ENG 428.001: The French Novel
Spring 2020   12:30–1:45 TR   Ferguson 183

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Office Hours: 11:00–12:00 MWF; 9:30–11:00 and 2:00–3:00 TR (and by appointment)

ENG 428 Advanced Study of Genres (3 credits) meets either twice weekly in 75-minute segments for 15 weeks. The course also meets for a 2-hour final examination. Students have substantial weekly reading assignments, including both primary and secondary (critical) material. Students typically produce a major researched term paper (12–15 pp.) and a group presentation. All of these activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

Description: Advanced Study of Genres: Advanced study and research of a specific genre. Prerequisites: ENG 381 and nine semester hours of English.

In this section, we will review the progression of the French novel (in translation) from the eighteenth century to the present. We will be interested in formal matters (e.g., the epistolary novel, style indirect libre), thematic matters (e.g., the mediation of desire, existentialism) and issues of literary history and period (e.g., romanticism, realism, naturalism, the nouveau roman). We will take some interest also in matters of cinematic adaptation.

Required Texts (in order of use):

- Marcel Proust. *Swann’s Way* (from *In Search of Lost Time*). Trans. Moncrieff. Project Gutenberg

Note: A certain reputation of licentiousness has accompanied the French novel historically, and, especially in the case of *Dangerous Liaisons*, not without cause, as it does contain sexually frank material. We will consider such material as sensitively as possible. Also, you don’t have to have the exact editions above, except in the case of Flaubert, where you do need the Norton Critical Edition.

Course Requirements: The main goal of this course is to develop familiarity with key novels in the French tradition, one of the great novel traditions. Novels being generally speaking longish works, and this being a 400-level class, there is obviously a considerable amount of reading to be done. The 20% participation grade is designed to encourage and reward that reading, evidence of which will be your ready, able, and ongoing participation in classroom discussion (which certainly requires good attendance). Another 20% of your grade will come from a presentation project, details of which will be made available promptly. The final exam and the 2500–3000 word critical essay will each be worth 30%.

Note: Students taking this course for upper-level French credit must submit the essay in French and must use French-language primary text references (alone or in conjunction with English translations)
as well as some amount of French-language secondary material. These students will also be asked to read some of the course material in French.

**Course Objectives:** The Program Learning Outcomes for the English major are as follows:

1. The student will demonstrate the ability to read complex texts, closely and accurately.
2. The student will demonstrate the ability to comprehend both traditional and contemporary schools/methods of critical theory and apply them to literary texts to generate relevant interpretations.
3. The student will demonstrate knowledge of literary history in regard to particular periods of world literature.
4. The student will demonstrate the ability to conduct literary research effectively.
5. The student will demonstrate the ability to write clear, grammatically correct prose for a variety of purposes in regards to literary analysis.

**Student Learning Objectives:** The Student Learning Outcomes for this course expect that the student will, upon completing the course,

1. Know the plots, characters, styles, and themes of the novels studied;
2. Understand the development of literary motifs and ideas from text to text and/or author to author;
3. Understand each author/text in its broader national and international contexts; and
4. Be able accurately to expound upon these matters in fluent academic prose.

**Attendance:** The attendance policy for this course is SFASU policy 6.7; to wit, regular and punctual attendance is expected for all classes, laboratories, and other activities for which a student is registered. Valid excuses are limited to health, family emergencies, and participation in certain SFASU-sponsored events. Students with acceptable excuses may be permitted to make up work for absences to a maximum of three weeks of a semester when the nature of the work missed permits. Whether an absence is excused or unexcused, or in the case of a late add, a student is still responsible for all course content and assignments. Late essays will lose one letter grade per business day of lateness. I will not accept the submission of material via e-mail without prior approval.

**Acceptable Student Behavior:** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom, especially with respect to phones and earphones, which are to remain unused and out of sight during class, excepting some legitimate class-related purpose. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFA students succeed.

**Academic Integrity (UP 4.1):** Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty as well as abiding by university policy on penalties for cheating and plagiarism. Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism.
Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

**Withheld Grades Policy:** Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities:** To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Schedule**

**NB:** The schedule may be adjusted with sufficient notice to accommodate presentations or for some other compelling reason.

**Week One**
16 Jan    Introduction to course

**Week Two**
21 Jan    Laclos: *Dangerous Liaisons* (DL) part 1 (letters 1–50)
23 Jan    DL part 2 (letters 51–87)

**Week Three**
28 Jan    DL part 3 (letters 88–124)
30 Jan    DL part 4 (letters 125–175)

**Week Four**
4 Feb     Balzac: *Colonel Chabert*
6 Feb     *Colonel Chabert*

**Week Five**
11 Feb    Flaubert: *Madame Bovary* (MB) part 1
13 Feb    MB part 2.1–6

**Week Six**
18 Feb    MB 2.7–15
20 Feb    MB part 3

**Week Seven**
25 Feb    “*Madame Bovary* on Trial” (pp. 313–88) and the LaCapra essay
27 Feb    Essays/reviews by Sainte-Beauve, Baudelaire, Heath, Schor, and Matlock
Week Eight
3 Mar  Zola: Thérèse Raquin, chps. 1–16
5 Mar  Thérèse Raquin, chps. 17–32

Spring Break

Week Nine
19 Mar  Camus: The Stranger, part 1

Week Ten
24 Mar  The Stranger, part 2
26 Mar  Sartre: Nausea pp. 1–81

Week Eleven
31 Mar  Nausea pp. 81–end
2 Apr  Presentations

Week Twelve
7 Apr  Presentations
9 Apr  Easter Break

Week Thirteen
14 Apr  Robbe-Grillet: Jealousy (first five chapters)
16 Apr  Jealousy (last four chapters)

Week Fourteen
21 Apr  Duras: The Lover, pp. 1–60
23 Apr  The Lover, pp. 60–117

Week Fifteen
28 Apr  Daoud: The Meursault Investigation, chps. 1–7
30 Apr  Critical Essay due. The Meursault Investigation, chps. 8–15

Finals Week