

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT NAME: LANGUAGES, LINGUISTICS, AND
 COMPARATIVE LITERATURE

COLLEGE OF: ARTS AND LETTERS

RECOMMENDED COURSE IDENTIFICATION:

PREFIX FRW COURSE NUMBER 6781 LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT MJENNING@FAU.EDU)

COMPLETE COURSE TITLE INDEPENDENCE AND DISENCHANTMENT. THE CASE OF ARAB
 FRANCOPHONE LITERATURE

EFFECTIVE DATE

(first term course will be offered)

FALL 2013

CREDITS: 1-3

TEXTBOOK INFORMATION: ♦ Amin Maalouf *Les Identités meurtrières* ♦ Ania Loomba
Colonialism / Postcolonialism ♦ Driss Chraïbi *Le Passé simple* ♦ Rachid Boudjedra *La
 Répudiation* ♦ Assia Djebbar *Loin de Médine* ♦ Mahi Binebine *Les Etoiles de Sidi Moumen*
 ♦ Fouad Laroui *Méfiez-vous des parachutists* ♦ Andrée Chédid *La Maison sans raciness*
 ♦ Hubert Haddad *Palestine* ♦ Abia Farhoud *Le Bonheur a la queue glissante* ♦ Zeina Abi
 Rached *Je me souviens. Beyrouth*

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X PASS/FAIL _____ SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES: This course is interested in exploring the period that extends from the independence of the Arab Francophone countries until now. Through readings, film viewings, and class discussions we will trace the evolution of the "Arab disenchantment" from the end of combat literature to present day while, at the same time, highlighting the specificities of each country's history.

PREREQUISITES:

COREQUISITES:

OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: PHD

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each.

Carla Calargé, email: ccalarge@fau.edu, ph: 297-2533

Faculty Contact, Email, Complete Phone Number

SIGNATURES

SUPPORTING MATERIALS

<p>Approved by:</p> <p>Department Chair: _____</p> <p>College Curriculum Chair: _____</p> <p>College Dean: _____</p> <p>UGPC Chair: _____</p> <p>Dean of the Graduate College: _____</p>	<p>Date:</p> <p>11/8/12</p> <p>11/12/12</p> <p>1/7/13</p>	<p>Syllabus—must include all details as shown in the UGPC Guidelines.</p> <p>Written Consent—required from all departments affected.</p> <p>Go to: http://graduate.fau.edu/gpc/ to download this form and guidelines to fill out the form.</p>
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Email this form and syllabus to diamond@fau.edu and eqirjo@fau.edu one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

Fall 2012

FRW 6781 Independence and Disenchantment

THE CASE OF ARAB FRANCOPHONE LITERATURE (3 CREDITS)

The 1950s was a time of accelerated political change. By the end of WWII, the colonized populations hoped for a new era in which they would be free at last. The long and bloody war in Algeria symbolized the longing of the colonized peoples for a new dawn in which they would not be second-class citizens in their own countries.

In most of the Arab Francophone world, the transition from colony to Independence was not easy however. Every state contained all sorts of factors that rendered the dream of a democratic regime a challenge almost impossible to win. Indeed, the borders of the Arab countries that became sovereign nations after independence were created by Europeans either in the 19th century or after WWI. In addition, the colonial rulers paid little to no attention to the development of infrastructure, state institutions, education etc. which are all necessary components for the healthy functioning of a young independent state. Rather France, for example, had worked hard to insure a dependence relationship with its former colonies. Thus, very quickly after independence, it became clear that things were turning sour. Those who came to power did not want to yield it to others and, in many ways, they became the "new colonizers". This usurpation of power through rigged elections or military coups signaled the death of the democratic dream and the beginning of a long period of state repression that lead ultimately to the uprisings of the Arab Spring (2011).

This course is interested in exploring the period that extends from the independence of the Arab Francophone countries until now. Through readings, film viewings, and class discussions we will trace the evolution of the "Arab disenchantment" from the end of combat literature to present day while, at the same time, highlighting the specificities of each country's history.



Dr. Carla Calargé

Office: CU 270
Phone: 297-2533

ccalarge@fau.edu

Time: R 5:00-7:50 p.m.
Room: CU 321 A

Office Hours:
R 2:00– 5:00 p.m.
R: 11:30-12:30 p.m.

CRN: 93231

Course Objectives

- ⇒ To introduce students to the literature of the post-independence Francophone Arab world.
- ⇒ To identify the major events which have determined the course of history in the Francophone Arab countries from their independence up until today.
- ⇒ To familiarize students with major cultural, historical, and literary movements that took place in this region of the world since decolonization
- ⇒ To offer students a general understanding of the diversity characterizing the cultures of this part of the world and the specificities of each country's history

Course readings

- ◇ Driss Chraïbi *Le Passé simple*
- ◇ Rachid Boudjedra *La Répudiation*
- ◇ Assia Djebbar *Loin de Médine*
- ◇ Mahi Binebine *Les Étoiles de Sidi Moumen*
- ◇ Fouad Laroui *Méfiez-vous des parachutistes*
- ◇ Andrée Chédid *La Maison sans racines*
- ◇ Hubert Haddad *Palestine*
- ◇ Abla Farhoud *Le Bonheur à la queue glissante*
- ◇ Zeina Abi Rached *Je me souviens. Beyrouth*



Critical Readings

- ◇ Amin Maalouf *Les Identités meurtrières*
- ◇ Ania Loomba *Colonialism / Postcolonialism*
- ◇ Fatima Mernissi *Le Harem politique* (extraits)
- ◇ Hraham Huggan *The Postcolonial exotic* (extraits)

Films

- * Nabil Ayouché *Ali Zaoua Prince de la rue*
- * Denis Villeneuve *Incendies*

A 93-100	A ⁻ 90-92	B ⁺ 87-89	B 83-86	B ⁻ 80-82	C ⁺ 77-79	C 73-76	C ⁻ 70-72
D ⁺ 77-79	D 73-76	D ⁻ 60-62	F < 60				

Grading Scale:

Grading:

10% Attendance
 10 % Oral Presentation
 20% Mid-Term Paper (7-8 pages)

10% class participation,
 10% leading discussion of class
 40 % Final Research Paper (15-18 pages)

Students with disabilities

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton –SU 133 (561-297- 3880), in Davie, MOD I (954 - 236-1222), in Jupiter- SR 117 (561-799-8585), or at the Treasure Coast – CO 128 (772- 873-3305) and follow all OSD procedures.

Code of Academic Honor

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

Class Policies:

Cell Phones and Electronic Devices

The use of cell phones and electronic devices is prohibited in class. All cell phones should be turned off *before* the start of class (not set on “vibrate”, but turned OFF). If you have a medical or family emergency and need to receive a call during class, you should inform me *before* class. Students without authorization who use cell phones and electronic devices in class may be dismissed from class and counted as being absent for the day.

Participation

In order to meet the course goals and objectives, you must attend and actively participate in class. Participation is an important component of your final grade. If you miss class, no participation points can be awarded for that day.

Absence policy

Students who miss more than one day of class will have a grade reduction of one scale for each and every day absence after the second day. For example, if a student accrues 2 days absences their grade will be reduce one scale (i.e. an “A” will reduce to an “A-“, a “B+” to a “B” etc.), a third day absence entails one additional scale reduction, and so on and so forth.

Students will NOT be exempt from this policy, except in cases deemed as extraneous, namely, in which students' first two days absences are attributed to severe illness or family issues, and for which *documentation is available*.

Homework and readings

If the student is absent for any reason, he/she will be responsible for turning in the homework on time or posting comments on BB. He/she will be responsible also for the material covered in class (Check the BlackBoard and syllabus).

Students are expected to read or complete the assignments for the date indicated prior to coming to class (syllabus / Blackboard)

Presentation:

Each student will give an oral presentation on a theoretical or a secondary reading assigned by the professor. Students are encouraged to use visual aids for their presentations and/or discuss it with the professor prior to the scheduled date. Presentations should be no longer than 10-15 min, They should explain the major ideas of the assigned readings. **No Presentation will be rescheduled.**

Discussions:

Each student will lead a class discussion once. Discussions should focus on a specific aspect of the work being read. Students should prepare questions, engage a conversation with their classmates about the topic/a literary aspect they would have identified in the work. Discussion should be no longer than 30 min.

Mid-Term and Final papers:

- ◇ Papers are to be written in French. Students are encouraged to meet with their professor ahead of time to discuss the topic, outline, sources etc.-
- ◇ Students are to comply with the following specifications: double-spaced, 1-inch margins all around, size 12 font, Times New Roman, Number all pages, Name, Course #, should be single-spaced at top left of first page, title should be centered on the first page.
- ◇ **All essays are due. NO late or incomplete homework will be accepted.**

Tentative Schedule

Students must complete assigned readings prior to coming to class:

“Situating Postcolonial Studies” in *Colonialism / Postcolonialism* and “Condé’s “Anglophones, francophones”

Premier quart du cours: L’invention d’une littérature nationale et la révolte contre l’ordre des Pères. Des signes annonciateurs inquiétants.

Session 1:

Introduction au cours

“Situier les études postcoloniales”: qu’est-ce que le postcolonial? Comment cette théorie encadre-t-elle ce cours?

Devoir: Lire la première moitié du *Passé Simple*

Pascale Casanova “Consécration et accumulation de capital littéraire”

Session 2:

Présentation de l’article de Casanova: _____

Discussion des lectures. Comment “inventer” les littératures nationales dans les pays arabes francophones et dans quelle(s) langue(s)? Le problème de la post-indépendance.

Discuter le *Passé Simple*.

Devoir: Terminer *Le Passé Simple* et lire “Colonial and Postcolonial identities” in *Colonialism / Postcolonialism*: Read first two sub-chapters (constructing Racial... And Race, Class)

Session 3:

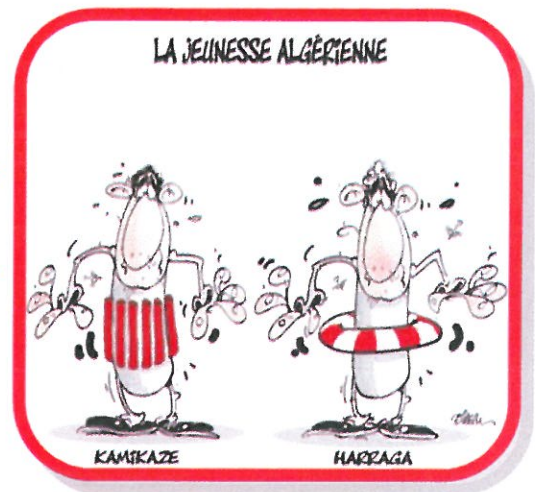
Discussion des lectures.

Présentation: “Colonial and Postcolonial identities” _____

Devoir: Lire la première moitié de *La Répudiation*

Colonialism/Postcolonialism: Psychoanalysis and Colonial Subjects” & “Gender, Sexuality and Colonial discourse

Lire “Dirss Chraïbi; éloge de la dissidence”



Session 4:

Discussion des lectures.

Présentation "Psychoanalysis and Colonial Subjects" & "Gender, Sexuality and Colonial discourse": _____

Devoir: Terminer la lecture de *La Répudiation*

Lire aussi "Nationalisms and Pan-Nationalisms" in *Colonialism / Postcolonialism*

Session 5:

Discussion des lectures.

Présentation: "Nationalisms and Pan-Nationalisms" : _____

Devoir: Commencer à lire *Loin de Médine* (première moitié)

Lire aussi "Feminism, Nationalism, Postcolonialism" et "Can the Subaltern Speak?" in *Colonialism / Postcolonialism*

Deuxième quart du cours: La montée du fondamentalisme religieux. Les écrivains re-clament l'Islam et l'interprétation des textes religieux; les femmes en particulier

Session 6:

Discussion des lectures.

Présentation: "Feminism, Nationalism, Postcolonialism" : _____

Devoir: Terminer la lecture de *Loin de Médine*

Lire aussi *Le Harem politique* (extraits 23-65).

Session 7:

Discussion des lectures

Présentation: *Le Harem politique*: _____

Devoir: Lire *Les Etoiles de Sidi Moumen*

Lire aussi "Unfinished business: Orientalism and Maghrebi Literature in French" de Farid Laroussi

Session 8:

Discussion de la lecture

Présentation: "Unfinished Business" _____

Visionnement de Nabil Ayouché *Ali Zaoua Prince de la rue*. Discussion du film.

Devoir: Lire Fouad Laroui *Méfie-toi des parachutistes*

Lire Fouad Laroui: "La Malédiction de l'écrivain marocain"

Essai de la mi-semestre

Troisième quart du cours: Des Identités comme armes: les auteurs francophones et le problème identitaire. La francophonie, le néocolonialisme, l'hybridité et l'aliénation.

Session 9:

Soumettre l'essai

Discussion des lectures.

Devoir: Lire la moitié des *Identités Meurtrières*

Session 10:

Discussion des lectures.

Présentation: *Les identités meurtrières*: _____

Devoir: Terminer *Les Identités meurtrières*. Terminer *Palestine* aussi.

Session 11:

Visionner *Incendies*. Discuter le film et les lectures

Présentation: "Migrance, Hybridité et études postcoloniales" _____

Devoir: Lire la première moitié de *La Maison sans racines*. Lire aussi *Colonial Desire: "Hybridity and Culture"*

Session 12:

Discussion de la lecture

Présentation: "Hybridity and Culture" _____

Devoir: Terminer *La maison sans racines* et lire *Je me souviens Beyrouth*

Dernière partie du cours: L'histoire, la mémoire, l'exil et l' (im)possible retour. Nostalgie, refoulement, souvenirs-écrans.

Session 13:

Présentation: Le souvenir-écran: _____

Discussion de la lecture

Devoir: Lire *Le Bonheur à la queue glissante*.

Lire "La parole, le silence et l'apprentissage..."

Session 14:

Discussion de la lecture

Devoir: Préparer un plan de votre essai Final

Lire extraits de *The Postcolonial exotic*

Session 15:

Présentation et discussion: *The postcolonial exotic*: _____

Remettre l'essai final le jeudi de la semaine suivante

