



Course Syllabus Spring 2025

French 4533.201 Independent Study. Survey of French Literature II:
Voix lyriques, voix d'effacement dans la littérature française du XIXe et du XXe siècles.
Monday, Wednesday 1:00-1:50 p.m., Bea Wood 111

Professeur: Dr. Lynch

Eric.lynch@msutexas.edu (Use this email address. I will likely not respond to D2L messages)

Bureau: Bea Wood 111

Horaires de permanence (Office Hours):

Mon., Tues., Wed., & Thur.: 11 am – 12:00 pm.

Wed.: 12:50-1:50 pm or by appointment.

Books

Patrick Modiano, *Dora Bruder*, Paris: Gallimard, 1997. ISBN: 2-07-040848-5

The other readings either will be available on D2L or distributed as hard copies.

Recommended: A good French-English dictionary

Please note:

1. This course uses supplemental D2L. Please make sure you access the D2L site every day for homework assignments, class updates, additional grammar explanation, practice materials, etc.
2. As per *The Code of Federal Regulations* (CFR Title 34, Part 600.2), “a credit hour is an amount of work [...] reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester.”
3. Please silence your cell phone it during class. Text-messaging or the use of non-authorized electronic devices is prohibited. Please speak with your instructor if you have questions.

General Objectives

This course will introduce the major movements in French literature from the beginning of the 19th century to today through the study of subjectivity and the first-person position. We will examine the lyrical I of romanticism and then analyze the social observations of the realist subject, before turning to literature that undercuts this strong first-person position, such as writing marked by the revelations of psychoanalysis (surrealism), the trauma of World War II and the Holocaust (*Dora Bruder*), and the post-colonial turn (*Djebar*, *Glissant*). The course will be conducted entirely in French and all

assignments will be completed in the target language. Students will improve their language skills through readings, class discussions, oral presentations, film viewings, and reaction papers.

Skills and Outcomes

In this course, students will (1) learn about the aims and defining characteristics of major movements in 19th and 20th century French literature. (2) analyze a variety of positions for the subject in French literature through readings, guided class discussions, presentations, and analytical written assignments (3) review/acquire the tools and knowledge necessary for literary analysis. These skills will be refined through several essay assignment written in French throughout the semester on a work of French literature from the 19th or 20th centuries.

Policies

1. Attendance and Participation. Please note that participation and attendance contribute 10% toward the final grade in this course. This grade component will be based on a combination of attendance and participation. Don't worry about speaking perfect French, just speak! Accuracy will come with practice.
2. Attendance: Attendance in class is fundamental to the acquisition of language knowledge and ability. It should be understood that enrollment in the class represents a commitment to be in class, every day of class, for the entire class period. If you cannot attend class for some reason, such does not mean that you have the right to simply skip that information but, rather, that you must make an extra effort to find out what you missed and what you need to do for the next class period. In fact, the attendance grade is based on your being in class for the entire period. Repeated late arrival will count as an absence as well.
3. Absences. No absence will be "excused" without written document, and only then will it be excused if it involves an official university activity, illness, death, religious activity or other catastrophic event. A student can be dropped after six unexcused absences.
4. Homework. Regular assignments will be made from the text and from other sources (these will be detailed on the D2L class site which you should check every day). Students are expected to prepare homework (*les devoirs*) as assigned. Independent study of grammar and vocabulary is also expected. The instructor is not limited to one graded assignment per class period. Graded homework will be 15% of your final grade. Homework will be taken up every day (place it on the desk at the front of the room as you enter); only homework turned in at the beginning of class will be accepted.
5. Compositions. Students will write three short compositions to demonstrate their ability to use acquired vocabulary, language structures, and cultural information. The three compositions will equal 25% of your semester average.
9. Oral Presentation: In order to demonstrate a more comprehensive mastery of at least one aspect of French and Francophone culture as well as linguistic and presentational abilities, students will research one of the themes for the semester, develop a thesis statement indicating a position/beliefs regarding some literary/ethical/socio-political/historical aspect of the theme, and deliver a

presentation addressing the topic/thesis. The presentation may be presented “live” in class (the presentation may include short clips of video or images from the web), and the final product must be entirely in French. While notes may be consulted, the presentation may not be “read.” In addition, while preparing your presentation, you should keep in mind that you need to include background information (e.g., history, cultural precedent, [who/what/when/where/why/how?], etc.), present-day events, and implications of your decision (i.e., no decision is entirely good or bad). The audience (i.e., your classmates) should also be included.

10. Late work and “make up.” Late work is not accepted for credit; do not ask. You may, if you so wish, turn work in late if you want to know what your mistakes are, but no credit will be given.

11. Student Honor Creed.

“As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so.”

“As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception. Thus, we, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters. We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one’s own, work or ideas which are not entirely one’s own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student. We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed.” Written and adopted by the 2002-2003 MSU Student Senate

12. Students with Disabilities. The Americans with Disabilities Act, (ADA), is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Support Services in Room 168 of the Clark Student Center, 397-4140.

13. Safe Zones Statement. The professor considers this classroom to be a place where you will be treated with respect as a human being – regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of ideas is appreciated and encouraged, provided you can agree to disagree. It is the professor’s expectation

that ALL students consider the classroom a safe environment.

Grading Components

Attendance/Participation	10%
Homework	15%
Reaction Papers	20%
Exposés	10%
Papers	25%
Final Assessment	20%