

Emploi du temps -- Français 329
Representative French Authors: How to Place Them in Context
mardi & jeudi 11h-12h20
TH 310

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heures de bureau:
mardi & jeudi: 8h15-9h15

et par rendez-vous!

Gobseck www.paris-france.org

Purpose:

French 329 is designed as an introductory course in literary analysis focusing on French and Francophone literature from the Middle Ages through the 20th century. We will read selected texts as representative of the periods from which they date, as vehicles of certain ideologies, and as commentaries on the particular culture which they have contributed to shape. We will read different *genres* as well: from *chanteuble* to poem, from *conte* to novel. Our semester's work will chart the interaction and intersection between French literature and culture.

Goals of this course include increasing your ability to think critically and effectively, improving your ability to read with understanding and pleasure, and introducing you to some notable texts and narrative forms. Understanding content is not sufficient to understanding literature. "Real art has the capacity to make us nervous. By reducing the work of art to its content and then interpreting that, one tames the work of art." If content is not sufficient, as Susan Sontag insists, then what is? Jonathan Culler describes reading as follows: "To read is to participate in the play of the text, to locate zones of resistance and transparency, to isolate forms and determine their content and then treat that content in turn as form with its own content, to follow in short, the interplay of surface and envelope." We will "participate in the play of the text" both individually and together.

Course organization:

French 329 is a discussion course. There is an underlying contract between the teacher and students as partners in an ongoing dialogue. It is imperative that students prepare assigned readings as scheduled so that they can contribute fully to class discussion. Every effort will be made to improve students' skill and confidence in conversation. After three absences, the final grade for the course will automatically be lowered ½ of a grade per absence. Written work will consist of two essays (of **2 pages maximum**), a midterm exam and a final exam. The course grade will be based on these 4 projects and on class participation (weighted equally). The class participation portion of the grade includes required participation (10 times during the semester minimum) on the D2L discussion list. All written and oral work will be done in French.

Papers are due by the end of class on the due date assigned. Papers not received by that time will receive a zero. Papers must be typed (double-spaced; 2-page **maximum**) and must be your own original thought. There will be no exceptions to these rules.

(A) Study Expectations and Class Participation Expectations

Students are **required** to read the material assigned for each class. Class participation consists of (1) answering questions the instructor asks each day in class on the daily reading material, (2) offering comments, making remarks, (3) participating in class discussions, and (4) asking questions which show an understanding of the material in the daily reading assignments. The grade will be awarded at the end of the semester on the basis of quality, insight, depth, and quantity of contributions, but quantity alone will count for nothing. Class participation is an essential part of this course. Attendance itself doesn't count as participation, but missing classes will count against class participation.

(B) Academic Dishonesty Policy

Dishonesty in academic matters undermines student intellectual development and the goal of UWGB to develop the critically thinking, and writing, and problem-solving skills of the student. Further, dishonesty undermines the foundations of the search for the true and the right in philosophical matters. Academic dishonesty, includes, but is not restricted to, copying, sharing answers or questions, collaborating with others on work to be presented in written form except where expressly permitted by the instructor, submitting work or a part of work previously submitted in another course, and plagiarizing others' work in papers. Academic dishonesty will not be tolerated and will result in an F for the course grade.

(C) Policy on Disruptive Behaviors

No disruptive behaviors are allowed. To foster intellectual development and civil discourse, no behavior that disrupts the learning atmosphere of classroom will be tolerated. Examples of disruptive behavior include, but are not exhausted by:

Text messaging or taking phone calls in class: Cell phones must be turned off at the beginning of class. This includes vibration and visual settings. No text messaging. If you must text message, do not come to class.

Disrespect shown openly toward the professor or other students: It includes (1) talking with others when the instructor is speaking to the class or students are involved in discussion, (2) physical behavior or language that creates an uncomfortable situation that could be construed as harassment or discrimination (sex, race, ethnicity, sexual orientation, physical appearance, etc.), (3) inappropriate or off-topic monopolization of discussions to the exclusion of other students, (4) irrelevant questions and comments, (5) reading material (newspapers, etc.) other than assigned course material during class time, (6) listening to anything through headphones, headsets, ear buds, etc., during class time, and (7) distracting or inappropriate expressions, gestures, or body language that hamper the conduct of the class.

Anyone who disrupts the learning atmosphere in such a manner will first be warned. If the behavior does not stop, the student will be asked to leave and the final grade for the course will be substantially lowered. If he/she does not comply, campus security will remove the student. Repeat offenders will be referred to the Dean of Students. Continued disruptive behavior may result in removal from the class and a failing grade.

Textes:

Aucassin et Nicolette

Molière, *L'Ecole des femmes*

Charrière, *Lettres de Mistriss Henley publiées par son amie*

Balzac, *Gobseck*

Sallenave, *Viol*

Perrault, "le Chat botté" (polycopié)



*"The world of literature is human in shape... where the primary
Realities are not atoms or electrons but bodies,
and the primary forces not energy or gravitation
but love and death and passion and joy..*

Northrop Frye, *The Educated Imaginatio*



27 jan Introduction au cours
29 *Aucassin et Nicolette* I-VI

3 fév AN VII-XVI
5 AN XVII-XXVIII



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*Toutes ces choses n'existaient pas
puisque'on n'avait pas le droit
d'employer les mots qui les désignaient.*

Marie Cardinal, *Les Mots pour le dire*



10 fév AN XXIX-XLI
12 Molière, *L'Ecole des femmes*, Acte premier

17 EF Acte II/III
19 EF Acte IV/V

24 EF Fin de discussion
26 jour de redaction *en classe*



3 mars Perrault “le chat botté” **1ere dissertation à rendre**
5 Charrière, *Lettres de Mistriss Henley publiées par son amie*, pp. 1-19

10 Charrière, *Lettres de Mistriss Henley publiées par son amie*
12 EXAMEN DU MI-SEMESTRE

17 **CONGE DE PRINTEMPS**
19 **CONGE DE PRINTEMPS**



24 *Lettres de Mistriss Henley publiées par son amie*,
26 *Lettres de Mistriss Henley publiées par son amie* fin de discussion / discussion de synthèse

31 Balzac, *Gobseck* 73-91
2 avril *Gobseck* 73-91

7 *Gobseck* 91-104
9 *Gobseck* 105-128

◆
Vienne la nuit sonne l'heure
Les jours s'en vont je demeure.
G. Apollinaire, *Alcools*

14 jour de rédaction *en classe*
16 Sallenave, *Viol*, pp. 9-30 **2e dissertation à rendre**

- 21 *Viol* 30-48
- 23 *Viol*, 48-97



- 28 *Viol*, 97-162
- 30 *Viol*, 162-180

- 5 *Viol* fin du livre
- 7 *Viol* fin de discussion

EXAMEN FINAL

10h30 à 12h30 jeudi, le 12 mai 2009



Originality clause:

ALL written work handed into the professor **must** be the student's own original thought and expression.

Accommodations statement:

As required by federal law and UWGB policy for individuals with disabilities, students with a documented disability who need accommodations must contact the Disability Services Office at 465-2841. Reasonable accommodations can be made unless they alter the essential components of the class. Please contact the instructor and Disability Coordinator in a timely manner to formulate alternative arrangements.

Disclaimer:

All dates on the syllabus are subject to change.

Learning Outcomes

All students who graduate from UW-Green Bay should achieve the three skill-based learning outcomes listed here in addition to domain specific learning outcomes. The general education program emphasizes developing these skills:

- The ability to communicate effectively through listening, speaking, reading, writing, and the use of computers.
- The ability to think critically.
- The ability to exercise problem-solving skills, such as problem identification and analysis, solution formulation, implementation and assessment, using an integrated, interdisciplinary approach.

Humanities Learning Outcomes Have a fundamental understanding of the humanities including:

1. the significance and chronology of major events and movements in Western civilization,
2. a range of literature, representative of different literary forms and historical contexts, and
3. the role of the humanities in identifying and clarifying individual and social values in a culture and understanding the implications of decisions made on the basis of those values