



Romanska och klassiska institutionen

Kursrapport för kursen Postmoderna franska tänkare

Antal respondenter (studenter som fått enkäten)

14 students (including two PhD students)

Antal svar

8 answers

I included some of the comments of the mid-term evaluation for the course.

Beskrivning av ev. förändringar sedan förra kurstillfället

The course was given in English for the first time. The course material was changed with a selection of English translations of some texts of the Postmodern authors.

Kursens styrkor enligt studenterna (ex. sammanfattning av kursvärdering)

The flipped classroom method was appreciated to help the students to re-watch some of the major concepts (“very useful that the lectures were recorded”). The challenge of the course is to give a broad introduction on French postmodern authors without being trapped by their terminology/concepts. “It is good that we record the lectures and that we have the possibility to re-watch them as the pace feels high during the seminar/lectures and we cover so many different topics and, to me, new concepts” (student quote, mid-term evaluation).

Some philosophers like Deleuze or Derrida are really creative but the aim is to avoid the overuse of a jargon. The contextualization aspect is also important to understand the production of specific knowledge and the emergence of the questioning of metanarratives (cf. Lyotard).

The students appreciated the discussions in class and this is a good tip for the future. If you attend the class, you will be able to receive more explanations and interact with the others. The recordings and the course material are useful but they will never replace the class. Remember, each seminar is a singular “happening”, prepare yourself, read and do not stop at the first concept, try to catch the musicality of the text, catch the recurrent patterns in order to identify the style. I will have more or less the same course material (“Very stimulating & flexible discussions on interesting topics. Good selection of readings, in appropriate amounts”). I might

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add additional material (online recordings or other material for an introduction to these thinkers).

Kursens svagheter enligt studenterna (ex. sammanfattning av kursvärdering)

It is always a challenge to create working groups, some of the students wanted to have longer discussions. “The group discussions are often too small and we need a bit more time, because the texts are so complex it would be good to be at least three people so there can be real discussions. If someone has not completely understood or even read the texts then it becomes very difficult for the other. It becomes intimidating speaking in front of the class because I’m insecure whether we understood it correctly or not” (mid-term evaluation).

I used the padlet as a for of written summary which was also appreciated :“I do not remember the name but, in the Barthes seminar, we used a service where we posted our answers, could see them all and then discussed them. This was a good method as it was easier to follow than we do the same things in the zoom chat” (student quote, mid-term evaluation).

The padlets give a good overview of the work of different groups. My ambition is to develop a team-based building where each group has a different task so that we can cover more discussions and have the concepts in different contexts (“I think the teaching was very good at explaining the texts, but for me it was that there was not enough time to go through everything”). I did that once for the seminar on Foucault but I think that this method would structure the seminars in a better way (“To use time more wisely during seminars. Better structure for lectures, and more time for the students to talk in full class (after break out-rooms)”)

The readings are complex and required a lot of work (“It has been intense, but also rewarding”; “some texts were more complex and longer than others, but in the end it taught me to scan read effectively, we get more used to it with time”). Even with the additional material, there is a need to secure the acquisition of knowledge on these thinkers. The course material is ready with a full reference list (“Also, it was very confusing that the reading list wasn’t finished at the start of the course and texts kept getting added. Makes it difficult to plan”) but sometimes some additional references (not obligatory) were suggested like the debate between Baudrillard and Derrida on the Gulf war. I will indicate in the course presentation so that the students know that these additional references are not compulsory.

Lärarnas analys av kursens genomförande

I created some material in open access which is now integrated in the reference list.

- Premat, Christophe (2021): Introduction to French postmodern thinkers. Stockholm University Open Educational Resources. Media. <https://doi.org/10.17045/sthlmuni.14307830.v1>

- Premat, Christophe (2021): The Postmodern condition - Jean François Lyotard and Michel Foucault. Stockholm University. Media. <https://doi.org/10.17045/sthlmuni.14423405.v1>
- Premat, Christophe (2021): Julia Kristeva and semiotics. Stockholm University. Media. <https://doi.org/10.17045/sthlmuni.14465490.v1>
- Premat, Christophe (2021): Jacques Derrida and the ethics of deconstruction. Stockholm University. Media. <https://doi.org/10.17045/sthlmuni.14479710.v1>
- Premat, Christophe (2021): Gilles Deleuze and the imperceptible movements. Stockholm University Open Educational Resources. Educational resource. <https://doi.org/10.17045/sthlmuni.14546865.v2>
- Premat, Christophe (2021): Achille Mbembe and the idea of postcolony. Stockholm University Open Educational Resources. Educational resource. <https://doi.org/10.17045/sthlmuni.14569167.v1>

The oral examination will also be maintained as it contributes to test the knowledge of the students and create very interesting and stimulating discussions around these thinkers. The collective feedback of the students is important in this perspective. The groups will have three students for one hour of discussion with a short presentation of the paper and then a discussion on a topic given by the teacher.

The written assignment is proposed in a formative way with a presubmission and a final submission where the student has the possibility to improve the content.

Slutsatser samt förslag till förändring

The context is quite difficult to understand and the course begins with difficult readings. I realize that I have to add a recording on psychoanalysis and the influence of Jacques Lacan in the French context of the sixties. I will add this presentation so that the students can have access to some of the texts that have a relation to psychoanalysis (Lyotard, Kristeva and Mbembe). In this course, there were two Phd students who were involved with additional tasks as they took the course in their postgraduate studies. They made some presentations and I want to use more the oral presentations of the students to reinforce the feedback impact.