## French Literature 1900-Present

French 3002 F TR 1:35-2:55 PM Swann 115

Professor: Michael Wiedorn Office : Swann 222

Office hours: TR 3-4:30 PM and by appointment

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**Course Description:**

In this course, rather than approaching a large and diverse body of texts, we will adopt the model of literature teaching more common in the French university system and undertake a close reading of a set of texts. These texts are very important, constituting some of the best-known and most popular (a treacherous term in the case of the *nouveau roman*, as we shall see) of the 20th century and nascent 21st century. Lectures will supplement our class discussions, helping to give a fuller picture of the rich history of French Literature in the 20th and 21st centuries. Students are encouraged to choose another novel not on our reading list (such as one mentioned in lectures) for their final paper.

Although Duras’s New Wave film *Hiroshima, mon amour* is not a novel, we will nonetheless read this script and film as a form of narrative that plays an important role in the evolution of French literature in the 20th century, and as a text that asks what we will see to be very novelistic questions. Our overall goal in this course will be to articulate and answer a set of questions that these texts ask and lead us to ask: first, what is the relationship between lived experience and writing; that is, what should be written about, and why? How can, and how should, literature confront the sort of historical catastrophes for which the 20th century has come to be known? How has the form of the novel changed over the century, and why has it changed in this way? And finally, has the novelistic form grown stronger and more varied, or has it deteriorated, and in either case, how might these changes bode for the future of the novel?

**Course Objectives:**

--To acquire the tools necessary to study literary texts.

--To study literary history at an introductory level.

--To study the role of literature in the evolution of French society.

--To analyze French history and culture through literature.

**General Goals and Anticipated Outcomes:**

As a result of this course, students will be able to:

--Identify key authors and movements from the French literary tradition.

--Analyze literary texts from this culture and discuss what it means to do so.

--Demonstrate knowledge of theoretical questions and problems involved in these artistic

traditions and in the critical study thereof.

**Expectations and Suggestions:**

Daily class attendance is expected. More than one week of unexcused absences during the semester will affect your course grade. One point will be subtracted from the final course average for each unexcused absence in excess of one week.

**Grading:**

Participation (including attendance, quizzes etc.) ..........20%

Presentations and homework..........20%

Composition……...........10%

Midterm paper (7 pp., with bibliography detailing at least 5 sources)..........20%

Final Paper (9 pp., with bibliography detailing at least 5 sources)..........30%

**Required Texts:**

Proust, Marcel: *À la recherche du temps perdu: Du côté de chez Swann* (1913)

Sartre, Jean-Paul: *La nausée* (1938)

Duras, Marguerite: *Hiroshima, mon amour* (scénario + film) (1959)

N’Diaye, Marie: *Trois femmes puissantes* (2009)

Other articles and excerpts are available online; films are on reserve at the library.

**General notes:**

Please note that it is your responsibility to know the content of this syllabus. If you are unsure about these instructions please see me for help; otherwise I will assume that you understand the syllabus and you will be held to the standards explained below.

Students are responsible for noting and remembering deadlines. It is not the professor’s responsibility to remind students of deadlines.

Please do not use cell phones during the class period.

On late work: work may be submitted late with a university-sanctioned excuse. If you are turning work in late, please be sure to make that clear to me *before* the deadline. If you cannot meet a deadline, we can establish another deadline for you (again, *before* the original deadline), but do keep in mind that this deadline must be adhered to. Unexcused late work will lose 5 percentage points each day after the deadline.

Everyone has a grace period of two days for one late assignment without losing points. These two days are non-renewable.

Missed tests or quizzes may only be re-taken with a university-sanctioned excuse. No exceptions will be made in order to ensure that everyone is treated equally.

Compositions:

***Please be sure that your paper meets all of the below guidelines before submitting it. Please pay articular attention to the guidelines for format.***

Students will submit a one-page paper via T-square before class starts on the day when the paper is due. Topics are up to students’ discretion. Possible ways of going about this include responses to an assigned question (to be provided on request), exegeses, critiques of certain aspects of the texts, extensions of or responses to our discussions in class, etc. On the whole, students are free to write about what they like, as long as they analyze the texts at hand. A prompt will be provided upon request.

Please keep in mind that these are mini-papers designed to ensure that students are well-prepared to write a final paper. Consequently they must be structured as follows: 1.) Thesis and introduction; 2.) Elaboration of arguments with textual evidence; 3.) Conclusion that returns to the thesis. Or, put otherwise: 1.) Say what you will do; 2.) Do it; 3.) Say what you have done.

On the rewrites: after submitting a paper, students will receive a corrected version of their paper. Rather than simply penalizing students for mistakes, the correction will show students where they may have made mistakes and indicate the nature of the mistakes (i.e. accords, spelling, gender etc.). Students will correct the mistakes they have made and submit a final version of their paper a week later. The final version of the paper will be accorded the final grade. However, performance on the first paper will influence the final grade. In other words, if students have made a minimal effort on the first paper, expecting the professor to tidy it up for them, they will be penalized. Grades will reflect both form (i.e., use of the French language) and content (structure, ideas, argumentation etc.). *The final version must include my original comments and corrections*. (In other words, please do not erase them.)

Rewrites (i.e., final drafts) must be submitted within one week after corrections are received. Why rewrites? This approach to writing assignments is intended to help students to find their errors and work on them, in order to ensure that grading takes on a more educative function.

**Guidelines for papers:**

We will be using MS Word, and the “track changes” and “comments” functions in particular. We will strive to use only digital copies. If this poses problems for you, please let me know. Papers are to be no more than one page in length, double-spaced in Times New Roman 12pt. font. Please be sure to include your name, section number, the date, and the number of the response (i.e., “Paper # 2”).

Please use the following format to name files: Your last name-Assignment-Title of project or paper-. For example: González-Composition 1 – Two Conflicting Views on African Philosophy –.doc. ***Before uploading your paper, please be sure to set the zoom at 220% and to turn on “track changes.”***

Please turn your spellchecker off in MSWord. If a Francophone friend has reread your text, please make this explicit. Finally, please keep in mind that work that seems “too perfect”—i.e., a product of spellcheck, of babelfish or of google translator—is easy to spot.

On sources: While internet-based texts and resources are in general acceptable, please use your judgment. Primary sources are preferable to secondary ones (i.e., sites citing other sites or texts). Wikipedia, personal web pages (unless the person in question has recognized authority in their field), web pages that do not cite their sources etc. should not be used. On the other hand, you are encouraged to use academic articles, online books, government or NGO web sites, etc. If you are unsure as to whether your source is acceptable please contact me before using it.

On late work: work may be submitted late with a university-sanctioned excuse. If you are turning work in late, please be sure to make that clear to me *before* the deadline. If you cannot meet a deadline, we can establish another deadline for you (again, *before* the original deadline), but do keep in mind that this deadline must be adhered to. Unexcused late work will lose 5 percentage points each day after the deadline.

Everyone has a grace period of two days for one late assignment without losing points. These two days are non-renewable.

**Checklist before submitting all papers:**

-Is your paper in 12-point, Times New Roman font, and double spaced?

-Is your paper the appropriate page count? (A few lines more or less are acceptable.)

-Have you set the zoom at 220% and turned on “track changes” (and “track changes while editing” in particular)?

-Does your paper include all of my comments and changes (where applicable)?

-Have you named your file according to the above guidelines? (Ex: González-Composition 1 – Two Conflicting Views on African Philosophy –.doc)

-Don’t forget to upload your paper (both first version and rewrite) to T-square rather than submitting it via email.

Honor Code

Georgia Tech’s Academic Honor Code is to be respected. Should you have any questions, please see me and/or consult: [www.honor.gatech.edu](http://www.honor.gatech.edu).

Students are encouraged to use the wordreference.com online dictionary. Please come to class with a dictionary or with a dictionary page open on your laptop, tablet, or phone. Please do not email, chat, or use social media sites in class. Doing so will affect your participation grade.

*Help is available*

If you experience difficulty in this course for any reason, please consult me. I will do my best to help you address the concerns you have, and I may be able to direct you to other resources in the department or school.

Georgia Tech offers accommodation to students with disabilities: please see [www.adapts.ga.edu](http://www.adapts.ga.edu). If you have specific physical, psychiatric or learning disabilities and require accommodations, please let me know in the first week of the semester so that your learning needs may be appropriately met. Please also contact the ADAPTS office for classroom and academic accommodations. If you need an accommodation, please contact Tameeka Hunter, Disabilities Services Specialist and Program Coordinator, at: tameeka.hunter@vpss.gatech.edu or (404) 894–256.

If there is anything that you feel I should know with regard to your approach to our work inside or outside of the classroom, it is your responsibility to let me know as soon as possible.

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| SEMAINE | DATE | ACTIVITES |
| 1 | Tues: Aug 21 | Overview, introductions |
|  | Thurs: Aug 23 | *Du côté de chez Swann: Combray* |
| 2 | Tues: Sep 4 | *Du côté de chez Swann: Combray* |
|  | Thurs: Sept 6 | *Du côté de chez Swann: Un amour de Swann* |
| 3 | Tues: Sept 11 | *Du côté de chez Swann: Un amour de Swann* |
|  | Thurs: Sept 13 | *Du côté de chez Swann: Un amour de Swann* |
| 4 | Tues: Sept 18 | *Du côté de chez Swann: Un amour de Swann* |
|  | Thurs: Sept 20 | *Du côté de chez Swann: Un amour de Swann* |
| 5 | Tues: Sept 25 | *Du côté de chez Swann: Un amour de Swann* |
|  | Thurs: Sept 27 | *Du côté de chez Swann: Un amour de Swann* |
| 6 | Tues: Oct 2 | **Composition due**  *Du côté de chez Swann: Un amour de Swann* |
|  | Thurs: Oct 4 | *La nausée* |
| 7 | Tues: Oct 9 | *La nausée* |
|  | Thurs: Oct 11 | *La nausée*  NB: Oct. 12 is Last day to drop individual courses with a grade of "W" by 4:00 pm ET; Oct. 12 is Deadline to change grade mode from letter grade to pass/fail (and vice versa). No changes to audit mode permitted after the last day of registration. [www.catalog.gatech.edu/rules/10a.php](http://www.catalog.gatech.edu/rules/10a.php" \t "_blank) |
| 8 | Tues: Oct 16 | No class: Oct 13-16 is Fall 2012 Student Recess |
|  | Thurs: Oct 18 | *La nausée* |
| 9 | Tues: Oct 23 | **Midterm paper due** |
|  | Thurs: Oct 25 | *La nausée* |
| 10 | Tues: Oct 30 | *La nausée* |
|  | Thurs: Nov 1 | *Hiroshima, mon amour* |

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| 11 | Tues: Nov 6 | *Hiroshima, mon amour* |
|  | Thurs: Nov 8 | *Hiroshima, mon amour* |
| 12 | Tues: Nov 13 | *Hiroshima, mon amour* |
|  | Thurs: Nov 15 | *Hiroshima, mon amour* |
| 13 | Tues: Nov 20 | *Hiroshima, mon amour* |
|  | Thurs: Nov 22 | No class : Thanksgiving holiday |
| 14 | Tues: Nov 27 | *Trois femmes puissantes* |
|  | Thurs: Nov 29 | *Trois femmes puissantes* |
| 15 | Tues: Dec 4 | *Trois femmes puissantes* |
|  | Thurs: Dec 6 | *Trois femmes puissantes*  NB: Dec. 7 is last day of class. |

The final exam for this course is scheduled for Tuesday, Dec. 11 (Fri) 2:50PM-5:40 PM. **Final papers must be submitted by the end of this period (i.e., 5:40pm).**

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| **ML PERFORMANCE GOAL #1: PROFESSIONAL COMMUNICATION** | |
| **ML Learning Outcome 1 : Demonstrate oral and aural proficiency in the target language** | Students will demonstrate oral proficiency at the advanced level on the ACTFL scale. |
| **ML Learning Outcome 2:** Demonstrate effective presentation skills in the target language | Students will demonstrate the ability to present in class for 10-15 minutes without notes on a relevant topic. |
| **ML Learning Outcome 3: Demonstrate writing proficiency in the target language** | Students will produce compositions and long papers at the Intermediate mid level on the ACTFL scale. |
| **ML Learning Outcome 4:**  Demonstrate proficiency in comprehension of authentic written texts in the target Language | Students will demonstrate analysis and critique of authentic texts related to familiar topics. |
| **ML PERFORMANCE GOAL #2: INTERCULTURAL SKILLS AND KNOWLEDGE** | |
| **ML Learning Outcome 5: Demonstrate in-depth knowledge of a *specific* target-language country or region** | Students will successfully analyze the literature and cinema of France. |
| **ML Learning Outcome 6:**  Demonstrate the ability to analyze an issue from target-culture perspective(s) | Students will display the ability to analyze questions of aesthetics, the novelistic genre, and literary history from the perspectives of writers from the target culture. |
| **ML Learning Outcome 7:**  Demonstrate critical reflection on cultural complexity and context | Students will analyze how their own background and experiences influence reading and comprehension of cultural products from the target culture. |