

Valentin Duquet  
HRH 4.152  
Office hours: after class in my office/outside; on Zoom by appointment

Unique #37225  
Fall 2021

## FR 325C - Crisis and Conflict



**Bonjour!** Bienvenue à notre cours de français. You can call me Valentin (pronouns: he/him/his), and reach out if you have any questions: [vduquet@utexas.edu](mailto:vduquet@utexas.edu).

### Course Description:

FR 325C, “Crisis and Conflict,” focuses on historical and social conflicts as primarily manifested in **texts**, by which we mean: novels, short stories, poetry, essays, but also films. Themes deal specifically with moments of crisis (involving gender, class, religious and national identity) in French or francophone history. Instruction will emphasize strategies of reading and interpreting texts. In this particular course, we will explore the ways in which political, economic and religious power have led to social conflict between different ideas of ‘Frenchness.’ We will study an assortment of texts and genres from the Early Modern period to our early 21<sup>st</sup> century. Class time will not simply focus on the comprehension of texts but on the different ways we can interpret and contextualize them as a group. Interpretation being a subjective term, each course participant must come ready and prepared to engage critically with the material. While each discussion shall be guided by the professor, the notion of exchange is primordial. Asking questions, sharing ideas and challenging conventional knowledge are all imperative tasks you will pursue during the semester. Since we are entering an election year in France, we will strive to make fruitful connections between the past and the present and see how these texts can inform our understanding of contemporary crises.

### Courses Objectives:

This course will be held entirely in French. Students will get a chance to practice all core skills (reading, listening, speaking and writing) at an ‘Advanced-Low’ level. By the end of the semester, you should be able to (in French): discuss a work of literature according to theme and context;

exchange thoughts with classmates comfortably and respectfully; present and articulate complex ideas with more ease; and write thoughtful essays of your own. Additionally, you will have a better understanding of the systems and structures of power in place in France and globally from the 16<sup>th</sup> century onward. Perfect fluency in French is not required (nor is it expected!); the point of the course is to workshop ideas, thoughts and language in a safe and friendly space.

### **Student Learning Outcomes:**

1. Students will be able to analyze and explain the interaction between different cultural and historical crises and conflicts and the texts studied.
2. Students will be able to demonstrate comprehension of main ideas in a variety of literary genres, even when something unexpected is expressed (interpretive reading, Advanced-Low on the ACTFL proficiency scale).
3. Students will be able to respond critically to the studied texts in various time-frames (presentational writing, Advanced-Low on the ACTFL proficiency scale).

### **Core Curriculum:**

This course carries the **Global Cultures flag**. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.

### **Grading scale & Work expectations:**

- **Attendance & engagement (15%):** Active engagement with the rest of the class in French is necessary for the success of our course. You will get **three free absences** during the semester. Any further unexcused absence will count against your participation grade. Habitual lateness, or arriving to class more than 5 minutes late will be considered an absence. Use of technology for purposes unrelated to the course or excessive and unwarranted use of English will also make you count as “absent.” *By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a **religious holy day**. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.*
- **Discussion posts (15%):** Before each class, you will need to submit a brief discussion post on Canvas in French raising up to **three questions** and identifying **one specific quote** or passage from the text you would like us to revisit in class. Explain briefly why this passage interests you. It shouldn’t take you more than 5-10 minutes. (Remember to take notes while you’re reading!) You must post on the discussion thread at least twice per week, and any missed posts beyond that—or posts that are too superficial and disengaged—will cause you to lose points.
- **Presentation (20%):** **Once** during the semester, at the end of a class section (*‘Unité’*) covering a century or a theme, you will do a **10-min.** individual presentation on a topic of your choice about crisis and conflict in French and Francophone cultures. We will have **3**

**students** presenting on those days, and follow up with a whole-class Q&A session. The goal of each of these ‘**Conference days**’ will be to go further in our conversations connecting the topics we have studied with current issues or problems of interest to you. You may present on another text, revisit a text we studied together with new ideas, or make an intervention about another aspect that you care about, so long as it relates to our theme. The day before, you will **pre-circulate** on Canvas a brief slideshow you plan to use or a brief outline with bullet points and quotes. You may also have us watch a short video, or include other visual material during your presentation. Think of this presentation as ‘micro-teaching.’ Reading a script is strongly discouraged, but you’re welcome to bring prepared remarks. There will be no other readings due on those days, but the rest of the class will be welcome to contribute to the discussion posts with questions or encouragements on one or several of the presentation topics. (These discussion posts will count too!)

- **Mid-term paper (20%)**: Around the middle of the semester, you will write at home and submit electronically a **1,000-to-1,500-word** ‘*explication de texte*’ essay. You will choose an extract from a text that is in our reading list (a full poem, a scene from a film, a short chapter or other relevant piece) and write a textual analysis. You will show how the content and the format (*‘le fond et la forme’*) are used together by the author to convey a message. How is that message expressed? How is the style (in other words, the **poetics** of the text) intersecting with the **politics** of the text? What narrative is that text perpetuating, and responding to? What is the goal of the author? Is that goal achieved successfully according to you? Why or why not? Don’t forget to include some contextual background information about the author, the historical period and the literary movement they are a part of. You do not need to include a bibliography for this, but you are welcome to provide and cite references you deem useful. Either a linear or thematic analysis is possible. Don’t forget to quote and include any passage you are analyzing.
- **Final project (30%)**: For your final project, you will reflect on the course topics of Crisis and Conflict in French history through your preferred medium. **If** you want to continue doing research in the future, you are encouraged to write a **2500-to-3000-word** paper with a thesis statement and bibliography using MLA. For example, you can compare a text we have seen in class with another text of your choice. **If** your medium is film, you are welcome to create a 15-to-20-minute video essay. **If** you are interested in journalism, you can write a 2500-to-3000-word *Medium*-type blog post. **If** you are interested in creative work, you could write a short story or tale or create a short film following the style of one of the texts we analyzed in class. If you choose this option, you will need to submit a separate note explaining your creative choices and vision. Please discuss your decision with me ahead of time. **On the last two days of class**, you will informally present what you found/made, answer questions from your peers and briefly ‘defend’ your ideas.

**Grades:**

93-100 A	83-86 B	73-76 C	63-66 D
90-92 A-	80-82 B-	70-72 C-	60-62 D-
87-89 B+	77-79 C+	67-69 D+	0-59 F

---

## Course Schedule

**Wed. Aug. 25-** Introductions: faisons connaissance!

**Fri. Aug. 27-** Présentation globale historique; analyse en classe des guerres de religion au 16<sup>ème</sup> siècle; choix des présentations

### Unité 1: Soi versus Foi? L'hypocrisie au 17<sup>ème</sup> siècle

**Mon. Aug. 30-** *Tartuffe*, notice de l'éditeur & préface de l'auteur

**Wed. Sep. 1-** *Tartuffe*, placets au roi & Acte I

**Fri. Sep. 3-** *Tartuffe*, actes II & III

**Mon. Sep. 6-** *Happy Labor Day!*

**Wed. Sep. 8-** *Tartuffe*, actes IV & V

**Fri. Sep. 10-** *Fables* de la Fontaine: extraits

**Mon. Sep. 13-** Conference Day

### Unité 2: Sapere Aude! Les Lumières, esprits rebelles du 18<sup>ème</sup> siècle

**Wed. Sep. 15-** Kant, *Qu'est-ce que les Lumières?*

**Fri. Sep. 17-** Voltaire, *Traité sur la tolérance*, Chapitre I-X pp. 18-61 (skip chapter 9)

**Mon. Sep. 20-** Voltaire, *Traité sur la tolérance*, Chapitre XI-épilogue, pp. 61-115

**Wed. Sep. 22-** Conference Day

### Unité 3: Début 19<sup>ème</sup>: Romantisme et crises de la modernité

**Fri. Sep. 24-** Baudelaire, selected poems

**Mon. Sep. 27-** Victor Hugo, *Le Dernier jour d'un Condamné*, I to XXI

**Wed. Sep. 29-** Victor Hugo, *Le Dernier jour d'un Condamné*, XXII to XLIII

**Fri. Oct. 1-** Victor Hugo, *Le Dernier jour d'un Condamné*, XLIV to Note + Préface + Historique + Illustration

**Mon. Oct. 4-** Conference Day

#### **Unité 4: Fin 19<sup>ème</sup>: Naturalisme et conflits du capitalisme**

**Wed. Oct. 6-** Zola, *Germinal* (film), watch first half at home through 1:21:29): focus on women

**Fri. Oct. 8-** Zola, *Germinal* (film), watch second half at home: Is the Revolution inevitable?

**Mon. Oct. 11-** Zola, *L'Argent* (extract from Chapter 8)

**Wed. Oct. 13-** Conference Day

#### **Unité 5: 20<sup>ème</sup> siècle: conflits d'Algérie coloniale et post-coloniale**

**Fri. Oct. 15-** Sartre, *Le colonialisme est un système*: Discussion of imperialism and orientalism

**Mon. Oct. 18-** Introduction to *Yasmina*: portrait of Isabelle Eberhardt

**Wed. Oct. 20-** Eberhardt, *Yasmina*

**Fri. Oct. 22-** Leïla Sebbar, *La Seine était rouge* (through p.30)

**Mon. Oct. 25-** Leïla Sebbar, *La Seine était rouge* (through p.56)

**Wed. Oct. 27-** Leïla Sebbar, *La Seine était rouge* (through p.91)

**Fri. Oct. 29-** [I am away in D.C.; instructor substitute TBA]

**Mon. Nov. 1-** Leïla Sebbar, *La Seine était rouge* (through p.123)

**Wed. Nov. 3-** Leïla Sebbar, *La Seine était rouge* (through the end)

**Fri. Nov. 5-** Conference Day

#### **Unité 6: Africanité et créolité: crises identitaires et racisme**

**Mon. Nov. 8-** Maryse Condé, *Le Coeur à rire et à pleurer* (through p.26)

**Wed. Nov. 10-** Maryse Condé, *Le Coeur à rire et à pleurer* (through p.44)

**Fri. Nov. 12-** Maryse Condé, *Le Coeur à rire et à pleurer* (through p.64)

**Mon. Nov. 15-** Maryse Condé, *Le Coeur à rire et à pleurer* (through p.88)

**Wed. Nov. 17-** Maryse Condé, *Le Coeur à rire et à pleurer* (through p.112)

**Fri. Nov. 19-** Maryse Condé, *Le Coeur à rire et à pleurer* (through the end)

**Mon. Nov. 22-** Conference Day

*Bonnes vacances de Thanksgiving!*

**Unité 7: Crises des mémoires et crises des migrants**

**Mon. Nov. 29-** *Les héritiers* (2014 film, directed by Marie-Castille Mention-Schaar)

**Wed. Dec. 1-** *Welcome* (2009 film, directed by Philippe Lioret)

**Fri. Dec. 3-** Présentation des projets

**Mon. Dec. 6-** Présentation des projets et conclusions

*Bonnes vacances d'hiver et bonnes fêtes de fin d'année!*

---

**Official Resources:**

**[University of Texas Honor Code](#)**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. Any work submitted by a student in this course for academic credit will be the *student's own work*. Should plagiarism, i.e. appropriation of another's work without proper attribution, be deemed to have occurred, the student will automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action.

**[Services for Students with Disabilities \(SSD\)](#)**

SSD ensures students with disabilities have equal access to their academic experiences at the University of Texas at Austin by determining eligibility and approving reasonable accommodations.

**[Use of E-Mail for Official Correspondence to Students](#)**

E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently—I recommend daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-critical.

**[Thrive](#)** is a free iPhone app designed to enhance UT Austin student well-being and help better manage the ups and downs of campus life. Students will find short videos of actual UT Austin

students sharing their own stories as well as interactive activities designed to help them apply these concepts to their own unique experience.

### **Behavior Concerns Advice Line (BCAL)**

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050.

### **Counselors in Academic Residence Program (CARE)**

CARE is a program of the Counseling and Mental Health Center that was created in collaboration with the Office of the Provost. CARE counselors are located within the colleges they serve. They are licensed mental health professionals and work with students who have been referred by faculty and staff. CARE's primary mission is to provide access to mental health support for students who are struggling emotionally and/or academically. Cassy Moreno, LPC, is the CARE counselor for Liberal Arts and is available to meet with COLA students in need of mental health assistance.

### **Counseling and Mental Health Center (CMHC)**

In addition to CARE, students can visit the Counseling and Mental Health Center (CMHC) for counseling services: Counseling and Mental Health Center Crisis Line 512-471-CALL (2255). (UT Students Only - available every day of the year including holidays). CMHC Crisis Line is a confidential service of CMHC that offers an opportunity for UT-Austin students to talk with trained counselors about urgent concerns. A counselor is available every day of the year, including holidays. You can call us when you want, at your convenience. Our telephone counselors will spend time addressing your immediate concerns. Our telephone counselors also have specific training in responding to crisis situations. Counseling and Mental Health Center offers several discussion groups students may attend that cover various topics. Some groups are drop-in groups while other groups topics range from identity-based groups, Voices Against Violence, Mindfulness groups, and other support groups. A list of all the group options are available at [this link](#).

### **Student Emergency Services (SES)**

Student Emergency Services provides assistance, intervention, and referrals to support students navigating challenging or unexpected issues that impact their well-being and academic success. SES can be reached at 512-471-5017 (Mon – Fri from 8 a.m. - 4:30 p.m.). Emergency situations include but are not limited to: Missing Student; Family Emergency; Fire or Natural Disaster; Student Death (current or former); Medical or Mental Health Concern; Academic difficulties due to crisis or emergency situations; Interpersonal Violence (stalking, harassment, physical and/or sexual assault).

### **UT Outpost**

UT Outpost will help battle hunger and food insecurities of our students, as well as giving students access to professional attire for job and internship interviews. The service is located in

the UA9 Building (2609 University Avenue) which is behind the Student Services Building (SSB).

### **Center for Students in Recovery (CSR)**

The Center for Students in Recovery (CSR) provides a safe space and supportive community for students in recovery or seeking recovery from addiction. Participation at CSR is completely voluntary and there is no barrier to entry. Students at any stage of recovery and at any point in their academic journeys are welcome.

### **Sanger Learning Center**

The Sanger Learning Center is UT Austin's main resource for academic support. Some of the services offered at the Sanger Learning Center include but aren't limited to: 1-on-1 tutoring or drop in tutoring; improving your study skills with a learning specialist; weekly meetings with a Peer Academic Coach; and help with public speaking assignment.

### **Gender and Sexuality Center (GSC)**

The mission of the Gender and Sexuality Center (GSC) is to provide opportunities for all members of the UT Austin community to explore, organize, and promote learning around issues of gender and sexuality. The center also facilitates a greater responsiveness to the needs of women and the LGBTQIA+ communities through education, outreach, and advocacy.