigate bias and the racial realities of departments/ universities/ high schools.

Session 4 | 12:30-13:00

Title: Working for Diversity and Equity in the French Curriculum: A Forum for Teachers

Chairs: Hasheem Hakeem (University of Calgary) & Julia Spiegelman (University of Massachusetts Boston)

Description:

This session is a forum for educators to share their hopes, challenges, and resources related to promoting diversity and equity in their curriculum. During this time, we aim to build solidarity and offer a democratic space for the exchange of ideas and resources. In future months, this conversation will serve as the basis for efforts of the K-12 & Higher Ed Partnership Working Group to offer programming that is responsive to the group's needs. Participants will be invited to add their email addresses in the chat if they would like to be part of the community's continued efforts.

KEYNOTE: 13:00-14:15

[Sponsored by the Taft Research Center at the University of Cincinnati]

Prof. Marlene L. Daut (Yale University)

The World of Haitian Romanticism

Although the names of Haiti's most famous romantic poets and novelists may not be familiar to the majority of readers in the North Atlantic today, in the nineteenth century the proliferative works of authors like Demesvar Delorme, Pierre Faubert, Louis Joseph Janvier, Ignace Nau, and Émeric Bergeaud not only circulated far and wide, but were heavily reviewed across continental Europe and the American hemisphere. Such widespread readership even earned Haitian authors international awards and recognition. Discussing the intersection of popular poetry and prose with global politics in the nineteenth century, this talk reveals how Haitian authors and politicians used romantic aesthetics to unfold, critique, and contest the romance of democracy that had undergirded slavery, colonialism, and ultimately, white supremacy in the Americas.

Session 5 | 14:30-15:45

Title: Forms of Resistance and Engagement (Canada)

Chair: Rhonda Chung (Concordia University)

Presentations:

- Rethinking The British Columbia Ministry of Education's Definition of Literacy, Elizabeth Rush (Conseil Scolaire Francophone, Victoria)
- Language as Resistance, Nicole George (University of Toronto) & Meike Wernicke (University of British Columbia)
- *Parlure Games*: Developing a Multi-Dialectal Listening and Decolonial Conversation Tool, Rhonda Chung (Concordia University) & Walcir Cardoso (Concordia University)

Session 6 | 16:00-17:15

Title: Resisting Normative Structures in the Classroom

Chair: Joseph Derosier (Beloit College)

Presentations:

- Redeveloping the Composition Curriculum for Social Justice, Sustainability, and Survival, Joseph Derosier (Beloit College)
- Promoting Critical Thinking in Postsecondary French Grammar Courses, Loïc Million (University of Calgary)
- Pass/fail grading and other methods for resisting punitive assessment practices in L2 instruction, Kelly Biers (University of North Carolina, Asheville)

Session 7 | 17:30-18:30

Title: Communities Social Hour and Affinity Groups

Chairs: Kris Knisely (University of Arizona) and Marda Messay (Simmons University)

Description:

This is an informal session of the DDFC conference where people can network, socialize, and form connections with others in our field(s) with whom they share identities and positionalities. There will be several break out rooms for participants to choose from and move between based on the identities they hold and there will also be a general room open to all conference attendees. The event is organized by the mentorship and communities for people minoritized in and by our field(s) DDFC working group, who is hopeful that this event will lead to continued community and relationship building for people minoritized in and by our field(s).