

FRW 4532/FRW 6536/JST 3930
Children of the Revolution/ Avant-gardes
M 8 & 9th; W 9th
printemps 2021
heures de réception:
W 8th; 10th et sur rendez-vous (lien zoom)

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**Children of the Revolution:
Citizenship, Social Engagement, and the French Avant-Gardes**



Children of the Revolution: Citizenship, Social Engagement, and the French Avant-Gardes
FRW 4532/Cross-listed with JST
Dr. Gayle Zachmann
M 8 & 9th Period; W 9th Period

A survey of the French literary avant-gardes, this course examines cultural production of known and lesser-known writers of the 19th and 20th centuries, all selected for their engagements with issues of national identity and social transformation at key moments of French and world history, including the post-emancipation period, the Dreyfus Affair, the Inter-War Years, and the Occupation. It pays particular attention to the presence of Jewish and gendered avant-gardist interventions, examining how various forms of artistic dissent and resistance may redirect revolutionary ideals and rhetoric to redefine French culture and cultural agency. Discussion, assignments, and primary texts will be in French. Secondary sources include French, English and visual resources.

Children of the Revolution : Citizenship, Social Engagement and the French Avant-Gardes

Liberty, Equality and Fraternity. A call to ideals and a call to arms, the principles of this motto and the legacy of the French Revolution continue to inform western modernity and our discussions of citizenship and human rights. A survey of the French literary avant-gardes, their histories, and legacies, this course focuses on how literary movements may engage with cultural politics. While the term avant-garde may evoke artists and writers of the historical avant-garde such as Modigliani, Chagall, Picasso, Cahun or Breton, this investigation provides a broader view of avant-garde cultural activism. Exploring how and why different generations on the front lines as early as the 19th century would appeal to the legacy of the French revolution to engage with national narratives of citizenship, fraternity and human rights.

Literary, visual and journalistic manifestations of revolution and revolutionary spirit huan discourses of liberation, revolt and calls to human rights over the course of the long nineteenth-century and beyon. This course traces specters of the Revolution (1870-1945). Providing a usrvey of 19th and early 20th cneturt texts, contexts, and avant-agrde movemenst, and taught in smeinar style, the class examines how various discourses of dissent and resistance re-appropriate and redirect revolutionary and republican "spirit," icons, and rhetoric.

Class examines cultural production of known and lesser-known writers of the 19th and 20th centuries all selected for their engagements with issues of national identity and social transformation at key moments of French and world history, including the post-emancipation period, the Dreyfus Affair, WWI and the Roaring Twenties, WWII and the Occupation. It pays particular attention to the presence of Jewish, gendered, and post-colonial avant-gardist interventions, examining how various forms of artistic dissent and resistance may redirect revolutionary ideals and rhetoric to redefine French culture and cultural agency.

Students will acquire skills for close readings of texts, as well as familiarity with genres, events and cultural production of the era. *Discussion, assignments, and primary texts will be in French. Secondary sources include French, English and visual resources.* Class includes lectures, literary texts, manifestos, epistolary and journalistic production, art criticism, as well as material from the visual arts.

Required Texts/Required Reading:

Materials for the course will be available electronically, and / or by copy pack, and assigned or provided weekly. In order to maximize coverage and exposure, I have alternated some week packets of longer single author readings with packets introducing numerous brief texts. In all cases, readings seek to provide representative examples of literary, journalistic, and visual interventions that ... It is expected that primary texts will be read with great attention. Critical/secondary readings will be in both French and English.

Preparation and Attendance:

Class meets M 8 & 9th, W 9th period. Attendance and demonstration of preparation at each class session are required, and crucial to productive group study of the texts and the questions we will ask of them.

For each week there will be a seminar sheet with themes for discussion, questions to guide your reading, required reading assignment, as well as critical works for consultation (or suggestion). Below is a list of main moments and figures around which our theoretical and secondary readings will be organized. Please be sure to check your email for messages and texts sent to the listserv.

Organization of class sessions (some preliminaries):

Participation and attendance are mandatory. More than 3 class hour absences will lower your grade. This course will be conducted in seminar format, in French. Each student is expected to come to each session prepared to discuss the readings assigned. Reading of the assigned material and participation in class discussion are essential to the successful completion of the course.

Everyone prepares questions and comments on the texts assigned.

Everyone prepares one page of synthetic, weekly written comments --a mini essay-- on one chosen theme, strategy, technique or aspect of the texts for discussion (see "mini essays" below).

Written work:

Each week on Monday, you will turn in a one page synthetic a mini essay (of 1-1.5 pages max) addressing *an aspect* (a theme, a technique, a strategy of the text, a question) of the readings that you have thought about/considered/studied. I will explain further how “mini-essays” work and the logic behind them for stimulating class discussion and building material for class papers.

Grading:

Participation/demonstrated preparation (25%), oral presentations/preparation of weekly mini-essays on readings (50%): 75%

Final Paper: 25%. **Due April 28**

PROGRAMME*

N.B. Pour chaque semaine vous aurez une fiche détaillé au « Pages » sur Canvas avec les sujets de discussion, des textes et liens de la semaine.

SEMAINE DU 11 janvier *Introduction au long 19e siècle : Production Culturelle et Culture Nationale*

lundi: Révolution, Les avant-gardes, et le 19e siècle

mercredi: Avant-gardes et modernistes

SEMAINE DU 18 janvier *Héritages révolutionnaires, Avant-Gardes, and Littératures minoritaires ...à '48*

mercredi: Des philosophes et du préromantisme à Ourika, Ben-Levi, et...les surréalistes ?

SEMAINE DU 25 janvier *Révolutionnaires et Orientalisme : Avant-Gardes et Littératures minoritaires*

lundi: Ourika, Ben-Lévi, suite ; Hugo

mercredi: Hugo

SEMAINE DU 1 février *Révolutionnaires : Orientalisme, la femme et la juive*

lundi: Foa

mercredi: Foa

SEMAINE DU 8 février *La Vie moderne, le flâneur, l'autre, et d'autres vies modernes*

lundi: Baudelaire

mercredi: Baudelaire

SEMAINE DU 15 février *Arts et Politique(s) du Second Empire: De l'anti-engagement moderne et réalismes modernes... aux avant-gardes "fin de siècle"*

lundi: Shornstein, "Les Marranes: Chronique Espagnole" (1861)

mercredi: Shornstein, "Les Marranes: Chronique Espagnole" (1861)

SEMAINE DU 22 février *Arts et Politique(s) du Second Empire: Imaginer la République*

lundi: Zola, *La Curée* ; Mallarmé

mercredi: Zola, *La Curée* ; Mallarmé

SEMAINE DU 1 mars *La République des Lettres, et la Culture Visuelle:*
Avant-gardes Post-Commune, Impressionnisme & Messianisme

lundi: Zola, Mallarmé

mercredi: Zola, Mallarmé

SEMAINE DU 8 mars *Visions fin de siècle, Visions de la France, L’Affaire Dreyfus et les Avant-Gardes*

lundi: Marcel Schwob; Zola

mercredi: Marcel Schwob; Zola

SEMAINE DU 15 mars *Valeurs révolutionnaires et les modernes ; L’esprit nouveau.*
Apollinaire et les autres

lundi: Appolinaire et co.

mercredi: Appolinaire et co.

SEMAINE DU 22 mars *Rethinking Heroes, Heroines, and Civilization:*
Cultural Resistance from the ‘belle époque’ to the Great War

lundi: Cahun

SEMAINE DU 29 mars *Poètes et peintres au service des révolutions:*
Surréalisme, Révolution et Contestation

lundi: Tzara ; Breton, Fleg

mercredi: Suite

SEMAINE DU 5 avril *Littérature engagée, Résistance et Valeurs Révolutionnaires I*

lundi: Sartre, Vercors

mercredi: Sartre, Vercors

SEMAINE DU 12 avril *Littérature engagée, Résistance et Valeurs Révolutionnaires II*

lundi: Eluard, Triolet

mercredi: Triolet

SEMAINE DU 19 avril *Enfants de la révolution, Conclusions*

lundi: *Présentations des devoirs*

mercredi: *Conclusions*

**Syllabus sujet à des modifications pour des raisons pédagogiques/Emploi du temps flexible*

Helpful Information:

UF Policy: Presence, Grades, Feedback, Honor code and Accommodations:

Sessions are not recorded, but both audio and video presence is required. Participation in our class is fundamental since improving oral conversation skills is a key objective of the course. Thus, students are required to have their cameras on from start to finish during our classes on Zoom. A default setting for our sessions in Zoom is that participants will be muted when they enter, so you will unmute yourself when you comment orally during our whole-group conversations and when you are in small groups. Your instructor may also ask students to reply in the chat box for specific activities. Oral comments on camera and written comments in the chat box are considered activities for participation. If you have technical issues, please immediately consult UF IT Help to resolve them and then contact your instructor. Zoom sessions will not be recorded by the instructor and may not be recorded by students. As in all courses, unauthorized recording and unauthorized sharing of recorded material is prohibited.

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.ua.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluer.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.ua.ufl.edu/public-results/.

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Current UF grading policies for assigning grade points: catalog.ufl.edu/UGRD/academic-regulations/grades-gradingpolicies/.

Attendance, make-up exams and other work such as: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

Campus Resources:

Online course assistance: (e.g. helpdesk.ufl.edu, 352-392-4357).

Health and Wellness:

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/.

University Police Department: Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

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