

French Course Descriptions: 2013/2014

To view course descriptions simply click on a course number or scroll down.
 For classes with a language focus (101-203) see the [UO class schedule](#) or the UofO [Online Catalog](#)

Only courses with [active links](#) will be offered during the 2013/2014 academic year

FALL 2013	WINTER 2014	SPRING 2014	SUMMER 2014
FR 150	FR 150	FR 150	101, 102, 103
FR 151	FR 151	FR 151	201, 202, 203
FR 199	FR 199	FR 199	
FR 301	FR 301	FR 301	
FR 303	FR 303	FR 303	
FR 305	FR 305	FR 305	
FR 307	FR 307	FR 307	
FR 317 ♦	FR 317 ♦	FR 317 ♦	
FR 318 ♦	FR 318 ♦	FR 318 ♦	
FR 319 ♦	FR 319 ♦	FR 319 ♦	
FR 320	FR 320	FR 320	
FR 330	FR 330	FR 330	
FR 331	FR 331 ♦	FR 331	
FR 333 ♦	FR 333	FR 333	
FR 342	FR 342	FR 342	
FR 361	FR 361	FR 361	

FR 362	FR 362 ♦	FR 362	
FR 363	FR 363	FR 363	
FR 399	FR 399	FR 399	
FR 407/507*	FR 407/507* ♦	FR 407/507* ♦	
FR 409	FR 409	FR 409	
FR 416/516	FR 416/516	FR 416/516	
FR 425 ♦	FR 425 ♦	FR 425	
FR 450/550	FR 450/550	FR 450/550 ♦	
FR 451/551 ♦	FR 451/551	FR 451/551	
FR 460/560	FR 460/560	FR 460/560	
FR 480/580 ♦	FR 480/580	FR 480/580	
FR 490/590	FR 490/590	FR 490/590 ♦	
FR 497/597	FR 497/597 ♦	FR 497/597	
FR 607	FR 607	FR 607	
FR 683	FR 683	FR 683	
RL 407/507	RL 407/507	RL 407/507	
RL 607	RL 607	RL 410/510	
RL 608	RL 620	RL 623	

♦ = counts toward on-campus requirement for **MINOR** only

◆ = counts toward on campus requirement for **MAJOR** and **MINOR**

* *There may be more than one course with this course number offered during the same term**

FALL 2013

FR 150 Cultural Legacies of France – Moore

The purpose of this course is to explore and explode cultural stereotypes while examining some of the social and cultural phenomena we associate most strongly with France. We will look at the way France continuously reworks the cultural legacies of Greek and Roman antiquity as well as the legacies it has bequeathed to the rest of the world. We will focus our reading and discussion through five main topics: language and identity; love and romance; food and fashion; wars and revolutions; and cultural imperialism. Readings and discussions in English.. [return to course list](#)

FR 301: Culture et langage: la France contemporaine- Various

Training in language and culture of modern France using newspapers, short stories, poetry and film. Vocabulary enrichment activities. Conducted in French. [return to course list](#)

FR 303: Culture et langage: identités francophones- Poizat-Newcomb

Language skills with emphasis on the global cultures of the French-speaking world. Grammar review. [return to course list](#)

FR 317: French Survey: Medieval and Renaissance- Wilhite ♦

Ce cours invite l'étudiant à entrer dans l'histoire littéraire de la France. Nous allons en profiter de cette occasion pour lire des textes d'une très grande importance et intérêt. Le plaisir de la lecture sera difficile d'esquiver. Pourtant nous allons aussi travailler les textes. Nous allons chercher à comprendre l'histoire qui donne naissance à nos œuvres; il y aura un très brève initiation aux langues utilisaient au Moyen Age dans la région qu'occupe aujourd'hui la France; l'on va fouiller dans les lexiques et dictionnaires historiques ainsi que le dictionnaire d'usage quotidien pour comprendre les nuance du vocabulaire; finalement les étudiants auront l'opportunité de s'exprimer par l'orale et l'écrit avec des exposés, des explications-de-textes, et des dissertations littéraires. [return to course list](#)

FR 318: French Survey: Baroque and Enlightenment – Albert-Galtier ♦

Introduction to major themes and ideas in French literature from the 17th and 18th centuries through the reading of representative texts. [return to course list](#)

FR 319: French Survey: 19th and 20th Centuries – Schachter ♦

Representative literary works from the 19th and 20th centuries with attention to literary analysis and literary history. [return to course list](#)

FR 320: Intensive French Grammar Review – Williams

This course promotes linguistic competency in French through intensive review and refinement of French grammar while introducing basic vocabulary and linguistic concepts. [return to course list](#)

FR 333: French Narrative- Hester ♦

This course follows the development of French prose, in various forms and genres, from the sixteenth to the twentieth centuries. Short stories, tales, letters, and novels are the primary focus of the reading. Moving chronologically, the course takes love as its principal theme and explores

how the representation of this universal topic can reflect different spiritual, political, philosophical, and poetic notions, not just of a particular historical period or literary movement, but also of an individual author. Readings can include stories of cruelty or wit from Marguerite de Navarre's Heptaméron, intrigue from the court of Louis XIV in the letters of Madame de Sévigné, excerpts from the libertine epistolary novel Les liaisons dangereuses, and short stories by Guy de Maupassant and Albert Camus. [return to course list](#)

FR 425: French / English Translation- Poizat-Newcomb ♦

Think you'd like being a translator? FR 425 focuses on the acquisition of practical translation skills, from English to French and from French to English. We study registers, linguistic and cultural differences, the types of translation used for fiction literature, but also for commercials, comic books, poetry, recipes, and instruction manuals. The class is lively and relies on group work. We also practice interpretation (simultaneous oral translation) and learn the basics of translation theory. Weekly quizzes on false cognates. Readings in French and English, discussions in French. [return to course list](#)

FR 451/551: Theatrical Battles- Albert-Galtier ♦

Why during the French seventeenth century was so much polemic about theater plays, rules and genres? How can tragedies raise so many passionate fights and querelles? How did some comedies end up at the center of political battles? Was the author playing with provocation? These are some of the questions that we will address in the first part of the course focusing on plays by Corneille, Rotrou, Molière and Racine. Our second focal point will be critical approaches to theatrical representation, those of the seventeenth century (d'Aubignac), and more modern interpretations, including social, moral, esthetic, ideological and political analyses. What are the interactions between the court and the theater, the models and the representations? How is Versailles an example of theatrical representation (Benichou, Apostolides, Viala)? A final concern will be to investigate the production and performance of plays in Paris: actors, companies, audiences, theaters, etc. We will analyze iconographic sources such as drawings, engravings, catalogues of stage sets (Mahelot, Mongredien, Chevalley, Merlin). [return to course list](#)

FR 480/580: France: Fin de siècle- Gould ♦

Les fins de siècles sont souvent caractérisées par des attitudes contradictoires dans l'imaginaire culturelle d'un peuple : fin du monde, avenir technologique prometteur; 'clash of civilizations,' communications globales ; dévastation de l'environnement, nourriture artificielle suppléant aux besoins du monde entier, etc... A la fin du 19e siècle, les mêmes contradictions se constatent. En fait, on nomme le dernier tiers du siècle et la « Belle époque » et la « Décadence, » mettant en relief la portée de cette attitude ambiguë et incertaine. Dans ce cours nous allons étudier très en détail deux romans entourés de plusieurs essais, poèmes, articles critiques, et appréciations artistiques qui cernent les contradictions de la fin du 19e siècle. Tournant autour de A Rebours de J. K. Huysmans et de Au Bonheur des Dames par Emile Zola, nous lirons Baudelaire, Mallarmé, Freud, Schopenhauer, Taine, Michel Winock sur l'Affaire Dreyfus, Christophe Charle sur la naissance des Intellectuels, Wagner et Debussy. (FR 580 : exposé oral + 1 essai de recherches ; FR 480 : 2 essais). **M.A. Period 3** [return to course list](#)

RL 608: Workshop on Teaching Methodology -Davis

This course is the starting point for pre-professional training in the teaching of Romance languages (French, Italian, and Spanish) to adults. The class readings, lectures, discussions, and portfolio activities will help you to:

- design and implement a complete instructional sequence for new material, with attention to sequencing of activities, learning styles, and modes of communication (presentational, interpretive, interpersonal);
- personalize instruction for a diverse group of learners, with different motivations and interests in language study;
- demonstrate knowledge and understanding of major concepts and the historical context of the field of language learning and teaching in the U.S.;
- utilize effectively and appropriately a range of technologies for the second language classroom; and
- reflect on your own professional practice and by analyzing and evaluating your own teaching and that of your peers.

This class is required of all new GTFs in Romance Languages. [return to course list](#)

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WINTER 2014

FR 301: Culture et langage: la France contemporaine – Various

Training in language and culture of modern France using newspapers, short stories, poetry and film. Vocabulary enrichment activities. Conducted in French. [return to course list](#)

FR 303: Culture et langage: identités francophones – Poizat-Newcomb

Language skills with emphasis on the global cultures of the French-speaking world. Grammar review. [return to course list](#)

FR 307: Oral Skills- Williams

Practice in improving oral, comprehension, and listening skills in French. Communicative activities in class in addition to language laboratory work. [return to course list](#)

FR 317: French Survey: Medieval and Renaissance- Hester ◇

Introduction to major themes and ideas in French literature from the medieval and Renaissance periods through the reading of representative texts. [return to course list](#)

FR 318: French Survey: Baroque and Enlightenment- Albert-Galtier ◇

Introduction to major themes and ideas in French literature from the 17th and 18th centuries through the reading of representative texts. [return to course list](#)

FR 319: French Survey: 19th and 20th Centuries- McPherson ♦

Representative literary works (poetry, drama and prose) from the 19th and 20th centuries with attention to literary history and literary analysis. Authors include Lamartine, Hugo, Baudelaire, Verlaine, Rimbaud, Apollinaire, Eluard, Musset, Beckett, Maupassant, Camus, Aude and Duras. [return to course list](#)

FR 320: Intensive French Grammar Review – Willams

This course promotes linguistic competency in French through intensive review and refinement of French grammar while introducing basic vocabulary and linguistic concepts. [return to course list](#)

FR 331: French Theater- Albert-Galtier ♦

Explores important aspects of French theater. Reading plays from different periods. Emphasizes formal aspects and critical reading. [return to course list](#)

FR 362: Paris: Capitale Culturelle de l'Europe- Gould ♦

Ce cours entreprend d'examiner "Paris" comme une idée puissante mais quasi imaginaire qui influence notre vue de la France et même de toute l'Europe. A travers une série d'images cinématographiques et littéraires, notre but sera de découvrir et de déconstruire le comment et le pourquoi de ces images. Dès qu'un capital n'est plus strictement géographique mais s'impose comme une idée de « culture, » il faut se demander de quelle idée de culture part-on ? Qui est ce "on" voyageur imaginaire du cinéma ? et où part-on?

Textes: Alice Kaplan, French Lessons; Mariama Bâ, Un Chant écarlate ; Camus l'Etranger ; Course Packet : Vocabulaire du film, Albert Camus, « Crise en Algérie, » « Algérie 1958 » Marker, La Jêtee; lectures variées sur chaque film.

Films (un choix parmi les suivants): A Bout de Souffle ; Madame Rosa ; Métisse ; La Vie de Jeanne Schwartz ; Bataille d'Algers ; Thé au Harem ; Auberge Espagno ;Un Secret ; La Jêtee ; Afrique, je te plumerai ; Rue Cases-nègres ; Afrique, Je te plumerai ; Indochine ; Hiroshima mon amour ; Entre les murs [return to course list](#)

FR 407: Postcolonial Criticism and Francophone African Fictions- Moneyang ♦

The objective of this course is twofold. First, we will introduce some themes and issues in postcolonial theory and criticism; with a focus on the works of leading African thinkers such as Achille Mbembe, V.Y Mudimbe, Fanon, Césaire, among others. Students will then be encouraged to draw on the concepts found in critical theories on "the poscolony"; in order to examine possible ways in which this criticism influences or contributes to our understanding of the African experience as transposed in cinematographic and literary fictions by authors from Francophone Sub-Saharan Africa. [return to course list](#)

FR 407/507: Cannibals, Witches & Monsters in Renaissance France- Schachter ♦

Cannibals and witches and monsters, oh my! A hybrid of a fish and a catholic bishop is found in the sea—what does it mean? A woman gives birth to a hair-covered baby. What did she do wrong? You'll learn the answers to these and other questions in this course, where we will consider how some of the major concerns of Renaissance thought were figured through the

curious menagerie of the Renaissance imaginary. We will explore for example how religious debates between Catholics and Protestants on the one hand and anxieties emerging from New World encounters on the other came together in the figure of the Brazilian “savage” who, according to the Huguenots, was a cannibal just like the Catholics back home. We will learn what leads to various kinds of monstrous births—hairy babies but also infants with too few limbs, not enough limbs, black infants born of white parents, hermaphroditic babies—according to early modern theories of reproduction and the imagination. We will ask how one of the most enlightened theorists of politics in late sixteenth-century France could also be the author of the venomous *Demon-Mania of Sorcerers* when other thinkers, including in particular Montaigne, could offer much more lucid—to our way of thinking!—explanations for the apparent proliferation of witches. In addition to Montaigne, we’ll read excerpts from Bodin’s *Démonomanie des sorciers*, Léry’s *Histoire d’un voyage en terre de Brésil*, and Paré’s *Des monstres et prodiges*, among other works. Conducted in French. **M.A. Period 1** [return to course list](#)

FR 425: French / English Translation- Poizat-Newcomb ♦

Think you’d like being a translator? FR 425 focuses on the acquisition of practical translation skills, from English to French and from French to English. We study registers, linguistic and cultural differences, the types of translation used for fiction literature, but also for commercials, comic books, poetry, recipes, and instruction manuals. The class is lively and relies on group work. We also practice interpretation (simultaneous oral translation) and learn the basics of translation theory. Weekly quizzes on false cognates. Readings in French and English, discussions in French

FR 497/597 FRANCOPHONE WOMEN’S WRITING: THE WRITING OF LOSS- McPherson ♦

Lectures de textes (romans, mémoires, nouvelles, essais) par des écrivaines francophones contemporaines : Annie Ernaux (France), Marguerite Duras (France), Madeleine Gagnon (Québec), Louise Dupré (Québec), Anne-Marie Alonzo (Québec), Geneviève Amyot (Québec), Marie-Célie Agnant (Haïti et Québec), et Simone Schwarz-Bart (Guadeloupe). Examen de la façon dont ces auteurs abordent et inscrivent la perte — le deuil, la maladie, la folie, l’exil, l’infirmité et la mort. Une attention particulière prêtée au rôle possible de la « différence sexuelle » (gender) dans l’écriture de la perte ainsi qu’aux contextes historiques et sociaux de ces écrits. Comment est-ce que ces récits cherchent à aborder, et peut-être à commencer à réparer, les pertes autour desquelles ils s’articulent? **M.A. Period 4**

Reading list:

Duras, *Le ravisement de Lol V Stein*

Dupré, *La memoria*

Amyot, *Je t’écrirai encore demain*

Ernaux, *Je ne suis pas sortie de ma nuit*

Schwarz-Bart *Un plat de porc aux bananes vertes*

plus shorter pieces in a course packet (Gagnon, Alonzo, Agnant & theory) [return to course list](#)

FR 607: Nature & Civilisation- Moore

Quelle est l’histoire des idées de « nature » et de « civilisation » à la suite du fameux essai de

Montaigne sur les cannibales de 1580 ? Comment analyser les références au sauvage, au barbare, et au monstre qui interviennent à la croisée des définitions interdépendantes de nature et de civilisation au siècle des Lumières ? Nous étudierons tour à tour les différentes incarnations de ces termes à partir d'œuvres fondamentales. Nous commencerons par les auteurs mettant en scène le « sauvage américain » (Lahontan, Voltaire, Chateaubriand) avant d'étudier « le bon sauvage » de Rousseau. Nous contrasterons ces représentations avec celle du « sauvage africain » (Marivaux, De Gouges, articles de l'Encyclopédie), puis de la « femme sauvage » (Staël, Chateaubriand). A l'aube du dix-neuvième siècle, nous ouvrirons le dossier de « l'enfant sauvage », trouvé en Aveyron en 1800, grâce au film magistral de François Truffaut (1970). Enfin, nous élargirons le débat avec le fameux mythe de Robinson (le best-seller de Defoe, ouvrage clé des Lumières) tel que Michel Tournier l'a réécrit en 1967 (Vendredi ou les Limbes du Pacifique) : dans le contexte d'une île déserte, le problème de qui définit la nature et la civilisation, et comment, ne se dissout-il pas dans celui, plus urgent, et si contemporain, de préserver l'une et l'autre ? Outre les étudiants en français, les étudiants en espagnol et italien qui souhaitent travailler ces thèmes et renforcer leur connaissance du français sont la bienvenue. **M.A. Period 2** [return to course list](#)

FR 607: Great Romances- Realisme et Idéalisme: Balzac, Sand et Flaubert- Gould

Great Romances is a reading course designed to complement your other seminars with reading and weekly participation only. This winter we will read *Le Pere Goriot* by Balzac, *Indiana* by George Sand and *Madame Bovary* by Gustave Flaubert in the context of an inquiry about realism and idealism in French literature of the 19th Century. We shall meet weekly for two hours to discuss the novels and tease out strategies for close reading, covering 100 or so pages per week. Attentive presence, participation, and the development of bibliographies (and for those preparing the M.A. exam, study notes) will be required. This Great Romances course is designed in part as preparation for the M.A. exams, in part as an effort to build a reading community in French. Students working in languages may join in. The credits for this course will be balanced by another 2-credit course option this spring, featuring novels from the late century. While the course and readings are in French, those interested in doing the reading in French and discussing in English should contact me. **M.A. Period 3** [return to course list](#)

RL 407/507: Gendered Experiences of the Holocaust in the Romance World- Herrmann

This course will be designed around the concept of gender, looking to explore the ways in which gender identity, sexuality, love relationships, parenthood, and sexual violence impacted how individuals and groups experienced the Holocaust. Students will come away with a deeper understanding of the points of difference and similarity between male and female experiences in a variety of situations, including early persecution, concentration camp life, life in hiding, the fate of families, and the impact of the Holocaust on survivor's gendered sense of self. The course aims to be interdisciplinary, and will expose students to texts from history, literature, autobiography, and film. Students will moreover devote a unit of study to the experiences of gays and lesbians; to how gender identity is expressed in Holocaust memoirs, diaries, and art. Because this course is cross-listed with Romance Languages, it will focus primarily, but not exclusively, on the production about and by people from Italy, France, Spain and Romania. Students seeking credit in French, Italian or Spanish will need to read primary texts in the target language and also write reviews of two target language critical articles or chapters dealing with

the primary text. Graduate students will write a final research paper of 12 pages. [return to course list](#)

RL 407/507: Rereading Petrarch in the Digital Era- Lollini

Stanley Fish has recently posed an important question that will be at the core of this course: “Does the digital humanities offer new and better ways to realize traditional humanities goals? Or does the digital humanities completely change our understanding of what a humanities goal (and work in the humanities) might be?” We will look for provisional and partial answers to these broad questions focusing on the Oregon Petrarch Open Book project being developed at the University of Oregon. We will address in a new perspective the relevance of Petrarch’s Canzoniere to the formation of modern lyric and love discourse, exploring various ideas of subjectivity as they relate to reconfigured notions of authorship and readership in the digital environment. In true Web 2.0 fashion, students in selected activities (from transcribing manuscripts, incunabula and commentaries, to studying different translations and modern re-writings, from analyzing intersemiotic transpositions to creating tweets) will become discussants and contributors to the ongoing dialogue with the text and among its readers. The class will be organized in a scale-up learning environment specifically created to facilitate active, collaborative learning in a studio-like setting. Depending on the focus of their final projects graduate students may apply this course to the credits for **M.A. Periods 1, 2, 3 or 4**.

See the [Oregon Petrarch Open Book](http://petrarch.uoregon.edu/) at: <http://petrarch.uoregon.edu/> [return to course list](#)

RL 607: Doctoral Workshop- Taylor

Intercultural and Collaborative Approaches for Doctoral and Pre-Doctoral Candidates. This workshop is designed to give advanced Romance Languages PhD students the opportunity to share their writing and engage in constructive peer critique. Participants will have the opportunity to hone research and writing abilities in English and, to the best of our collective abilities, in the romance language(s) in which we work. We will also cover topics of professionalization specific to doctoral candidates charting unique research trajectories and preparing for the job market in higher education such as: identifying sources of internal and external funding; writing grant proposals; identifying and participating in relevant scholarly organizations, events and publications; assembling a dossier and preparing for interviews. [return to course list](#)

RL 620: Graduate Study in Romance Languages- Enjuto-Rangel

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◆ = counts toward on campus requirement for **MAJOR** and **MINOR**

SPRING 2014

FR 301: Culture et langage: la France contemporaine – Various

Training in language and culture of modern France using newspapers, short stories, poetry and film. Vocabulary enrichment activities. Conducted in French. [return to course list](#)

FR 303: Culture et langage: identités francophones – Various

Language skills with emphasis on the global cultures of the French-speaking world. Grammar review. [return to course list](#)

FR 307: Oral Skills- Various

Practice in improving oral, comprehension, and listening skills in French. Communicative activities in class in addition to language laboratory work. [return to course list](#)

FR 317: French Survey: Medieval and Renaissance- Poizat-Newcomb ♦

Introduction to major themes and ideas in French literature from the medieval and Renaissance periods through the reading of representative texts. [return to course list](#)

FR 318: French Survey: Baroque and Enlightenment- Moore ♦

Introduction to major themes and ideas in French literature from the 17th and 18th centuries through the reading of representative texts. [return to course list](#)

FR 319: French Survey: 19th and 20th Centuries- Gould/Moneyang ♦

Representative literary works (poetry, drama and prose) from the 19th and 20th centuries with attention to literary history and literary analysis. Authors include Lamartine, Hugo, Baudelaire, Verlaine, Rimbaud, Apollinaire, Eluard, Musset, Beckett, Maupassant, Camus, Aude and Duras. [return to course list](#)

FR 342: French Kiss- Schachter

In this course, for which no prior experience in French language or culture is necessary, we will explore a range of meditations on the intertwined themes of love and loss through several centuries of French literature and several decades of French cinema (supplemented with one US-based movie). Some of the weekly films will be directly related to readings. For example, we will read the devastating eighteenth-century libertine novel *Dangerous Liaisons* by Choderlos de Laclos and watch two or three filmic adaptations of it. Other text-film pairings will be more distant but hopefully no less evocative. Tentative list of films : *Jules et Jim* (1962), dir. François Truffaut ; *Cruel Intentions* (1999), dir. Roger Kumble ; *Les Liaisons dangereuses* (1959), dir. Roger Vadim ; *Le Bonheur* [Happiness] (1964), dir. Agnès Varda; *Hiroshima mon amour* (1959), dir. Alain Resnais ; *Murmur of the Heart* (1971), dir. Louis Malle; *Les Roseaux sauvages* [Wild Reeds] (1994), Dir. André Téchiné, and more ! Readings will include Marguerite Duras, *Hiroshima Mon Amour* [Hiroshima My Love] and Pierre Choderlos de Laclos, *Dangerous Liaisons*, among other works. ***Course taught in English! Course can not be taken for Major/Minor credit!*** [return to course list](#)

FR 407/507: Introduction to Reading Old French- Wilhite ♦

This course will provide the framework to allow students to read texts in Anglo-Norman, Picard, and Francien, the most important of “les anciens français.” This course explains how to read in the dialects of Old French by providing lessons in morphology, syntax, vocabulary, and

paleography. It is important to note that a course in reading OF is unlike a literature seminar but neither is it like the beginning classes of modern Romance languages. The focus is on learning what one needs to do to arrive at a clear understanding of a text and how to access and use the tools that allow this to be done. As such, students will work through a textbook that explains salient features of OF grammar with only two or three points in a chapter that includes a brief passage from an important medieval text. Students will work through the chapters and translate the passage before each class. Class time will be spent presenting the most important features of OF and working through the translations together. The course assessments may include, amongst other things, translations, quizzes, and a midterm and final exam. **M.A. Period 1** [return to course list](#)

FR 407: The Tao of Montaigne- Poizat-Newcomb ♦

Yes, Montaigne lived at the time of Shakespeare, but he asked questions we still ponder today, and not just in the classroom: “What’s the difference between humans and animals? Is intelligence a curse? What is the ego? How can I calm my fear of death? What religion should I follow? What’s the best way to live my life so I have no regrets? How should I treat my body? What did I learn from getting old?” Montaigne’s texts are contrasted with texts and videos by modern-day teachers like Eckhart Tolle, Pema Chodron, Byron Katie, Thich Nhat Hanh, as well as very old advice from the Tao Te Ching and Sufi poems. Readings, writing and discussion in French. [return to course list](#)

FR 407: War in French Comics / La Guerre dans la BD- Moore ♦

You can take this course to fulfill the IN RESIDENCE literature requirement (330 or above) or the elective requirement of the French major and minor

Ce cours invite les étudiants à aborder la bande dessinée comme un genre hybride et complexe où texte et image interagissent pour produire un sens que nous apprendrons à décoder. Nous nous concentrerons sur les représentations de la guerre dans la bande dessinée francophone: nous étudierons plusieurs conflits (Révolution française, la Commune, la Première et la Deuxième guerre mondiale, les guerres coloniales y compris la guerre d’indépendance algérienne). Nous étudierons l’esthétique d’auteurs/artistes qui ont inventé des icônes telles que Tintin et Astérix & Obélix, et nous lirons des œuvres contemporaines majeures (de Tardi, Comès, Ferrandez). L’objectif du cours est d’améliorer votre expression française orale et écrite, de communiquer vos idées critiques grâce à un genre qui défie le canon littéraire tout en étant incroyablement expressif. PRE-REQUISITES: FR 301 & FR 303. [return to course list](#)

FR 416: Advanced Writing In French- Williams

Even if you don’t like writing, you should have some fun in this class! It offers a variety of activities: dictation practice, vocabulary review, creative writing, a study of traditional writing tips with a user-friendly textbook, and the step-by-step creation of a research essay about a topic that is of genuine interest to you. We aim to end the class with a clear, coherent, interesting paper (in some cases, publishable) written with a reader-oriented mind. Throughout the term, we study how to choose a topic, how to present a claim, how to find and use sources, and how to organize and support our ideas in a clear, attractive, convincing manner. Those skills can come in handy in the future! Conducted in French. [return to course list](#)

FR 450: Madame de Lafayette- Albert-Galtier ♦

The focus of this course is on the woman writer, Madame de Lafayette. Why is the text “La princesse de Clèves” considered to be « the first French modern novel »? We will study how this text has become a « laboratory » for different critical schools and has been seen as a precursor of feminist literature. We will examine the sources of the different texts, novels and short stories, (Zaïde, La Comtesse de Tende, etc.) We will analyze narrative structures, different themes as space of desire, body, portraits, the group of writers around Madame de Lafayette, including Madame de Sévigné and La Rochefoucauld, and finally the new status of the seventeenth century writer. [return to course list](#)

FR 490/590 Quebec Literature and Culture- McPherson ♦

This course will focus on Quebec literature from the 1950s to the present day. Selected works will be examined in relation to their social, political and historical contexts (la Grande Noirceur, la Révolution Tranquille, Québec sovereignty movements and language policies). We will also consider the influence of literary movements and approaches (the Québec avant-garde, feminist writings, historiographic metafiction, postmodernisms, etc.). Readings will include works by some of the following authors: Gabrielle Roy, Anne Hébert, Hubert Aquin, Réjean Ducharme, Michel Tremblay, Madeleine Ouellette-Michalska, Jacques Poulin, Marie-Claire Blais and Nicole Brossard. In addition, feature films by several contemporary Québec cinéastes will be viewed outside of class. **M.A. Period 4** [return to course list](#)

FR 607: Great Romances: Le Monde de Proust- Gould

This Great Romances course is designed in part as preparation for the M.A. exams, in part as an effort to build a reading community in French. Students working in languages may join in. The credits for this course will be balanced by another 2-credit course option this spring, featuring novels from the late century. While the course and readings are in French, those interested in doing the reading in French and discussing in English should contact me. **M.A. Period 3** [return to course list](#)

RL 407/507: Liberation and Critique around the 1970s: French and Italian Theories of Sex and Gender from a Bygone Age- Schachter

This course will take as its point of departure a thread of critical thought that was largely and perhaps prematurely abandoned: the radical thinking about sex and gender in France and Italy during the 1970s characterized by a queer combination of Marxism and psychoanalysis. Marxism had often been inattentive to questions of gender and, at least in its political manifestations, frequently suspicious of homosexuality while psychoanalysis could serve advocates of “normative” development, but numerous revolutionary thinkers concerned with what we might provisionally call the sex-gender system nonetheless turned to them in articulating liberatory theories of the polymorphously desiring subject and developing potent critiques of the family, reproduction, patriarchy, heterosexuality, sometimes homosexuality, and indeed identity itself. After surveying some of these critical theories of the subject and a few equally critical responses to them, we will briefly address subsequent developments in thinking about sex and gender in Italy and France as well as the influence of this work in the Anglophone world. We will also think about whether these radical critical projects from a prior generation might not have renewed relevance for literary and cultural analyses pursued in an age when major advancements in civil rights (however unequally distributed) often go hand in hand with

the normalization of political aspiration. Readings will include works by Mario Mieli, Guy Hocquenghem, Monique Wittig, Luce Irigaray, Adriana Cavarero and Michel Foucault, among others. Discussions will be held in English. Most if not all assigned texts will be made available in English as well as the original language if it is not English. Students in Romance Languages will be expected to read in their target languages when possible. **M.A. Period 4** [return to course list](#)

RL 407/507: Theorizing the Plantation- Millar

What is the Plantation, and what have been its effects on Caribbean and Latin American culture? This course will examine the development of the Plantation in the Americas as an economic, political, socio-historical and cultural marker of modernity. Our goals will be to think through theoretical and literary writings on the plantation system and its associated socio-cultural institutions (colonialism, slavery, sugarocracy, etc.) in Spanish, French and Portuguese-language contexts. We will discuss questions such as: How does the Plantation change as a system through time and in different places? What intersecting sources and forms of knowledge come about through the Plantation, and what kinds of social and epistemological violence does the Plantation produce? How does the Plantation serve as both a violent and repressive, as well as a nostalgic and idyllic, counterpoint to the metropolis, while it simultaneously becomes a site of economic and industrial modernization? All readings will be available in English and the language of their composition. **MA Periods 3 and 4.**

RL 407/507: Medieval Literature & Music- Wacks

This course provides an overview of lyric composition and performance in the Iberian Peninsula from the 11th to the 16th centuries. In it, we will study courtly lyric and music of al-Andalus, of Christian Iberia, and of the Jewish communities under both Islamic and Christian rule. In particular we will examine courtly appropriations of popular styles, Church music, the question of the Andalusian influence on troubadour lyric, and modern interpretations of medieval Iberian lyric modes such as the muwashshah, the troubadour lyric, the villancico/cantiga de amigo, and the cancionero corpus of courtly lyric. This course will be co-taught with by Prof. [Lori Krukenberg](#) (School of Music and Dance) and Prof. [David Wacks](#) (Dept. Romance Languages).

RL 410/510 Language Teaching Planning- Barnett

Application of teaching principles and practices in teaching instruction. Practical techniques for developing activities to incorporate three modes of communication (presentational, interpretive, and interpersonal) as well as skills in listening, speaking, reading, and writing second languages. This course is normally offered as LT 436/536 and is for students seeking the certificate in Second Language Acquisition and Teaching (SLAT). Interested RL students not seeking SLAT certificate should contact instructor (cbbarnet@uoregon.edu).

RL 623: Film Aesthetics: Sex- Rigoletto & Herrmann

This course has two objectives: the first is to teach students how to perform a critical analysis of films. The course aims to give students the skills and knowledge necessary for understanding film form and film style. Students will learn how to analyze film narrative, mise-en-scene, camera movement, cinematography, editing etc. The second objective of the course is to think about the functions of sex in cinema. We will ask some questions about the conditions that

inform and regulate the visibility (or invisibility) of particular forms of carnal knowledge, desires, and practices in films. We will also explore the kind of spectatorial experiences that are produced through this cinematic encounter with sex. [return to course list](#)

◇ = counts toward on-campus requirement for **MINOR** only

◆ = counts toward on campus requirement for **MAJOR** and **MINOR**