

SAMPLE



Course Title: French and Expatriate Literature

Course Number: FREN-UA9808/SASEM-UG9351

Instruction Mode: In-person

Summer 2022

If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for NYU [SITE], please make sure that you've completed the online academic orientation via Brightspace so you are aware of site specific support structure, policies and procedures. Please contact nyu.paris.academics@nyu.edu if you have trouble accessing the Brightspace site.

Syllabus last updated on : May 2022

Lecturer Contact Information

Dr Claire de Obaldia

Prerequisites: None

Units earned: 4 credits

Course details

Class Meeting Days/Times: Mon, Tues, Thurs 11:00am-1pm + Fridays
11:00am-12:30pm

Location: Classroom number 413

Remote Participants: Your instructor will provide you with the Zoom link via Brightspace.

- COVID-related details: In the interest of protecting the NYU Paris community, we are closely following CDC guidance around COVID-19 and adjusting our recommendations and policies accordingly. Your health and well-being is our top priority.
 - If you are attending in person, you will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol. Please note that you are expected to attend every class meeting in-person; however, this may change during the drop/add period if in-person student registration increases significantly or at any point during the semester if local COVID-19 regulations require additional physical distancing.
 - Additionally, in-person students will be split into cohorts who will attend sessions (in case of limited numbers).

Course Description

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This course explores the connections between major expatriate and French writings, from the Modernist period onwards. As the site of unprecedented cosmopolitanism and creativity, early 20th-century Paris saw the emergence of artistic and intellectual movements that were to have a considerable impact on Western culture to this day. The texts we will be looking at (memoir, autobiography, novel, and essay) reflect a shared sense of inner and outer exile inherent in the modern condition. They deal explicitly with the experience of living and writing on the margins, of belonging or not belonging, of otherness and estrangement in relation to class, race, gender, sexuality, language, and to Paris as a specific urban environment.

Course Objectives

Upon Completion of this Course, students are expected to:

- Have explored the impact of a specific time, place, and culture on writing
- To have familiarized themselves with a variety of Modernist and more contemporary modes, styles, themes, and issues
- To have learned to formulate relevant questions and hold multiple perspectives
- To have developed and refined analytical skills through the practice of close reading and commentary, but also through a broadening of connections and perspectives

Assessment Components

You are expected to attend class in person or remote synchronously. Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

Written Assignments (all submitted and graded on Brightspace)

Take-Home Essay #1

To be submitted on Brightspace on (or before) due date and time.

6-8 pages (1500-2000 words) prepared at home in a standard font, with an introduction, a main body, and a conclusion, involving a response to a prompt, comparing and contrasting texts discussed in class, or the close reading of an excerpt or excerpts. A separate summary of the essay's core argument must also be included.

Take-Home Essay #2

To be submitted on Brightspace on (or before) due date and time.

6-8 pages (1500-2000 words) prepared at home a standard font, involving a response to a prompt, comparing and contrasting texts discussed in class, or the close reading of an excerpt or excerpts. A separate summary of the paper's core argument must also be included.

Take-Home Essay #3

To be submitted on Brightspace on (or before) due date.

6-8 pages (1500-2000 words) prepared at home in a standard font, involving a response to a prompt, comparing and contrasting texts discussed in class, or the close reading of an excerpt or excerpts. A separate summary of the paper's core argument must also be included.

In-Class Papers #1 and #2

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Involves directly answering a question, discussing an idea, or commenting on an excerpt drawn from one of the texts read in the course of that week (also submitted on Brightspace).

Late Submission of Work

- (1) Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public holidays), unless an extension has been approved (with a doctor's note or by approval of NYU SITE Staff), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.
- (2) Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.
- (3) Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be approved by Academic Affairs (nyu.paris.academics@nyu.edu).
- (4) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.
- (5) Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

Grading of Assignments

Assignments/Activities	% of Final Grade
Class participation	10%
Essay #1	20%
Essay #2	25%
Essay #3	25%
2 in-class papers	20%

Grade Conversion

Your lecturer may use one of the following scales of numerical equivalents to letter grades:

US Grade	Letter	US numerical	French numerical	
A		94-100 or 4.0	15-20	Excellent

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A-	90-93 or 3.7	14	Very Good
B+	87-89 or 3.3	13	Good
B	84-83 or 2.7	12	Good
B-	80-83 or 2.7	11	Satisfactor y
C+	77-79 or 2.3	10	Sufficient
C	74-76 or 2.0	9	Sufficient
C-	70-73 or 1.7	8	Sufficient
D	65-66 or 1.0	5-7	Poor
F	below 65 or 0	1-4	Fail

Grading Criteria

A range: applies to work that is very well argued and structured; that gives evidence both of close reading and of extensive knowledge; that shows imaginative flair and originality.

B range: Applies to work which demonstrates an ability to conceptualize the key issues and debates and to formulate relevant points or questions, but which may need to be more thorough, better structured, and/or show more independent thinking and originality.

C range: Applies to work which, though it may raise a couple of interesting points or questions, remains too superficial, or undeveloped, or poorly structured, and/or shows insufficient grasp of the subject or material.

D range: Presents incorrect or confused information, misunderstandings of the subject or text, lack of coherence, lack of editing and structure or absence of development, an inability to make proper use of references and quotations, serious inadequacies of expression (syntax, grammar, vocabulary).

F grade: For non- or late submission of work without a valid medical excuse, or for work which is unintelligible, illegible, or wholly irrelevant; for plagiarism or work which uses unattributed material.

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Academic Policies

Attendance Policy

You are expected to attend class in person or remote synchronously. Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers, or online through NYU Brightspaces if the course is remote synchronous/blended, is expected promptly when class begins. Attendance will be checked at each class meeting. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to write to nyu.paris.academics@nyu.edu to see if you can take your remote class at the Academic Center.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team by e-mail immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, Moses Center accommodations, religious observance or emergencies. Your professor or site staff may ask you to present a doctor's note or an exceptional permission from an NYU Staff member as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to staff. Doctor's notes must be submitted in person or by e-mail to the Academics team, who will inform your professors.

Unexcused absences may be penalized with a two percent deduction from the student's final course grade for every week's worth of classes missed, and may negatively affect your class participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Your professor is entitled to deduct points if you frequently join the class late.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to site staff; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

Classroom Etiquette

To optimize the experience in a blended learning environment, please consider the following:

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- Please note that we like to start our classes on time, and that late arrivals are disruptive. Repeated late arrivals will count as absences.
- Cell phones are to be stowed away and turned off or in silent mode during class time, unless it is the device on which you are reading the assigned text (not recommended!).
- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary).
- Make sure to let your classmates finish speaking before you do : you can raise your hand if you would like to speak.
- If deemed necessary by the study away site (ie COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class.
- Unless of an emergency, leaving the classroom during class time is considered rude in France.

Please make you sur read and acknowledge the information regarding this section on the **NYU Paris Resources** site on Brightspace.

Academic Honesty/Plagiarism

As the University's policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using TurnItIn or another software designed to detect offences against academic integrity.

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you **MUST** inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

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[NYU Academic Integrity Policies and Guidelines](#)

[NYU Library Guides](#)

Inclusivity Policies and Priorities

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

Attendance Rules on Religious Holidays

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer AND NYU SITE's Academics Office in writing via e-mail one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#)

Pronouns and Name Pronunciation (Albert and Zoom)

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, Brightspace, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the [Pronouns and Name Pronunciation website](#).

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the [Personalizing Zoom Display Names website](#).

Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through NYU Paris.

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Bias Response

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, please contact one of the following:

- Online using the [Web Form \(link\)](#)
- Email: bias.response@nyu.edu
- Phone (NY): +1 (212) 998-2277
- Office of the Director, NYU Paris: +33 1 53 92 50 80

Course Materials and Schedule

Required Texts in order of study (*see hard copies in my reserve at the NYU library*).

Hemingway, Ernest, [buy] *A Moveable Feast: The Restored Edition* (1921-26/Arrow Books 2011)

Stein, Gertrude [Reader], *The Autobiography of Alice B. Toklas* [1933](Penguin Classics, 2001), excerpt on Hemingway, pp. 229-38.

- Part I of *Paris France* [Reader]

Proust, Marcel, [Reader], *In Search of Lost Time/A la Recherche du temps perdu* [1913-27], Beginning of Vol. 1, *The Way By Swann's*, transl. Lydia Davis (Penguin Classics, 2003), pp. 7-10.

Woolf, Virginia, [Reader], beginning of *Mrs Dalloway* (Penguin Modern Classics, pp. 5-7)

Baldwin, James, [Reader], "The Discovery of What it Means to be an American" pp. 137-42, in: *Collected Essays* (Tony Morrison, ed, The Library of America 1998)

- *Giovanni's Room* [Buy]

Colette, [Reader], "If I Had a Daughter » (pp. 56-58); "The Hand" (pp. 246-48). "A Fable : The Tendrils of the Vine" (pp. 100-01); "The Find" in: *The Collected Stories of Colette*, transl. by Matthew Ward, Antonia White et al (Vintage Classics 2003)

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White, Edmund, **[Reader]**, Chapter One of *The Flâneur: A Stroll through the Paradoxes of Paris* (Bloomsbury, 2001)

Camus, Albert, **[Buy]** *The Outsider*, preferably transl. by Sandra Smith (1942/Penguin Classics 2013)

Sartre, Jean-Paul, **[Reader]**, “An Explication of The Stranger” (1947) in: *Literary and Philosophical Essays of Jean-Paul Sartre*, transl. Annette Michelson (NY 1955)
- Excerpt from “Existentialism and Humanism”

Huston, Nancy, **[Reader]**, “Take-Off”; “Orientation”; “Disorientation”; “The Mask...”; “... And the Pen” in: *Losing North: Musings on Land, Tongue, and Self* (McArthur and Co, 2002)/ *Nord perdu* (1999)

Kundera, Milan, **[Buy]** *Ignorance (L'Ignorance)*, 2000 in Fr, Engl transl. Linda Asher, or Kindle version)

Saïd, Edward, “Reflections on Exile” in: *Reflections on Exile and Other Essays* (Harvard University Press, 2001)

Resources

- **Electronic Resources (via Brightspace / NYU Library Course Reserves)**
- **Databases, journal articles, and more:** [Bobst Library](http://library.nyu.edu) (library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](http://nyu.mywconline.com) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](http://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)

Further suggested Reading (some of which is available in my Reserve at the library)

Baldwin, James, *Collected Essays* (Tony Morrison, ed, The Library of America, 1998)

Barthes, Roland, *The Eiffel Tower and Other Mythologies*, transl. Richard Howard (Hill and Wang, 1979); “Semiology and the Urban” in: M. Gottdiener and A.P. Lagopoulos, eds, *The City and the Sign: An Introduction to Urban Semiotics* (Columbia Univ Press 1986)

Benstock, Shari, *Women of the Left Bank 1900-1940* (University of Texas Press, 1976)

Berberova, Nina, *The Italics are Mine*, transl. Philippe Radley (Chatto and Windus, 1999)

Breton, André, *Manifestoes of Surrealism*, transl. Seaver & Lane (Ann Arbor, 1972)

Burke, David, *Writers in Paris : Literary Lives in the City of Light* (Paris Writers Press, 2016)

Camus, *The Myth of Sisyphus*, transl. Justin O'Brien (Penguin Classics, 1975)/ *Le Mythe de Sisyphus* [1942]

Freud, “The Uncanny” in: *The Uncanny*, transl. David McLintock (Penguin Classics, 2003)

Green, Julien, *Paris* (1984/Marion Boyars, Bilingual Edition, 2012)

Hoffmann, Eva, *Lost in Translation: A Life in a New Language* (Plunkett Lake Press, 2011)

Kristeva, Julia, *Strangers to Ourselves* (Columbia University Press, 1994)/ *Etrangers à nous-mêmes*

Morozov, Evgeny, *The Death of the Cyberflâneur* (NYTimes, Sunday Review, Feb 4 2012)

Meagher, Sharon (Ed), *Philosophy and the City: Classic to Contemporary Writings* (State University of New York Press, 2008)

Nabokov, Vladimir, *Speak, Memory: An Autobiography Revisited* (Penguin Classics, 2000)

Parsons, Deborah L., *Streetwalking The Metropolis: Women, the City and Modernity* (OUP 2000)

Pizer, Donald, *American Expatriate Writing and The Paris Moment: Modernism and Place* (Louisiana State University Press, 1996)

Prendergast, Christopher, *Paris and the Nineteenth Century* (Blackwell, 1995)

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Robinson, Marc (Ed), *Altogether Elsewhere: Writers in Exile* (Faber and Faber, 1994)
Rushdie, Salman, *Imaginary Homelands: Essays in Criticism 1981-1991* (Granta, 1991)
Saïd, Edward, *Out of Place: A Memoir* (Granta, 2000)
Sebald, WG, *The Emigrants* (Vintage Classics, 2002)
Sontag, Susan, *Where The Stress Falls* (Penguin Classics, 2009)
Steiner, George, "Extraterritorial" in: *Extraterritorial: Papers on Literature and The Language Revolution* (Penguin Books, 1976)
- *After Babel : Aspects of Language and Translation* (Oxford University Press, 1998)

Course Schedule

WEEK 1

Tues 24 May Introductions to the course + discussion of Hemingway, *A Moveable Feast*, Chapter 1.

Thurs 26 May French holiday, no class.

Friday 27 May Double class (11:00am-2pm) including lunch (bring your sandwich!). Walk to where Hemingway lived in the 5th arrdt. Discussion of Hemingway, *A Moveable Feast*, Restored Edition, Chapters 2-8.

WEEK 2

Monday 30 May

A Moveable Feast, Chapters 9-16.

Tuesday 31 May

A Moveable Feast, Chapters 17-19.

Thursday 1 June

A Moveable Feast, "Additional Paris Sketches" (pp. 169-225) + "Fragments" (pp. 229-236). Foreword by Patrick Hemingway and pp. ix-xii + Introduction by Sean Hemingway, pp. 1-13.

Friday 2 June

Gertrude Stein on Hemingway, *The Autobiography of Alice B. Toklas*, pp. 229-38), + Part I of *Paris France*. Read also the beginnings of Proust and Woolf (*Mrs Dalloway*). I will discuss Hemingway and Stein in the context of the Modernist movement in literature and in painting.

Essay #1 due on Friday 2 June, by 11:59pm, on Brightspace.

WEEK 3

Monday 6 June

James Baldwin, Essay: "The Discovery of What it Means to be an American" (pp. 137-42).

Tuesday 7 June

Baldwin, *Giovanni's Room*, Part One, Chapter 1 (Penguin 1956, pp. 9-25).

Thursday 9 June

Giovanni's Room, Part One, Chapters 2 and 3 (pp. 26-70)

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Friday 10 June

Giovanni's Room, Part Two, Chapters 1-3 (pp. 73-113)

WEEK 4

Monday 13 June

Giovanni's Room, Part Two, Chapters 4-5 (pp. 114-59), + in-class paper #1.

Tuesday 14 June

Colette, short stories 1. "If I Had a Daughter »; (pp. 56-58); 2. "The Hand" (pp. 246-48)

Thursday 16 June

Colette, short stories 3. "A Fable : The Tendrils of the Vine" (pp. 100-01)
Edmund White's *Le Flâneur*, Chapter One, pp. 24-34 on Colette

Friday 17 June

Work on Essay #2.

WEEK 5

Monday 20 June

Albert Camus, *The Outsider*, Part I, pp. 3-54

Essay #2 due on Monday 20 June, by 11:59pm, on Brightspace.

Tuesday 21 June

The Outsider, Part II, pp. 57-111

Thursday 23 June

Sartre, "An Explication of the Stranger", pp.i-ix
Conclusion on Existentialism and the Absurd

Friday 24 June

Expatriate writings in French(1): Nancy Huston

Losing North, "Orientation", pp. 2-9; "Disorientation", pp. 10-18; "The Mask...", pp. 19-30;
2. *Losing North* "... And the Pen", pp. 31-39, + in-class paper #2.

WEEK 6

Monday 27 June

Expatriate writings in French(2): Milan Kundera, *Ignorance*, Chapters 1-21 (pp. 3-76)

Tuesday 28 June

Ignorance, Chapters 22-33 (pp. 77-120)

Thursday 30 June

Ignorance, Chapters 34-53 (pp. 120-95)

Friday 1 July (Last class)

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Conclusions.

Essay #3 due on Fri 1 July by 11:59pm on Brightspace.

Your Lecturer

*With 2 degrees in German and Hispanic studies from the Sorbonne (Paris IV), and a Masters and Doctorate in Comparative Literature from Oxford (English, French, German, Spanish), Claire de Obaldia has taught comparative literature at Oxford, Geneva, the Sorbonne, and different American universities in Paris and London since the 1990s. In 2000 she also became a certified teacher of the FM Alexander Technique (somatic education), combining her academic activity with that of teaching Alexander's work both privately and on teacher training courses in Paris and London. Her publications include *The Essayistic Spirit* (Oxford University Press, 1995); *L'Esprit de l'essai, de Montaigne à Borges* (Coll. Poétique, Seuil, 2005); «Floating Islands », an essay on philosophies of education in : *Alexander in Context* (Hite, London 2014) ; « Emerging Selves », in : *Alexander Life Stories* (Alexander Trust, London, 2016) .*



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