

Instructor: Tracy RUTLER
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Room: Willard 219
Time: MW 3:45-5:00
Office Hours: M & F 2:30-3:30,
Or By Appointment
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FR 543: Studies in the Enlightenment: Kinship, Community, and State

Denis Diderot's bourgeois drama, *Le fils naturel* (1757) opens with the narrator gazing in on a scene of intimate family drama. What follows is a play where romantic and familial relationships are called into question as each character's true identity slowly unfolds. In the spectator's gaze, the inherently intimate becomes overtly political. Blurring the boundary between the public and the private spheres, many authors of eighteenth-century France interrogate modes of political governance via a discourse on the family and its dissolution. In this course, we will read pieces of domestic fiction, taking a cue from Nancy Armstrong and re-linking the language of domesticity to its political power.

***This course will be conducted in French**



Required Texts:

- Diderot, Denis. *La Religieuse*. Paris: Flammarion, 2009. ISBN 13: 978-2081208216.
- Graffigny, Françoise. *Les lettres d'une Péruvienne*. New York: MLA, 1993. ISBN 13: 978-0873527774.
- Prévost, Antoine François (Abbé). *Histoire du Chevalier des Grieux et de Manon Lescaut*. Paris: Flammarion, 2006. ISBN 13: 978-2080712981.
- Crébillon, Claude Prosper Jolyot. *Les Egarements du cœur et de l'esprit*. Paris: Gallimard, 1977. ISBN: 978-2070368914.
- Rousseau, Jean-Jacques. *Julie, ou la Nouvelle Héloïse*. Paris: Flammarion, 1967. ISBN: 978-2080701480
- Foucault, Michel. *Histoire de la sexualité, tome 1*. Paris: Gallimard, 1994. ISBN: 978-2070740703
- Buck-Morss, Susan. *Hegel, Haiti, and Universal History*. Pittsburgh: University of Pittsburgh Press, 2008. ISBN: 978-0822959786.
- Horkheimer, Max and Theodor Adorno. *The Dialectic of Enlightenment*. Los Angeles: Stanford University Press, 2007. ISBN: 978-0804736336.
- Rancière, Jacques. *Aux bords du politique*. Paris: Gallimard, 19???: ISBN: 978-2070301744.

Recommended Texts:

- Cassirer, Ernst. *The Philosophy of the Enlightenment*. Cambridge: Princeton University Press, 2009. ISBN: 978-0691143347.
- Rousseau, Jean-Jacques. *Du Contrat social*. Paris: Flammarion, 2011. ISBN: 978-2081275232
- Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge, 1990. ISBN: 978-0415389556

Requirements:

Each student will be required to produce an original piece of criticism suitable for delivery at a scholarly conference and eventually for publication in a professional journal.

Assignments for this course are:

- regular participation in class including informed discussion of all texts (this includes questions for critical reflection to be posted on Canvas no later than 24 hours prior to the start of class on Monday)
- an annotated syllabus*
- a book review*
- a proposal of final paper project*
- an in-class presentation*
- a final paper in correct MLA format (15-20 pages)*

*** These assignments may be completed in French or English**

Students are required to meet with me twice during the semester. Our first meeting will occur mid-way through the semester (precise dates TBA) to discuss potential final project ideas. The second meeting will occur after the student has submitted the proposal. In this meeting we will discuss the shape, scope, and feasibility of the final project.

In addition, I will be available throughout the semester to discuss questions or concerns regarding the course and the texts.

Grading:

Final grades will be determined by performance in the following areas:

Active participation / Canvas questions	10%
Annotated Syllabus	15%
Book Review	15%
Project Proposal	5%
In-class presentation	20%
Final paper	35%

Attendance and Participation

Each week you will post a critical question regarding at least one of the texts on the syllabus for that week. These questions will guide our discussions, and must be posted on the Canvas page in the appropriate discussion forum.

Annotated Syllabus

This project is designed to perform two functions: first, it will help you to think through the process of creating a syllabus for an undergraduate literature or culture course; and second, it might eventually provide you with a sample syllabus once you go on the job market. In this project, you will design a course based on the Enlightenment. The theme of the course is up to you, but it must relate to Enlightenment literature or history. You will write the motivation, decide assignments and their value in the grade, choose books or articles to teach, and design the progression of the course. Your annotations will explain your motivations for your choices. I will provide you with examples by the second week of class.

Book Review

This is designed to be the first step toward your research paper. You should choose a book on some aspect of the eighteenth-century or the Enlightenment that interests you and that might inform your final paper. You have two options for this assignment: 1) you may write a book review to submit to the journal of your choice. If you choose this option, your review should conform to their desired parameters. Please make sure before completing this that you know whether or not the journal will accept your review as many journals do not accept unsolicited reviews. I am happy to help you with the selection of a journal. 2) If you do not feel ready to submit a review for publication, you should write a review of approximately 750-1,000 words. You might consult journals such as *The French Review* or *French Forum* for examples to guide you on the layout of a book review.

Proposal

This assignment is designed to be the second step toward your research paper. The purpose of the proposal is both to help me get an idea of the direction you would like to take with the final project, and also to help you as you begin the process. It should be about a page in length (500 words), and should provide a brief background for the project, a concise statement of the claim you would like to make, followed by an example that supports that claim.

Presentation of Final Project

These presentations should be 12-15 minutes in length, and should present a coherent picture of your project to your classmates. Treat this as you would a conference presentation, meaning that you should have a clear introduction, touch on one or two points, provide close readings to support your claims, and offer a (tentative) conclusion. Each presentation will be followed by about 10 minutes of Q&A from the class. The aim of the presentation is to receive some feedback before you will turn in the final project.

Final Paper

Your final paper should be 15-20 pages in length and should demonstrate your own critical engagement with a problem. More than simply reviewing the existing literature,

you should make a clear argument that is supported by the text. You will work with me throughout the semester to choose a topic that is relevant and that you are excited about. **You may write the paper in French or in English.** The choice of language should be based on the venue in which you might eventually present / publish the work.

Academic Integrity

Penn State defines academic integrity as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts (Faculty Senate Policy 49-20).

Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, submitting work of another person (including information from the Internet) or work previously used without informing the instructor, having unauthorized possession of examinations, facilitating acts of academic dishonesty by others, or tampering with the academic work of other students. Students who are found to be dishonest will receive academic sanctions and will be reported to the University's Judicial Affairs office for possible further disciplinary sanction.

Disability Policy

Note to students with disabilities: Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for reasonable academic adjustments in this course, contact the Office for Disability Services. For further information regarding policies, rights and responsibilities please visit the Office for Disability Services (ODS) Web site at: www.equity.psu.edu/ods/. Instructors should be notified as early in the semester as possible regarding the need for reasonable accommodations.

TENTATIVE WEEKLY SCHEDULE

Week 1: 1/9 – 1/11

- Rousseau, *Discours sur l'origine et les fondements de l'inégalité parmi les hommes* (On Canvas)
- Jaucourt, « Famille », *Encyclopédie* (Link to article on Canvas)
- Kant, « Qu'est-ce que les lumières ? » (On Canvas)
- Cassirer, *The Philosophy of the Enlightenment* (Chapter 1, on Canvas)

Week 2: 1/16 – 1/18 (Monday 1/16: Martin Luther King Jr. Day, no classes)

- Jean-Jacques Rousseau, *Julie, ou la Nouvelle Héloïse* (Préface et parties 1-2)
- Michel Foucault, *Histoire de la sexualité, tome 1* (parties 1-2)

Week 3: 1/23 – 1/25

- Rousseau, *Julie, ou la Nouvelle Héloïse* (parties 3-4)
- Michel Foucault, *Histoire de la sexualité, tome 1* (parties 3-4)

Week 4: 1/30 – 2/1

- Rousseau, Jean-Jacques. *Julie, ou la Nouvelle Héloïse* (parties 5-6)
- Sigmund Freud, *Totem and Taboo* (Selections on Canvas)
- Jacques Lacan, *La Relation d'objet* (Selections on Canvas)

Week 5: 2/6 – 2/8 (Book Review Due)

- Prévost, *Histoire du Chevalier des Grieux et de Manon Lescaut* (Première partie)
- Judith Butler, *Gender Trouble* (Selections on Canvas)

Week 6: 2/13 – 2/15

- Prévost, *Histoire du Chevalier des Grieux et de Manon Lescaut* (Seconde partie)
- Naomi Segal, *The Unintended Reader: Feminism and Manon Lescaut* (selections on Canvas)

Week 7: 2/20 – 2/22

- Françoise de Graffigny, *Les lettres d'une Péruvienne* (Lettres I-XX)
- Juliet Flower MacCannell, *The Regime of the Brother* (Selections on Canvas)

Week 8: 2/27 – 3/1 (Annotated Syllabus due)

- Graffigny, *Les lettres d'une Péruvienne* (Lettres XXI-XLI)
- Lee Edelman, *No Future* (selections on Canvas)

Week 9: 3/5 – 3/11 SPRING BREAK

Week 10: 3/13 – 3/15 (Proposal for Final Project due)

- Diderot, Denis. *La Religieuse* (pages 11-105)
- Rancière, *Aux bords du politique* (Première partie)

Week 11: 3/20 – 3/22

- Diderot, Denis. *La Religieuse* (pages 106-195)
- Rancière, *Aux bords du politique* (Deuxième partie)

Week 12: 3/27 – 3/29 (Presentations)

- *Haitian Poetry of Independence* (Selection on Canvas)
- Buck-Morss, Susan. *Hegel, Haiti, and Universal History* (Part One)

Week 13: 4/3 – 4/5 (Presentations)

- *Haitian Poetry of Independence* (Selection on Canvas)
- Buck-Morss, Susan. *Hegel, Haiti, and Universal History* (Part Two)

Week 14: 4/10 – 4/12 (Presentations)

- Cr  billon, *Les Egar  ments du c  ur et de l'esprit* (Premi  re partie)
- Horkheimer and Adorno, *The Dialectic of Enlightenment* (Pages 1-62)

Week 15: 4/17 – 4/19 (Presentations)

- Cr  billon, *Les Egar  ments du c  ur et de l'esprit* (Seconde partie)
- Horkheimer and Adorno, *The Dialectic of Enlightenment* (Pages 63-93)

Week 16: 4/24 – 4/26 (Presentations)

- Cr  billon, *Les Egar  ments du c  ur et de l'esprit* (Troisi  me partie)

Final Paper Due: Friday May 5th