**FLORIDA ATLANTIC UNIVERSITY**

**COLLEGE OF ARTS AND LETTERS**

**PH.D. IN COMPARATIVE STUDIES PROGRAM**

**CST 7309 - 002 (FALL 2014)**

**FRENCH THEORIES FROM THE 1960s/1970s**

**Dr. Frédéric CONROD**

**COURSE DESCRIPTION:**

In this seminar, students will be exposed to the influence of a generation of thinkers who marked the intellectual life, liberation and revolution of France between the end of World War II and the 1980s, with a particular focus on the decades preceding and following the riots of May 1968. The different theories will be read and discussed within their historical context. The ultimate objective of this course is to comprehend the general rejection of French thought in France, and its adoption in North American academia in the last decades of the 20th century.

**COURSE OBJECTIVES:**

- Become familiar with a historical current that became a reference for the field of literary and cultural studies.

- Understand the circumstances of each thinker and the motivations behind his/her work.

- Become familiar with the debates and the binary oppositions maintaining French society and North-American academia in tension during the Cold War.

- Be critical of the consumer society, the baby-boom generation and the origins of the fascination/fanaticism for ‘literary theory.’

- Draw conclusions around the current roles of French theory in the fields of Comparative Literature.

**RESEARCH OBJECTIVES:**

Students will develop their own research throughout the semester and focus on the following concerns:

- Is French literary theory an historical phenomenon grounded in specific circumstances or is it a vision of revolution for all cultures and societies?

- Are these so-called theories obsolete in the 21st century?

- What was their significance (or lack of) in the development of academic critical thinking?

Based on this judgment, students will have to follow a reconciliation of this tension and choose a topic that can address this initial concern, whether from within the historical context or without it by drawing a comparison with similar concerns in another temporal and spatial reality.

**PRINCIPLES OF A SEMINAR:**

Students come to class familiar with the readings and drawing an outline of bullet points of concepts and ideas they wish to discuss in class. Their consistent participation in the class is a fundamental requirement to receive passing credits for the seminar. Professor launches the discussion with a short lecture on historical context and main influences on the ideas about to be discussed. All students need to prepare a short comparative approach to the theoretical context, and to apply it to the context of his or her own research area(s). Each week, two students will be responsible to be discussion leader in the last third of the seminar and prepare a presentation (whether individually or together, after consulting with the professor).

**COURSE EVALUATION:**

Preparation and Participation (20%)

Discussion Lead / 2 Presentations (30%)

Midterm Research Proposal (20%)

Research Paper/Project (30%)

**Grade Division:**

A= 93-100 B+= 88-89.9 C+=78-79.9 D+=68-69.9

A-=90-92.9 B = 83-87.9 C = 73-77.9 D =63-67.9

 B-= 80-82.9 C- =70-72.9 D- = 60-62.9

**READING PROGRAM: FRENCH THEORIES 1960-1970s (FALL 2014)**

Week 1: Reconfiguring the System in the Aftermath of World War II.

Reading: Intro, *What is Literature?* (excerpts), Jean-Paul Sartre. Excerpts from *The Stranger*, Albert Camus.

Week 2: On Generations and their Conflicts

Reading: The *On the Names-of-the-Father*, Jacques Lacan (1951)

Week 3: Making Sense of the French Cultural Heritage

Reading: *Montesquieu and Rousseau*, Louis Althusser (1959)

Week 4: Rejecting the Gaullist System

Reading: *Marx*, Louis Althusser (1965)

Week 5: Re-ordering Things

Reading: *Foucault Reader* Part 1, Michel Foucault (1966)

Week 6: Revolutions through Deconstruction?

Reading: *Of Grammatology*, Jacques Derrida (1968)

Week 7: Breaking down the Establishment

Reading: *Difference and Repetition*, Gilles Deleuze (1968)

Week 8: The Trente Glorieuses and Vanity

Reading: *The Consumer Society*, Jean Baudrillard (1970)

Week 9: Aftermath of 1968

Reading: *Mythologies*, Roland Barthes (1972)

Week 10: Must we abort?

Reading: *Must we burn Sade?* Simone de Beauvoir (1972)

Week 11: Rethinking Sexuality

Reading: *Foucault Reader* Part 2, Michel Foucault (1970-80)

Week 12: A Generation of Women?

*The Laugh of Medusa*, Hélène Cixous (1975)

Week 13:The Contamination of North American Academy

Reading: *French Theory*, François Cusset (First Half)

Week 14: The Contamination of North American Academy 2

Reading: *French Theory,* François Cusset (Second Half)

**ACADEMIC CONDUCT: Please refer to pp 68-69 of the FAU 2006-2007 Undergraduate Catalog: Chapter 4, Honor Code, Academic Irregularities, and Students’ Academic Grievances.**

*Students at Florida Atlantic University are expected to maintain the highest ethical*

*standards. Academic dishonesty, including cheating and plagiarism, 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* [*http://www.fau.edu/regulations/chapter4/4.001\_Honor\_Code.pdf.*](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.)

**Students agree that by taking this course all required papers may be subject to submission for textual similarity review to web-based resources for Instructors for the detection of plagiarism. All submitted papers will be included as source documents in the system database solely for the purpose of detecting plagiarism of such papers.**

*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.*

**ADDENDUM: The use of cell phones, pagers, laptop computers, iPods, PSP, MP3’s, and/or any other electronic devices during class time is strictly prohibited. No exception will be made, unless student has an identified disability with adequate medical documentation justifying the use of an electronic device during class time. Students will use a whole point on their final grade for non-respect of this rule.**