

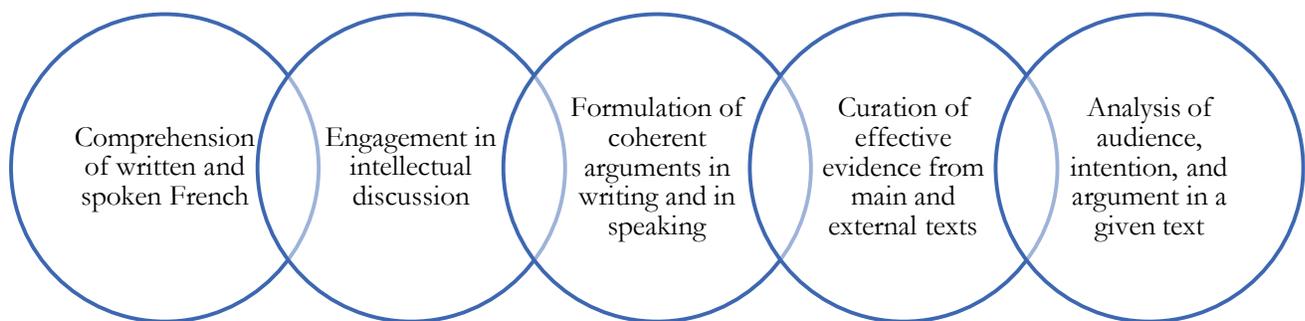
L'autobiographie en tant que document social
Upper-level French Literature, Conducted in French
Yen Vu

Dans quelle mesure l'autobiographie est-elle écrite pour soi et/ou pour un public ? Comment se manifestent les intentions d'écrire sur soi, et que révèlent-elles de la société ? Ce cours a comme projet principal l'exploration et la critique de la valeur sociale de l'autobiographie. L'autobiographie nous parle autant d'une personne que d'une société. Nous aborderons les questions sociales ainsi que les questions intimes : du genre, du réel et de la fiction, de la sincérité, et de l'identité. Cette exploration à la fois du soi et de la société portera sur les différentes traditions autobiographiques y compris les mémoires, les journaux intimes, et les textes critiques. Dans cette juxtaposition de l'individu et de la société, nous porterons notre attention notamment au rôle de la langue et du langage afin d'établir des connexions productives entre les deux au lieu de les séparer.

To what extent is autobiography written for the self and written for a public? How do the intentions to write about the self manifest and what do they reveal about the society? There are but a few questions this course seeks to address in its exploration of the social value of autobiography, which tells us as much about a person as it does about their society. We will broach social topics as well as those regarding the individual, including gender, reality and fiction, sincerity, and identity. This exploration of the self and society will be carried out through different autobiographical traditions, including memoirs, diaries, and critical texts. In this juxtaposition of the self and society, we also rely on the role of language to establish important connections rather than separations between them.

Learning Outcomes

In the course of writing and participating in class discussions, you will develop competency in the following areas:



Academic Inclusion

I will try my best to ensure that the classroom is a safe and brave space that welcomes a diversity of individual backgrounds and experiences, in addition to different learning styles. Although we are in a literature course, I welcome suggestions of various media and assignments that best help you and your peers learn.

All members of a classroom should strive for academic inclusion, in that we are responsible for creating and maintaining a mutually respectful, thought-provoking environment where learning can thrive. Each individual has something different to contribute to the class and we should take our differences as spaces to invite others to learn something new.

Students who require special accommodations for any disabilities must first register with the Student Disability Services. Once registration happens, I will make every effort to ensure equal access and evaluation in this course.

Academic Integrity

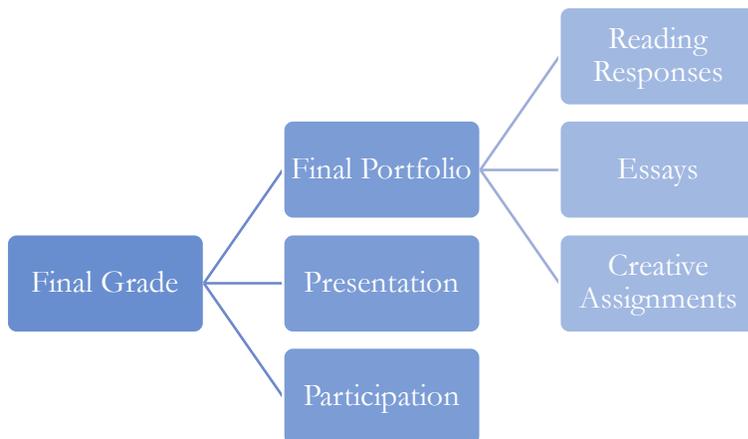
All work that students produce for this course and this course alone must originate from the student with external sources and contributions acknowledged. This can be done in footnotes or MLA Citations. Please refer to the MLA Citation resource made available on the course site and ask me if there are any questions.



De quelque façon que les hommes veuillent me voir, ils ne sauraient changer mon être, et malgré leur puissance et malgré toutes leurs sourdes intrigues, je continuerai, quoi qu'ils fassent, d'être en dépit d'eux ce que je suis...

Les reveries du promeneur solitaire, J.J. Rousseau

Course Components



The only assignments for which you will receive a letter grade are the Presentation and the two essays. The Final Portfolio will be an important determiner of your final grade as it will combine assignments and reflections to demonstrate your growth in the class. **Keep all assignments** so that you may have options to pull from for the Final Portfolio.

15% Participation – This includes being present physically and mentally, as well as coming prepared and contributing to small and large group discussion.

10% Presentation – These presentations involve providing contextual information, choosing themes and discussion topics, and even an activity if you find they are useful for conveying your information.

15% Three (3) Creative Assignments – The assignments are meant to help you think differently about the readings and create space for further exploration. Refer to calendar for the specific assignment.

10% Reading responses (1-page) for any five (5) texts – We will use these responses as the discussion starters for each class.

30% (15% each) Two (2) essays (4-5 pages) – Prompts will be posted 2 weeks prior to when first versions are due.

20% Final Portfolio – Select works that represent your growth and also include a 2-page reflection of your contribution to the course.

Formatting assignments: Typed, 12 pt. Times New Roman, standard 1-inch margins. Title and page numbers. MLA Citations. All assignments must be turned in as hard copy at the start of the class.

Required Texts

Saint Augustin. *Confessions*. AD 397-400
De Beauvoir, Simone. *Mémoires d'une fille rangée*. 1958.
Derrida, Jacques. *Le Monolinguisme de l'autre*. 1996.
Rousseau, J.J. *Le contrat social*.
Ernaux, Annie. *La Place*. 1983.

Excerpts

Rousseau, J.J. *Confessions*. 1782.
Stendhal. *Journal de Stendhal*. Années 1801-1804
Sand, Georges. *Histoire de ma vie*. 1855.

Critical Texts

Leiris, Michel. *L'Age d'homme*. 1939. (Extraits)
Lejeune, Philippe. *Le Pacte autobiographique*. 1975. (Extraits)

A Word on Flexibility

While I have set the guidelines for the course through this syllabus, it is subject to change according to current events, your interests and abilities as well as my own. Students are more than welcome to suggest relevant texts and material with the rest of the class, so long as you maintain a critical and respectful standpoint

Course Calendar

Week 1

Saint Augustin. *Confessions*

Week 2

Rousseau, J.J. *Confessions* « Préambule Neuchâtel », « Livre 1 »

Assignment due: « Write a confession from the perspective of a public figure »

Week 3

Rousseau, J.J. *Confessions* « Livre 2-3 »

Week 4

Rousseau, J.J. *Le contrat social*. « Livre 1-3 »

Week 5

Stendhal. *Journal de Stendhal*. Années 1801-1804

Assignment due: Essay 1 draft

Week 6

Baudelaire, Charles. *Fusées*.

Assignment due: Essay 1 Revision

Week 7

Sand, Georges. *Histoire de ma vie*. « Vie littéraire et intime »

Week 8

De Beauvoir, Simone. *Mémoires d'une fille rangée*.

Assignment due: « Choose an image that represents a scene in Georges Sand or Simone de Beauvoir »

Week 9

De Beauvoir, Simone. *Mémoires d'une fille rangée*.

Week 10

Ernaux, Annie. *La Place*

Lejeune, Philippe. *Le Pacte autobiographique*.

Assignment due: « Choose a song that represents any of the texts we've previously read »

Week 11

Leiris, Michel. *L'Age d'homme*

Assignment due: Essay 2 Draft

Week 12

Derrida, Jacques. *Le Monolinguisme de l'autre*

Assignment due: Essay 2 Revision

Week 13

Rattrapages

Final Portfolio