Lecturing Staff

Individual telephones can be accessed from outside College by pre-fixing (01) 896; email addresses are followed by <@tcd.ie>

Dr Sarah Alyn Stacey, room 4105, tel. 2686, email <salynsta>
Dr Edward Arnold, room 4106, tel. 1836, email <ejarnold>
Professor Michael Cronin (Chair of French and Head of Department), room 4090, tel. 2278, email <croninm8>
Dr James Hanrahan, room 4107, tel. 1841, email <hanrahaj>
Dr Rachel Hoare, room 4108, tel. 1842, email <rmhoare>
Dr Alexandra Lukes (on Research Leave in HT 2019), room 4104, tel. 1977, email <lukesa>
Dr Hannes Opelz, room 4111, tel. 1077, email <opelzh>
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Dr Amy Devlin, email <devlina>
Dr Niall Kennedy, email <[tbc]>
Dr Zach Lyons, email <dzlyons>
Joanna Poetz, email <poetzj>
Dr Stephen Stacey, email <sstacey>

Lectrices/lecteurs, room 4078, tel. 1248

Floriane Loiseau, email <[tbc]>
Clément de la Vaissière, email <[tbc]>
Julia Rivière, email <[tbc]>

Language Assistants

Céline Thobois, email <thoboisc>

Executive Officers

Ms Mary Kelly and Ms Sinéad Doran, room 4109, tel. 1553, email <french>
Ms Tracy Corbett, room 4089, tel. 1333 <tcorbett>

Term Dates

Michaelmas Term (MT): Monday 10 September 2018 - Friday 30 November 2018
Hilary Term (HT): Monday 21 January 2019 - Friday 12 April 2019
**General Coordination**

SF year coordinator: Dr Hannes Opelz  
SCHOL coordinator: Dr Hannes Opelz  
Erasmus coordinator: Dr James Hanrahan  
Law & French coordinator: Dr James Hanrahan  
ES coordinator: Dr Edward Arnold  
CSL coordinator: Dr Rachel Hoare

**Module Coordinators**

Early Modern French Literature (FR2031): Dr Sarah Alyn Stacey  
Modern French Literature (FR2032): Professor Michael Cronin  
Political Thought in France – Early (FR2037): Dr James Hanrahan  
Political Thought in France – Modern (FR2036): Dr Edward Arnold  
Linguistics 1 (FR2029): Dr Rachel Hoare  
Linguistics 2 (FR2030): Dr Rachel Hoare  
French Language for Computer Science (FR2028): Dr Rachel Hoare  
Law & French (FR2003): Dr James Hanrahan
COURSES

General Course Structure (TSM)

To complete the SF year in French, TSM students take a year-long language course (10 ECTS) and choose two out of three year-long coursework options (each worth 10 ECTS): Linguistics, French Literature and Political Thought in France.

As a result, in order to reach the required total of 30 ECTS credits, SF students take the following:

- LANGUAGE (10 ECTS)
- OPTION 1 (10 ECTS)
- OPTION 2 (10 ECTS)

Assessment

Each module has its own assessment requirements (examinations, written assignments, oral presentations, reports, etc.) and deadlines, which are described in further detail below.

Attendance

Students are reminded that attendance is compulsory. Poor attendance may result in the refusal of permission to sit annual examinations. According to the regulations as set out in the College Calendar (H6, §§ 23, 24, 25) a student’s performance may be deemed non-satisfactory (NS) where they fail to attend one third of their course or fail to submit one third of their coursework. In SF French, this regulation is interpreted as follows: a student’s performance is deemed non-satisfactory where s/he misses three or more classes in a given module.

Study skills

Students should be aware that Student Learning Development at Trinity College Dublin have created a Blackboard module designed to help students develop the study skills they need to be successful at university. The module is suitable for students on all courses and in any year of study. The module is entitled Academic Skills for Successful Learning and is available to all students from http://mymodule.tcd.ie/. Students should use this resource in order to access information on, among other things, how to improve their note-taking skills, and how to manage deadlines.

NB. This Handbook should be read in conjunction with relevant entries in the University Calendar. In case of any conflict between the Handbook and the Calendar, the provisions of the Calendar shall apply. Copies of the University Calendar can be purchased or consulted either in the Library or on the web at: http://www.tcd.ie/Secretary/role/calendar/.
LANGUAGE (10 ECTS)

To complete the Language course, all students (TSM, ES, CSL, MEELC) take the following year-long French grammar module(s):

Oral & Written French (FR2008)

Module Coordinator

Dr James Hanrahan

Module Description

On successful completion of this module students will be able to:

- Communicate clearly and effectively, both orally and in writing, in English and French in academic, professional and social settings
- Organise and present ideas in English and French, in writing and orally, within the framework of a structured and reasoned critical argument
- Translate a range of journalistic texts into English, with accuracy, consistency and appropriateness of register and expression
- Demonstrate a high level of proficiency in the French language in both written and spoken contexts
- Analyse critically and independently, in English and French, a variety of texts written in French in a variety of registers

There are three compulsory contact hours per week in FR2008 Oral and Written French. These are supplemented by independent learning with the help of online grammar notes and compulsory online tests:

1. Written language class given by a full-time member of staff or postgraduate teaching assistant:
   These classes are taken in small groups and focus each week on a grammar topic. Each week, following grammar topics in the Textbook, the tutor will present a grammar topic, which students should prepare in advance by consulting the grammar notes on that topic which are available on Blackboard. The focus is on practising grammar through exercises and answering questions on the grammar topic. Each week students prepare grammar exercises and a piece of written expression (translation or composition). Six of the latter (‘Contrôle continu’, three per term to be handed up in weeks 6, 9 and 11) count towards the student’s final mark while the others will allow them to practise and get feedback on these exercises which are also assessed in the end-of-term exams.

2. Translation/Composition Lecture:
   While the written language tutor corrects and gives individual feedback on weekly translations and compositions, a full-time member of staff gives weekly instruction
and general feedback on Translation into English and Composition in French. In MT, the Friday French lecture introduces a range of Translation issues to students and provides advice on approaching specific issues that students face when translating from French into English. In Hilary Term, the Friday French lecture provides instruction on the best approaches to producing structured argumentative compositions in French. The emphasis is on how to organise ideas, how to structure an argument, how to write introductions and conclusions, and the vocabulary needed to express complex ideas in a logical and coherent way. Students should consult their timetables for information on lecture venues.

3. Oral class with a French lecteur/lectrice:
These classes are taken in the same small groups as the written language classes and focus on a different theme each week. The emphasis of these classes, which are given by a native French speaker, is on the acquisition and use of new vocabulary and the development of confidence in oral expression. Each week the focus is on a different contemporary topic, which is introduced through a range of written and audiovisual documents. Students are expected to participate fully in these classes by preparing the topics in advance, keeping a note of new vocabulary, and speaking in front of others during class.

4. Independent learning:
a) Online grammar notes are available on Blackboard:
For each weekly grammar topic there is a powerpoint slideshow available on Blackboard. Students are expected to study these slideshows every week before they attend the written language class.
b) Compulsory online tests are self-access (on Blackboard) and must be completed in weeks 4, 8, 11 and the exam week of each term. For more details, see SF Language Dossier.

Textbook


Reference Grammar


Assessment for Oral and Written French (FR2008)
The mark for FR2008 Oral and Written Language will be calculated on the basis of marks awarded for five components:

- 1.5-hour Translation exam (MT exam session) (25%)
- 1.5-hour Composition exam (HT exam session) (25%)
- Oral examination (HT revision week) (20%)
- 6 x continuous assessment assignments (3 in MT; 3 in HT) (20%)
• 8 x grammar tests (4 in MT; 4 in HT) (10%)

FR2008 is a compensatable module under TSM regulations. If students fail FR2008 overall they will be required to re-sit all failed components in the Supplemental exam session if they have not met the TSM requirements to pass the module by compensation.

The supplemental exam in FR2008 is as follows:

• 1.5-hour Translation exam (supplemental exam session) (25%)
• 1.5-hour Composition exam (supplemental exam session) (25%)
• Oral examination (supplemental exam session) (20%)
• Continuous assessment supplemental assignments (submit prior to supplemental exam session) (20%)
• Supplemental grammar test (prior to supplemental exam session) (10%)

Assessment for other French language modules (FR2003, FR2011, FR2028)

Visiting students:

Visiting students at Trinity for the full academic year take FR2008 and are assessed in the same way as TSM/ES/MEELC/CSL students. Visiting students who are taking just one term of SF Oral and Written Language (known as FR2003 in MT and FR2011 in HT) are assessed as follows:

FR2003 (VS MT)
• 1 x Translation exam (50%)
• 3 x Translation continuous assessment assignments (20%)
• 1 x oral exam (20%)
• 4 x online tests (10%)

FR2011 (VS HT)
• 1 x Composition exam (50%)
• 3 x Composition continuous assessment assignments (20%)
• 1 x oral exam (20%)
• 4 x online tests (10%)

CSL students:

In addition to FR2008, CSL students take FR2028, a module specifically designed for French language acquisition in a computer science context. The module is assessed as follows (for more information, please contact our departmental CSL coordinator, Dr Rachel Hoare: rmhoare@tcd.ie):

FR2028 (French Language for Computer Science / HT-only)
• Continuous assessment assignments (10%)
• 1 x report of 1,500 words (90%)
Law & French students:

Law & French students take just the Michaelmas Term of SF Oral and Written Language (known as FR2003) and are assessed as follows:

FR2003 (Law & French)

- 1 x Translation exam (50%)
- 3 x Translation continuous assessment assignments (20%)
- 1 x oral exam (20%)
- 4 x online tests (10%)

**Deadlines and marking**

All assignments must be submitted by the deadline (see the SF Language Dossier for more details on deadlines). Extensions to the deadline will only be permitted in exceptional circumstances and permission must be sought with the instructor before the deadline. Where there is medical documentation, students must submit the medical certificate to the French Office. When there are other extenuating circumstances, students should contact their College tutor, who in turn should contact the instructor. When no valid reason for lateness has been given, late submission penalties will be applied as follows: up to one week’s lateness will incur a penalty of 10 marks. Up to two weeks’ lateness will incur a penalty of 20 marks. Work submitted after two weeks will be awarded a mark 0.

Where stated, students must respect the word count for written assignments. Unless specified otherwise, students should include an electronic word count and are allowed to go above or below the stated word count by no more than 10%.

All language assignments submitted in French will be marked as follows: 70% of the mark is given to grammar and 30% to content. For marking criteria, see the Marking Procedure and Criteria section below.
SF OPTIONS (20 ECTS)

All TSM students also take two of the following three Options (each Option is composed of two modules):

Linguistics (FR2029 and FR2030)
French Literature (FR2031 and FR2032)
Political Thought in France (FR2036 and FR2037)

All of these Options (each worth 10 ECTS) run throughout the year, with weekly lectures and weekly seminars. Each module has its own assessment requirements (essays, commentaries, presentations, reports, etc.) and deadlines, which are described in further detail below.

For all Options, students should bear in mind the following:

- For each Option, one piece of assessed work in a given module must be in French (see the assessment requirements in the individual module descriptors below for further details on which assignment(s) should be in French). In marking these assignments, 70% of the mark is given to content and 30% to grammar.
- All essay titles and commentary extracts are listed at the end of this document, in the Appendix.
- All essays and commentaries must be word-processed. Students must submit two identical copies of their written work: one electronic copy on Blackboard through Turnitin and one hard copy with a signed official coversheet attached to the front page of the essay to be deposited in the assigned boxes in the Department. Coversheets can be obtained from the French Office (room 4109, french@tcd.ie).
- All assignments must be submitted by the deadline (see individual Option module descriptors below for information on deadlines, as well as the list of deadlines in the Appendix). Extensions to the deadline will only be permitted in exceptional circumstances and permission must be sought with the module coordinator before the deadline. Where there is medical documentation, students must submit the medical certificate to the French Office. When there are other extenuating circumstances, students should contact their College tutor, who in turn should contact the module coordinator. When no valid reason for lateness has been given, late submission penalties will be applied.
- Students must respect the word count for written assignments. Unless specified otherwise, students should include an electronic word count and are permitted to go above or below the stated word count by no more than 10%.
- For marking criteria, see the Marking Procedures and Criteria section below.
- For guidelines on essay/commentary writing, see the ‘Tools’ under the French Department’s Local Access page: https://www.tcd.ie/French/local/tools.php.
- For guidelines on class presentations, see below the section ‘Guidelines for Class Presentations’.
**ES students** take SF Political Thought in France in either MT or HT. Students will be assigned by the ES office to either MT or HT groups depending on their other subjects. For enquiries regarding their French requirements, ES students should contact our departmental ES coordinator, Dr Edward Arnold ([ejarnold@tcd.ie](mailto:ejarnold@tcd.ie)).

**CSL students** take SF French Language for Computer Science in Hilary Term only. For more details on this module, CSL students should contact our departmental CSL coordinator, Dr Rachel Hoare ([rmhoare@tcd.ie](mailto:rmhoare@tcd.ie)).
FRENCH LITERATURE
FR2032 (5 ECTS)
FR2031 (5 ECTS)

To complete the French Literature Option, students take the following two term-based modules:

Modern French Literature (FR2032)
Early Modern French Literature (FR2031)

Module Coordinators

Professor Michael Cronin (FR2032)
Dr Sarah Alyn Stacey (FR2031)

Course Description

On successful completion of the course, students will be able to:

- Analyse critically and independently, in English and French, a variety of major literary texts ranging from the 12th to the 20th century.
- Demonstrate an ability to use the specific discipline of literature to analyse and contextualise texts and to examine literary developments in France since the 12th century.
- Produce essays in both English and French demonstrating the ability to organise, analyse and evaluate relevant material, within the framework of a structured and reasoned critical argument.
- Use the appropriate methodologies and relevant resources for the presentation of their work.

This course has two main goals. Firstly, it aims to introduce students to the main genres of French literature, in a broadly chronological framework, from the Middles Ages to the Renaissance to the 19th and 20th centuries (due to sabbatical leave, the chronological order may vary), as well as in terms of the relevant issues of critical theory. This function of the course is served primarily by the lectures, which take place every Thursday at 10am in room 4057 (MT) and in room 2043 (HT). Secondly, it aims to engage in close reading of the prescribed texts. This function is served primarily by the seminars (students should consult their timetables for seminar venue/time).
### French Literature Lecture Programme | 2018-2019

**Michaelmas Term (FR2032)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Author &amp; Work</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (3)</td>
<td></td>
<td>Baudelaire: <em>Les Fleurs du Mal</em> (I)</td>
<td>MC</td>
</tr>
<tr>
<td>2 (4)</td>
<td></td>
<td>Baudelaire: <em>Les Fleurs du Mal</em> (II)</td>
<td>MC</td>
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<tr>
<td>3 (5)</td>
<td></td>
<td>Baudelaire: <em>Les Fleurs du Mal</em> (III)</td>
<td>MC</td>
</tr>
<tr>
<td>4 (6)</td>
<td></td>
<td>Flaubert: <em>Madame Bovary</em> (I)</td>
<td>MC</td>
</tr>
<tr>
<td>5 (7)</td>
<td></td>
<td>Flaubert: <em>Madame Bovary</em> (II)</td>
<td>MC</td>
</tr>
<tr>
<td>6 (8)</td>
<td></td>
<td>Flaubert: <em>Madame Bovary</em> (III)</td>
<td>MC</td>
</tr>
<tr>
<td><strong>Week 7 (9)</strong></td>
<td>Study Week</td>
<td></td>
<td></td>
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<tr>
<td>8 (10)</td>
<td></td>
<td>Sartre: <em>La Nausée</em> (I)</td>
<td>HO</td>
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<tr>
<td>9 (11)</td>
<td></td>
<td>Sartre: <em>La Nausée</em> (II)</td>
<td>HO</td>
</tr>
<tr>
<td>10 (12)</td>
<td></td>
<td>Sarraute: <em>Le Planétarium</em> (I)</td>
<td>AL</td>
</tr>
<tr>
<td>11 (13)</td>
<td></td>
<td>Sarraute: <em>Le Planétarium</em> (II)</td>
<td>AL</td>
</tr>
<tr>
<td>12 (14)</td>
<td></td>
<td>Sarraute: <em>Le Planétarium</em> (III)</td>
<td>AL</td>
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</tbody>
</table>

**Hilary Term (FR2031)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (22)</td>
<td></td>
<td>The <em>lais</em> of Marie de France: Twelfth-century French Literature and Society</td>
<td>JP</td>
</tr>
<tr>
<td>2 (23)</td>
<td></td>
<td>Marie de France’s <em>Guigemar</em> and <em>Bisclavret</em>: Knights, Quests, Love and Marvels</td>
<td>JP</td>
</tr>
<tr>
<td>3 (24)</td>
<td></td>
<td>The Sonnet and the City: Du Bellay’s <em>Antiquitez de Rome</em></td>
<td>SAS</td>
</tr>
<tr>
<td>5 (26)</td>
<td></td>
<td>The Stylistics of Expression: Reconstructing Du Bellay’s Rome (II)</td>
<td>SAS</td>
</tr>
<tr>
<td>6 (27)</td>
<td></td>
<td>Molière: <em>Le Misanthrope</em> (I)</td>
<td>SAS</td>
</tr>
<tr>
<td><strong>Week 7 (28)</strong></td>
<td>Study Week</td>
<td></td>
<td></td>
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<tr>
<td>8 (29)</td>
<td></td>
<td>Molière: <em>Le Misanthrope</em> (II)</td>
<td>SAS</td>
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<tr>
<td>9 (30)</td>
<td></td>
<td>Molière: <em>Le Misanthrope</em> (III)</td>
<td>SAS</td>
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<tr>
<td>10 (31)</td>
<td></td>
<td>Corneille: <em>Le Cid</em> (I)</td>
<td>SAS</td>
</tr>
<tr>
<td>11 (32)</td>
<td></td>
<td>Corneille: <em>Le Cid</em> (II)</td>
<td>SAS</td>
</tr>
<tr>
<td>12 (33)</td>
<td></td>
<td>Corneille: <em>Le Cid</em> (III)</td>
<td>SAS</td>
</tr>
</tbody>
</table>
Module Description

The module focuses on four major works of modern French literature, two from the nineteenth century and two from the twentieth century. It begins with one of the most influential collections of poems of all time, Charles Baudelaire’s *Les Fleurs du mal*. More precisely, the lectures consider the collection as a focus for the study of metaphor in poetry, poetic structure, synaesthesia, and a number of key themes such as the city. The module then moves on to nineteenth-century fiction, namely Gustave Flaubert’s masterpiece *Madame Bovary*, examining notions of authorship, narration, character, irony, and a number of other novelistic norms. In the second half of the teaching term, we explore twentieth-century novel writing, namely Jean-Paul Sartre’s existentialist debut novel *La Nausée*, examining in particular the relationship between literature and philosophy, experience and representation. Finally, with Nathalie Sarraute’s landmark novel *Le Planétarium*, we investigate further the complex relationship between narration, character, and reader in what came to be known as the *nouveau roman*.

Course Texts


(The above texts are all available for purchase at International Books.)

Select Bibliography

Baudelaire

Flaubert
Sartre

Sarraute

Assessment

Students submit two assignments over the course of the term:

1 x commentary of 1,000 words on either Baudelaire or Flaubert in Teaching Week 6 (40%)
1 x essay of 2,000 words on either Sartre or Sarraute in Teaching Week 12 (60%)

The deadline for submission is the Friday at 12pm (noon) of the stated Teaching Week. At least one of the assignments must be in French.

FR2031 (Hilary Term) | EARLY MODERN FRENCH LITERATURE

Module Description

The module begins with a key work of the medieval period, the twelfth-century lais of Guigemar and Bisclavret by Marie de France. This work offers considerable insights into courtly literature, with a special emphasis on chivalry, the supernatural, and Man’s place in society. This is followed by an examination of Du Bellay’s Les Antiquitez de Rome (1558), a seminal work which met with European recognition (it was, for example, translated by Edmund Spenser). These lectures consider the virtuoso use of the sonnet to articulate a range of universal and transhistorical themes about Man’s condition and place in the universe. We then examine drama, focusing on the Golden Age of French theatre, the seventeenth century, or ‘Grand Siècle’. Through an analysis of social satire in Molière’s grande comédie, Le Misanthrope (1666), we will engage with themes such as non-conformity, friendship, happiness and morality. Moving from comedy to tragedy, we will examine Corneille’s Le Cid (1648), a play constructed around the eternally-significant themes of honour, duty, heroism, sacrifice and authority. The study of these two plays will permit valuable insights into both the dramaturgical conventions and the moral philosophy of the time.
Course Texts


(The above texts are all available for purchase at International Books.)

Selected Bibliography

What follows is preliminary. More detailed bibliographies, together with handouts, will be distributed in class. NB. Two key texts on ‘rhetoric’ should be purchased by students for constant reference throughout the course:


Du Bellay


Molière


Corneille


Assessment

Students submit three assignments on three of the four authors studied over the course of the term:

1 x essay of 1,000 words (min.) in Teaching Week 6 (33%)
1 x commentary of 1,000 words (min.) in Teaching Week 9 (33%)
1 x essay or commentary of 1,000 words (min.) in Assessment Week (34%)

The deadline for submission is the Friday at 12pm (noon) of the stated Week. At least one of the assignments must be in French.
To complete the Political Thought in France Option, students take the following **two** term-based modules:

Political Thought in France (Renaissance to the Enlightenment) (FR2037)
Political Thought in France (Revolution to the Fifth Republic) (FR2036)

**Module Coordinators**

Dr James Hanrahan (FR2037)
Dr Edward Arnold (FR2036)

**Course Description**

On successful completion of this module students will be able to:

- Analyse critically and independently, in English and French, extracts from major historical, political and cultural texts and documents ranging from the 16th century to the 20th century
- Demonstrate a broad knowledge of the historical, cultural and political development of France from the 16th to the 20th century, as reflected in the texts used in the course
- Organise and present ideas in English and French, in writing and orally, within the framework of a structured and reasoned critical argument
- Demonstrate an awareness of the relevant philosophical, political and historical approaches to ideas and social and political development of France from the 16th to the 20th century
- Use the appropriate methodologies and relevant resources for the presentation of their work
- Produce written work in both English and French demonstrating the ability to organise, analyse and evaluate relevant material

The purpose of this course is twofold. Firstly, it aims to acquaint students with the ideological traditions of modern France, stretching back to the Renaissance and forward to the post-war period. This function of the course is served primarily by the lectures (students should consult their timetables for information on time and venue, as time and venue vary between the terms and even within the same term). Secondly, it aims to engage in close reading of texts, and to develop skills in the analysis of arguments, and of the suppositions and values embedded in them. This function is served primarily by the seminars (students should consult their timetables for information on time and venue).
Political Thought in France Lecture Programme | 2018-2019

Michaelmas Term (FR2037)

Week 1 (3)  Fashioning Politics in 16th-century Society: Montaigne’s  
*De la coutume et de ne changer aisément une loy receüe* (I)  
SAS

Week 2 (4)  Fashioning Politics in 16th-century Society: Montaigne’s  
*De la coutume et de ne changeraisément une loy receüe* (II)  
SAS

Week 3 (5)  A Sceptic’s Guide to International Politics: Montaigne’s  
*Des Cannibales*  
SAS

Week 4 (6)  Montaigne, Political Idealist?  
SAS

Week 5 (7)  Pascal’s *Pensées*: Man and Society in the 17th century (I)  
SAS

Week 6 (8)  Pascal’s *Pensées*: Man and Society in the 17th century (II)  
SAS

Week 7 (9)  Study Week

Week 8 (10)  Public Holiday

Week 9 (11)  Pascal’s *Pensées*: Man and Society in the 17th century (III)  
SAS

Week 10 (12)  Voltaire’s *Lettres philosophiques* (I)  
JH

Week 11 (13)  Voltaire’s *Lettres philosophiques* (II)  
JH

Week 12 (14)  The ‘Anti-Pascal’ in the *Lettres philosophiques*  
JH

Hilary Term (FR2036)

Week 1 (22)  The French Revolution(s) (1789-99)  
EA

Week 2 (23)  Napoleon and the First Empire (1799-1815)  
EA

Week 3 (24)  From Restoration to Republic (1815-1848)  
EA

Week 4 (25)  Revolution, Republic and Counter-Revolution (1848-1852)  
EA

Week 5 (26)  Napoleon III and the Second Empire (1852-70)  
EA

Week 6 (27)  The 3rd Republic and the ‘guerres franco-françaises’ (1870-1914)  
EA

Week 7 (28)  Study Week

Week 8 (29)  ‘Neither Right nor Left’: Politics in the Interwar Years (1918-44)  
EA

Week 9 (30)  Public Holiday

Week 10 (31)  Resistance and Collaboration (1940-44)  
EA

Week 11 (32)  Intellectuals and Decolonisation  
HO

Week 12 (33)  May 1968  
HO
FR2037 (Michaelmas Term) | POLITICAL THOUGHT IN FRANCE (RENAISSANCE TO THE ENLIGHTENMENT)

Course Texts

Michel de Montaigne, ‘De la coustume et de ne changer aisément une loy receüe’, and ‘Des Cannibales’, in *Essais*, vol. I (Paris: Gallimard (coll. Folio), 1973). The Department will provide students with copies of these two essays.


(With the exception of Montaigne, the above texts are all available for purchase at International Books. Copies of the two essays by Montaigne will be provided to students by the module coordinator.)

Select Bibliography

Montaigne, *Essais*

Pascal, *Pensées*

Voltaire, *Lettres philosophiques*

Assessment

Students complete two assignments on two of the three authors studied over the course of the term:

1 x commentary of 1,000 words OR presentation with 500-word report in Teaching Weeks 5-12 (40%)
1 x essay of 2,000 words in Teaching Week 12 (60%)

The deadline for submission of the essay is **the Friday at 12pm (noon)** of the stated Teaching Week. The deadline for submission of the commentary or report is to be determined by
agreement between the student and the seminar leader (and in any case will be no later than Friday at 12pm (noon) of Teaching Week 12). At least one of the assignments must be in French.

FR2036 (Hilary Term) | POLITICAL THOUGHT IN FRANCE (REVOLUTION TO THE FIFTH REPUBLIC)

Course Texts

All texts required for this part of the course will be made available in the form of an anthology on Blackboard.

Select Bibliography

On the French Revolution...

On Napoleon III and the Second Empire...
François Caron, La France des Patriotes, de 1851 à 1918, Paris: Fayard, 1985.

On the Third Republic...

On Anti-Semitism and the Dreyfus Affair...

On Fascism, Nationalism and Extreme Right in France...

On Vichy, Collaboration and the Resistance...
On Post-War Literature and Politics...

On The Algerian War...
FranceTV Éducation/INA, *Guerre d'Algérie: de la colonisation à l'indépendance*: http://education.francetv.fr/frise-chronologique/frise-de-la-guerre-d-algerie-o25436.

On May 1968...

**Assessment**

Students submit two assignments over the course of the term:

1 x essay of 1,500 words in Teaching Week 6 (50%)
1 x essay of 1,500 words in Teaching Week 12 (50%)

The deadline for submission is the **Friday at 12pm (noon)** of the stated Teaching Week. At least one of the assignments must be in French.
LINGUISTICS
FR2029 (5 ECTS)
FR2030 (5 ECTS)

To complete the Linguistics Option, students take the following two term-based modules:

Linguistics 1 (FR2029)
Linguistics 2 (FR2030)

Module Coordinator

Dr Rachel Hoare

Course Description

On successful completion of this module students will be able to:

- Identify a wide range of sociolinguistic issues relating to languages, dialects and patois in France
- Critique the historical role of the state in protecting the standard language.
- Identify key aspects of linguistic policy in France
- Discuss the sociolinguistic aspects of regional, situational and social variation in relation to different language varieties in France
- Explain the different ways in which the French language is currently defended and preserved
- Produce essays in both English and French demonstrating the ability to organise, analyse and evaluate relevant material

The purpose of this course is to show that French is a many-faceted social instrument which may be delicately modified to suit the multitude of situations in which it is used on a daily basis. The French language, like any other language in current use, is not a petrified object, but a malleable organism which responds to the needs and demands of its users.

In addition to looking at the factors which have produced the mainstream variety of French, official standard French, the course looks at and evaluates attempts to control the language and also provides a technique for describing types of French which may be encountered but which differ in some way from Standard French. The concept of variation in language is considered and the various factors which determine the way a speaker speaks or a writer writes in a particular set of circumstances are identified. The influence of geographical origin (with particular reference to the languages of France and regional and dialectal French), age, sex, socioeconomic status and register will be examined in detail.

The main objective of this course is to give a deeper understanding of the French language as it exists today. There is no single course-book, but the books cited in the Select Bibliography
below all have useful sections on the issues to be considered, and students will be provided with up to date journal articles via Blackboard.

Select Bibliography


FR2029 (Michaelmas Term) | LINGUISTICS 1

Assessment

A case study of the sociolinguistic situation of a language variety in France (to be submitted and agreed in advance with Dr Hoare by the end of teaching week 5) comprising:

- 15-minute group presentation in French in Teaching Weeks 8-10 (40%)
- 1 x individual report of 1,000 words in French in Teaching Week 12 (60%)

The deadline for submission of the individual report is the Monday at 12pm (noon) of the stated Teaching Week. Students will be provided with more detailed information about the presentation structure at the start of the module.

FR2030 (Hilary Term) | LINGUISTICS 2

Assessment

Students complete one assignment:

1 x essay of 2,000 words in English in Teaching Week 12 (100%)

The deadline for submission of the essay is the Monday at 12pm (noon) of the stated Teaching Week.

Referencing for linguistics essays and dissertations: the Harvard System

This system requires all references to be placed in a bibliography at the end of the article or dissertation. References in the text give the surname of the author and the publication date of the work to which reference is made. This information is enclosed in parentheses:
Southern varieties of French speech still differ markedly from those of the north as a result of residual Occitan influence (Schlieban-Lange 1977).

This emphasis is relatively new; however, a number of recent reviews and discussions (Benson 2000; Dickinson 1995; Ehrman and Dörnyei 1998; Ushioda 1996a, 1998) provide evidence that L2 motivation and learner autonomy go hand in hand...

When it is necessary to draw attention to a particular page or pages, this may be done thus:

These mechanisms, closely linked with the appraisal process, refer to knowledge and strategies used to manage cognitive and noncognitive resources for goal attainment (Corno and Kanfer 1993, 304).

If two or more works by the same author have the same publication date they should be distinguished by adding letters after the date:

The most constraining linguistic norms tend to be found in communities which Le Page and Tabouret-Keller (1985b) refer to as ‘highly focused societies’.

The list of references is arranged in alphabetical order of the author’s surnames. Examples are given below:


Scholarship Examination

SCHOL coordinator in the French Department: Dr Hannes Opelz

The Senior Fresh year is the one in which students sit for the competitive Foundation and Non-Foundation Scholarship examinations. Those who are elected to Scholarship will have secured the most prestigious award available to undergraduates of this University and one which is recognised world-wide: along with the Provost and Fellows, they form part of the governing corporation of the College; they are entitled to Commons free of charge and to rooms in College free of charge for up to nine months of the year; they receive a salary which, together with any grant which they may receive from an outside body, will amount to not less than €63.49 per annum (after payment of the annual fee): they are entitled to remission of the annual fee appropriate to their main course of study, if they are not in receipt of outside scholarships or grants, save that undergraduate scholars from non-EU countries will have their fees reduced by an amount corresponding to the appropriate fee level of an Irish student. Such a Scholarship can be held for up to five years, enabling students partially to fund their graduate studies, should they decide to continue on in Trinity upon the completion of their Primary Degree.

The Scholarship examinations cover all of the language and content modules in Junior Fresh and the Michaelmas term of the Senior Fresh year. They require students to demonstrate

- excellence in their level of mastery of the language (both written and oral) both in terms of fluency and accuracy (language competence paper);
- their exceptional ability to present structured and reasoned argument and analysis through their answers to searching essay questions (coursework essay paper)

The examinations have the following format for TSM students:

1. One 1.5-hour paper on language competence and a viva voce (oral exam). Weighting: 200 and 50 marks, respectively.

2. One 3-hour paper on Coursework containing specific questions on the curriculum (covering all the Junior Fresh course and all the Senior Fresh course EXCEPT language up to the point in the year when the examination takes place, i.e. end of Michaelmas Term) and a general section with questions that are not on the set curriculum, but relate to your area of study. The paper is made of three sections (Section A: JF Texts, Section B: SF Coursework, Section C: General Section). Students answer three questions, one from each section. Sections A and B are worth 25% each, while Section C is worth 50%. Weighting: 250 marks.

In order to be recommended for a Scholarship in TSM following the Foundation Scholarship exams, candidates must achieve a first-class result in one TSM subject and at least a 2.1 result in the other. The overall mark for both subjects must be 70% or higher. Candidates must also obtain a majority of first class marks (or at least half if there are an even number of papers). In order to be eligible for Schol candidates cannot get below 65% in any paper.

The results of the Scholarship examinations are formally announced by the Provost, on the steps of the Examination Hall, on the Monday in Trinity Week, in any given year. Candidates must give notice of their intention to take the examinations on the prescribed form,
obtainable in the Senior Lecturer’s Office, not later than the deadline (to be published early in Michaelmas Term). For further details, students should consult the University Calendar.

NB: Candidates who are participating in the Erasmus programme or in any other programme of study abroad are not eligible for exemption from examinations required by their host university.

The Cotter Prize is awarded to the most highly placed unsuccessful candidate for scholarship in modern languages and literature (this includes English). See Calendar p. U31.

European Studies and Computer Science and Language students only sit the language competence and oral exam as part of Schol. Their marks are added to their papers in European Studies and Computer Science, respectively.

Residence Abroad Requirement

Students taking one or more modern languages other than English must spend a minimum of two months in the country of each language in order to fulfil the requirements of their course; students of Irish must spend at least the same amount of time in the Gaeltacht. The residence required for each language must be completed before the moderatorship examination in that language. This requirement can be waived only in exceptional circumstances and with the prior approval of the schools or departments concerned. Residence abroad before College will not normally be considered as fulfilling the residence abroad requirement. Students who wish to interrupt their course in order to spend one year abroad in a country of which they are studying the language are encouraged to do so, provided that they comply with the General Regulations and Information included in the current Calendar. The best way to fulfil this requirement is to spend a term or a full academic year abroad on an Erasmus exchange.

Erasmus Exchanges

Erasmus coordinator in the French Department: Dr James Hanrahan

Students intending to undertake an Erasmus exchange may do so, either in their Senior Fresh or in their Junior Sophister year. An information meeting will take place late in Michaelmas Term during which the Erasmus coordinator will outline the application process. Intending Erasmus students are required to obtain at the annual examination session preceding their intended departure a 2.2 (50% or more) or higher in French and a 2.2 or higher in FR2008 Oral and Written Language. Other departments have different requirements and you must satisfy the requirements of each department in order to go on a year abroad.

In general terms, students should aim to study, in the host university, what they would have studied at Trinity. This does not mean that students must perform exactly the same exercises, or study exactly the same authors. It does mean that there should be a half-and-half mix of language and content courses (literature, history of ideas or French linguistics).
A year’s work is defined in terms of ECTS (European Credit Transfer Units). A full year’s work is normally 60 ECTS. Since TSM courses are composed of two equally weighted courses, this represents 30 ECTS per subject. In order to take account of the fact that you will be studying in a foreign environment, students must obtain 45 ECTS (22.5 ECTS per subject), although for safety, we suggest students take 30 ECTS in French. A student who does not obtain 45 ECTS will not normally be allowed to rise with his/her year and will be required to take repeat examinations in the host university. The precise split between language and non-language courses will vary from institution to institution, but both should figure prominently, and language should count for at least 10 ECTS, except by specific agreement with the French Department. Further information on Erasmus can be found on the website of the International Office.

Students are generally expected to select options appropriate to their year. Second-year students should take second-year courses and third-year students should take third-year courses. There is no objection to students taking a course above their equivalent year (second-year students taking third-year courses) but students should be aware that this comprises an element of risk, should they not be successful in assessments. However, the above notwithstanding, JS students may well find third-year translation courses in France too advanced for their level, and by agreement with the Department, may then be advised to take a lower level course.

The courses selected by students should be courses intended for and available to full-time students in the host university, and NOT special courses designed for Socrates or Erasmus students, except by special, specific and prior arrangement with the French Department.

Students are required to submit themselves to the assessment provided by the host university. This may take the form of examination or continuous assessment, or any combination of the two. In order that the ECTS should count, students must be successful in their assessments. As a precaution, students should bring their marks with them on their return. However, only officially returned marks from the host institution can be counted at the end of the year. It is the student’s responsibility to ascertain the dates and location of examinations, and failure to present for examinations will lead to a loss of credit.

Where a student is unable to take a course for a full year or up until the normal assessment in the host institution, a special assessment may be agreed, but should nevertheless be officially administered through the host institution, which should return the marks obtained in the same way as for a regular assessment.
Marking Procedures and Criteria

The following grade profiles are general and typical: a candidate may not fit all aspects of a profile to fall into that grade band. Allowance is made for essays/translations that are written under examination conditions, i.e. where time is limited and there is no access to bilingual dictionaries or other resources. The ‘Essay Writing’ criteria below pertain to writing in French as well as, where applicable, to writing in English.

For work submitted in French in a language module (e.g. FR2008), the weighting of the mark is as follows: 70% for grammar and 30% for content. For work submitted in French in a content module (e.g. FR2032), the weighting of the mark is as follows: 70% for content and 30% for grammar.

For guidelines on essay/commentary writing, see the ‘Tools’ under the French Department’s Local Access page: [https://www.tcd.ie/French/local/tools.php](https://www.tcd.ie/French/local/tools.php). For guidelines on class presentations, see below the section ‘Guidelines for Class Presentations’.

ESSAYS AND COMMENTARIES

First (70-100)

This grade indicates work of exceptional quality. A first-class essay will demonstrate some, though not necessarily all, of the following:

Language
- Rich, complex and idiomatic language, employing a wide range of appropriate lexis correctly;
- Tone, register and style wholly suited to the chosen task;
- Virtually free from grammatical error;
- Showing a very high degree of command of the structures of the language.

Content
- Excellent knowledge and understanding of the subject matter;
- Independent thought of high quality reflected in an original and imaginative handling of the subject matter;
- Comprehensive treatment of the question;
- Clear evidence of additional research which goes beyond the content of lectures and set reading;
- Incisive critical and analytic ability;
- Excellent structure and organisation with a very high degree of coherence and cohesion throughout;
- Rigorous, entirely relevant and conclusive argument supported by evidence from (where appropriate) primary and secondary sources.

Upper Second (60-69)
This grade indicates a very competent standard of work. An essay in this range will demonstrate some, though not necessarily all, of the following:

Language
- Convincing attempt to use complex and idiomatic language and to employ a wide range of appropriate lexis with minor errors only;
- Tone and register consistently suited to the task;
- Some grammatical errors, mostly of a minor nature;
- Showing a good degree of command of the structures of the language with the occasional lapse.

Content
- Very good knowledge and understanding of the subject matter;
- Convincing attempt at independent thought reflected in an intelligent approach to the handling of the subject matter;
- Deals with all points raised by the question;
- Evidence of some additional research which goes beyond the content of lectures and set reading;
- Evidence of independent critical response and analysis of the literature;
- Generally well organised and structured but lacking coherence and cohesion in places;
- Generally rigorous, relevant and conclusive argument.

Lower Second (50-59)
This grade indicates work of acceptable competence. The essay will demonstrate some, though not necessarily all of the following:

Language
- Language at an acceptable level of complexity with an adequate but predictable range of lexis, and with a number of significant lexical errors;
- Makes a number of major grammatical errors, but without impairing comprehension and communication significantly;
- Tone and register not always suited to the task;
- Showing some confidence in the command of the language, but with quite frequent lapses;
- Some anglicisms.

Content
- Shows good knowledge of the subject matter, but may be narrow, or somewhat superficial in frame of reference;
- Candidate discusses some, but not all of the points raised by the question;
- Generally capable, but unimaginative approach to the question;
- Relies largely on lecture notes and set reading with limited evidence of additional research;
- Reluctant to engage critically with primary and secondary literature;
- Satisfactory organisation of material;
• Development of ideas uneven and may not always be focused precisely on the question;
• Argument may lack rigour, relevance and be inconclusive: there may be some contradiction or inadequately explained points;
• Tendency to be narrative or descriptive, rather than analytical.

**Third (40-49)**

Work in this grade will demonstrate some limited though acceptable knowledge of the subject, but will be too simplistic or brief, or contain other major weaknesses.

Language
- Language lacks complexity; some basic knowledge of lexis but lacks variety and contains frequent and significant errors;
- Tone and register frequently not suited to the task;
- Frequent and serious grammatical errors, which impede comprehension and communication;
- Limited ability to manipulate language resulting in simple ‘translated’ language which contains many anglicisms.

Content
- Demonstrates some knowledge of the subject matter, but generally narrow, or superficial in frame of reference;
- Fails to discuss many of the points raised by the question;
- Some relevant points made, but not always supported by relevant evidence; tendency to unsupported assertions;
- Reliance on uncritical reproduction of lecture notes; no evidence of additional reading;
- Limited ability to organise material;
- Structure lacks coherence and cohesion;
- Argument lacks rigour and clarity and is inconclusive;
- Descriptive with limited ability to develop ideas.

**Fail 1 (30-39)**

This grade indicates insufficient evidence of serious academic study. The potential of the candidate to proceed to the next year is an important consideration in this grade.

Language
- Language is simplistic with very limited knowledge of lexis and very high level of error frequency in choice and use of very basic words;
- Tone and register not suited to the task;
- Very frequent and serious grammatical errors, which seriously impede comprehension and communication;
- Very little command of language resulting in simple ‘translated’ language which consists largely of anglicisms.

Content
• Demonstrates very limited knowledge of the subject matter with little reference beyond it;
• Content largely irrelevant and disorganised;
• Misses important implications of the question;
• Little or no evidence of use of lecture notes or any additional reading;
• Structure almost wholly lacking in coherence and cohesion;
• Very limited ability to develop ideas;
• Entirely descriptive;
• Poorly documented sources.

**Fail 2 (0-29)**

Written work in this grade range will reveal some or all of the weaknesses noted under the Fail 1 grade range, but to a greater, perhaps extreme, extent.

**Language**

• Knowledge and range of lexis almost non-existent; the level of error frequency in choice and use of even the most basic words is unacceptably high;
• Tone and register not suited to the task;
• Frequency and seriousness of grammatical errors mean that comprehension and communication are impossible;
• No command of the structures of the language.

**Content**

• Virtually no knowledge of the subject matter;
• Fails to understand and to address the question;
• Content irrelevant and disorganised;
• No evidence of secondary reading;
• Structure is without cohesion and coherence;
• No evidence of ability to develop ideas;
• Lack of supporting material, sources not documented;
• Guided writing (if applicable): no use of source material.

**TRANSLATION FROM FRENCH INTO ENGLISH**

**First (70-100)**

This grade indicates work of exceptional quality. A first-class translation will demonstrate some, though not necessarily all, of the following:

• Original text rendered with very high level of accuracy both in content and style;
• Only minor, if any, problems of comprehension of the passage;
• Stylistically appropriate, fluent and accurate English, which deals successfully with nuances of style, register, metaphor and cultural reference;
• Natural and idiomatic expression throughout;
• Student correctly identifies all points of difficulty in the translation and deals with them at a high level of competency;
• Imaginative, apt translation solutions.

**Upper Second (60-69)**

This grade indicates a very competent standard of work. A translation in this range will demonstrate some, though not necessarily all, of the following:

• Original text rendered with high level of accuracy both in content and style;
• Very good comprehension of the original;
• For the most part stylistically appropriate, fluent and accurate English, which deals successfully with nuances of style, register, metaphor and cultural reference;
• Largely natural and idiomatic expression;
• Some mistakes in rendering the grammar, syntax and vocabulary of the original, but few serious errors;
• Competent handling of most points of difficulty in the translation.

**Lower Second (50-59)**

This grade indicates work of acceptable competence. The translation will demonstrate some, though not necessarily all, of the following:

• Original text rendered with a satisfactory to good level of accuracy both in content and style;
• Some errors in comprehension and failure to reflect the original consistently;
• Does not always deal successfully with nuances of style, metaphor and cultural reference;
• Some awkwardness in expression, which, in parts, gives impression of being translated;
• Some evidence of use of unsuitable register;
• Not always competent handling of points of difficulty in the translation;
• Some inaccuracy regarding fluency and accuracy in English.

**Third (40-49)**

Work in this grade will demonstrate some limited translation ability, but contain major weaknesses.

• Original text rendered with poor level of accuracy both in content and style;
• Many errors in comprehension and failure to reflect the original consistently;
• Does not deal successfully with nuances of style, metaphor and cultural reference;
• Translation shows awkwardness in expression and tendency to literal translation;
• Evidence of use of unsuitable register;
• Evidence of inability to handle points of difficulty in the translation;
• May contain nonsensical English.

**Fail 1 (30-39)**
This grade indicates insufficient evidence of serious academic study. The potential of the candidate to proceed to the next year is an important consideration in this grade.

- Original text rendered with very high level of inaccuracy both in content and style;
- Translation fails to produce a coherent passage of English based on the original text;
- Widespread errors in comprehension, translation fails in large measure to reflect the original;
- Fails to deal with nuances of style, metaphor and cultural reference;
- Unsuitable register throughout;
- Awkward expression throughout, reflecting strong reliance on literal translation;
- Inability to handle points of difficulty in the translation;
- Likely to feature nonsensical English.

Fail 2 (0-29)

Translations in this grade range will reveal some or all of the weaknesses noted under the Fail 1 grade range, but to a greater, perhaps extreme, extent.

- Minimal to complete failure to understand the original;
- Complete failure to convey the meaning or even the gist of the original;
- Incoherent and disjointed English;
- Unsuitable register throughout.

CLASS PRESENTATIONS

First (70-100)

This grade indicates work of exceptional quality. A first-class presentation will demonstrate some, though not necessarily all, of the following:

Language
- Rich, complex and idiomatic language, employing a wide range of appropriate lexis correctly;
- Tone, register, delivery and style wholly suited to oral presentation of ideas;
- Virtually free from grammatical error;
- Showing a very high degree of command of the structures of the language.

Content
- Excellent knowledge and understanding of the subject matter;
- Excellent verbal and non-verbal communication skills;
- Independent thought of high quality reflected in an original and imaginative handling of the subject matter;
- Comprehensive treatment of the question;
- Clear evidence of additional research which goes beyond the content of lectures and set reading;
- Incisive critical and analytic ability;
• Clear structure and organisation with a very high degree of coherence and cohesion throughout;
• Rigorous, entirely relevant and conclusive argument supported by evidence from (where appropriate) primary and secondary sources.

**Upper Second (60-69)**

This grade indicates a very competent standard of work. A presentation in this range will demonstrate some, though not necessarily all, of the following:

**Language**
- Convincing attempt to use complex and idiomatic language and to employ a wide range of appropriate lexis with minor errors only;
- Tone and register consistently suited to the task;
- Some grammatical errors, mostly of a minor nature;
- Showing a good degree of command of the structures of the language with the occasional lapse.

**Content**
- Very good knowledge and understanding of the subject matter;
- Very good verbal and non-verbal communication skills;
- Convincing attempt at independent thought reflected in an intelligent approach to the handling of the subject matter;
- Deals with all points raised by the question;
- Evidence of some additional research which goes beyond the content of lectures and set reading;
- Evidence of independent critical response and analysis of the literature;
- Generally well organised and structured but lacking coherence and cohesion in places;
- Generally rigorous, relevant and conclusive argument.

**Lower Second (50-59)**

This grade indicates work of acceptable competence. The presentation will demonstrate some, though not necessarily all of the following:

**Language**
- Language at an acceptable level of complexity with an adequate but predictable range of lexis, and with a number of significant lexical errors;
- Makes a number of major grammatical errors, but without impairing comprehension and communication significantly;
- Tone and register not always suited to the task;
- Showing some confidence in the command of the language, but with quite frequent lapses;
- Some anglicisms.

**Content**
• Shows good knowledge of the subject matter, but may be narrow, or somewhat superficial in frame of reference;
• Good verbal and non-verbal communication skills;
• Candidate discusses some, but not all of the points raised by the question;
• Generally capable, but unimaginative approach to the question;
• Relies largely on lecture notes and set reading with limited evidence of additional research;
• Reluctant to engage critically with primary and secondary literature;
• Satisfactory organisation of material;
• Development of ideas uneven and may not always be focused precisely on the question;
• Argument may lack rigour, relevance and be inconclusive: there may be some contradictions or inadequately explained points;
• Tendency to be narrative or descriptive, rather than analytical.

Third (40-49)

Work in this grade will demonstrate some limited though acceptable knowledge of the subject, but will be too simplistic or brief, or contain other major weaknesses.

Language
• Language lacks complexity; some basic knowledge of lexis but lacks variety and contains frequent and significant errors;
• Tone and register frequently not suited to the task;
• Frequent and serious grammatical errors, which tend to impede comprehension and communication;
• Limited ability to manipulate language resulting in simple ‘translated’ language which contains numerous anglicisms.

Content
• Demonstrates some knowledge of the subject matter, but generally narrow, or superficial in frame of reference;
• Adequate verbal and non-verbal communication skills;
• Fails to discuss many of the points raised by the question;
• Some relevant points made, but not always supported by relevant evidence; tendency to making unsupported assertions;
• Reliance on uncritical reproduction of lecture notes; very little evidence of additional reading;
• Limited ability to organise material;
• Structure lacks coherence and cohesion;
• Argument lacks rigour and clarity and is on the whole inconclusive;
• Descriptive with limited ability to develop ideas.

Fail 1 (30-39)

This grade indicates insufficient evidence of serious academic study.
Language

- Language is simplistic with very limited knowledge of lexis and very high level of error frequency in choice and use of very basic words;
- Tone and register not suited to the task;
- Very frequent and serious grammatical errors, which seriously impede comprehension and communication;
- Very little command of language resulting in simple ‘translated’ language which consists largely of anglicisms.

Content

- Demonstrates very limited knowledge of the subject matter with little reference beyond it;
- Poor verbal and non-verbal communication skills;
- Content largely irrelevant and disorganised;
- Misses important implications of the question;
- Little or no evidence of use of lecture notes or any additional reading;
- Structure almost wholly lacking in coherence and cohesion;
- Very limited ability to develop ideas;
- Entirely descriptive.

Fail 2 (0-29)

Written work in this grade range will reveal some or all of the weaknesses noted under the Fail 1 grade range, but to a greater, perhaps extreme, extent.

Language

- Knowledge and range of lexis almost non-existent; the level of error frequency in choice and use of even the most basic words is unacceptably high;
- Tone and register not suited to the task;
- Frequency and seriousness of grammatical errors mean that comprehension and communication are practically impossible;
- No command of the structures of the language.

Content

- Virtually no knowledge of the subject matter;
- Very poor verbal and non-verbal communication skills;
- Fails to understand and to address the question;
- Content irrelevant and disorganised;
- No evidence of secondary reading;
- Structure is without cohesion and coherence;
- No evidence of ability to develop ideas.
Guidelines for Class Presentation

When giving a class presentation, you should take into consideration the following factors:

- Content
- Structure
- Delivery and Audience Awareness
- Use of Aids
- Handling of Questions

Content

In preparing your presentation:

(a) Define your objectives, i.e. the key points which you wish to examine (two to three maximum).
(b) Calculate how much coverage you can give to each point in the time available.

Structure

Your presentation should comprise the following components:

(a) **Introduction**: State your objectives and the stages which will be involved in your exploration of them.
(b) **Clear Sequencing**: Indicate the transitions between each of your points (‘signposting’).
(c) **Conclusion**: Recapitulate on your arguments, to show that they have led you to an overall concluding idea.

Delivery and Audience Awareness

Think about the manner in which you deliver your presentation. For example:

(a) **Voice**: Are you audible? Are you speaking too quickly? Are you speaking on a monotone?
(b) **Eye-Contact**: Are you engaging with the audience through sufficient eye-contact? Or are you avoiding eye-contact and reading to your notes?
(c) **Body-language**: Do you have any distracting physical mannerisms? What are you doing with your hands? Are you walking about too much?
(d) **Language**: Are you using the correct register for the subject?
(e) **Notes**: Are you just reading from your notes? This will disengage you from your audience (see (b) above). Practise using prompting words and improvising.

Use of Aids

You may wish to use the blackboard, handouts or an over-head projector. If so, integrate these aids smoothly into your presentation, e.g. make sure you know how the equipment
works before the class begins and have your photocopies ready. Give your audience time to digest the information which these aids are presenting, perhaps by running through it with them.

**Handling Questions**

If a given question is not clear, then ask the questioner to repeat it and/or rephrase it. What is the point of the question? Is it requesting clarification of a point you have made, or is it expressing an objection and challenging your point of view? If you do not know the answer, admit it and perhaps refer the question to someone else. Or indicate where or how an answer might be found (e.g. through further research).
Plagiarism

Plagiarism – the passing off of another’s work as one’s own – is taken very seriously by the Department of French and by College. The College Calendar entry on plagiarism, reproduced below, outlines the disciplinary procedure that College uses when dealing with cases of plagiarism. In response to an increase in the instances of plagiarism, College has created a central repository which provides information on what plagiarism is and how to avoid it: http://tcd-ie.libguides.com/plagiarism.

When submitting College work to the Department of French students can avoid plagiarism by carrying out their work honestly and by adopting good referencing practices. More details of such practices can be found on the local pages of the Department of French website.

Before students are permitted to submit any work for assessment in the French department, they must complete the online tutorial on avoiding plagiarism ‘Ready, Steady, Write’, located at http://tcd-ie.libguides.com/plagiarism/ready-steady-write.

The template of the coversheet which students must complete and attach to work submitted in hard or soft copy or via Blackboard is available on the local pages of the Department of French website. Work submitted without this coversheet or without a signed declaration from the student that they have completed the online tutorial will not be accepted.

The College has a strict policy on plagiarism, which it is the French Department’s intention to apply fully. The complete Calendar entry is reproduced here:

82 General

It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement.

Plagiarism is the act of presenting the work or ideas of others as one’s own, without due acknowledgement.

Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences.

It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism.

Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University.

83 Examples of Plagiarism

Plagiarism can arise from actions such as:

(a) copying another student’s work;
(b) enlisting another person or persons to complete an assignment on the student’s behalf;
(c) procuring, whether with payment or otherwise, the work or ideas of another;
(d) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;
(e) paraphrasing, without acknowledgement, the writings of other authors.

Examples (d) and (e) in particular can arise through careless thinking and/or methodology where students:

(i) fail to distinguish between their own ideas and those of others;
(ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;
(iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;
(iv) come across a distinctive methodology or idea and fail to record its source.

All the above serve only as examples and are not exhaustive.

84 Plagiarism in the context of group work

Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, submitting work which is the product of collusion with other students may be considered to be plagiarism.

When work is submitted as the result of a group project, it is the responsibility of all students in the group to ensure, so far as is possible, that no work submitted by the group is plagiarised.

85 Self plagiarism

No work can normally be submitted for more than one assessment for credit. Resubmitting the same work for more than one assessment for credit is normally considered self-plagiarism.

86 Avoiding plagiarism

Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition, a general set of guidelines for students on avoiding plagiarism is available on http://tcd-ie.libguides.com/plagiarism.

87 If plagiarism as referred to in §82 above is suspected, in the first instance, the Director of Teaching and Learning (Undergraduate), or their designate, will write to the student, and the student’s tutor advising them of the concerns raised. The student and tutor (as an alternative to the tutor, students may nominate a representative from the Students’ Union) will be invited to attend an informal meeting with the Director of Teaching and Learning (Undergraduate), or their designate, and the lecturer concerned, in order to put their suspicions to the student and give the student the opportunity to respond. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the student does not in this manner agree to attend such a meeting, the Director of Teaching and Learning (Undergraduate), or designate, may refer the case directly to the
Junior Dean, who will interview the student and may implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2.

88 If the Director of Teaching and Learning (Undergraduate), or designate, forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties attending the informal meeting as noted in §87 above must state their agreement in writing to the Director of Teaching and Learning (Undergraduate), or designate. If the facts of the case are in dispute, or if the Director of Teaching and Learning (Undergraduate), or designate, feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2.

89 If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Undergraduate), or designate, will recommend one of the following penalties:

(a) Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;

(b) Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;

(c) Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission.

90 Provided that the appropriate procedure has been followed and all parties in §87 above are in agreement with the proposed penalty, the Director of Teaching and Learning (Undergraduate) should in the case of a Level 1 offence, inform the course director and where appropriate the course office. In the case of a Level 2 or Level 3 offence, the Senior Lecturer must be notified and requested to approve the recommended penalty. The Senior Lecturer will inform the Junior Dean accordingly. The Junior Dean may nevertheless implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2.

91 If the case cannot normally be dealt with under the summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.
Careers Advisory Service

What do you want to do? How will you get there? We are here to support you in answering these and other questions about your career.

Junior and Senior Fresh Students
Get Involved: Remember that your course of study, extra-curricular activities, voluntary and part-time work all provide opportunities for developing skills and gaining an insight into your career preferences. In your Senior Fresh year, look out for short-term internship opportunities.
MyCareer: Log in to MyCareer to keep abreast of jobs, study and careers events of interest to you.

Junior Sophisters
Attend class seminar: Typically this takes place in Hilary term and includes information on applying for work experience and internships and postgraduate study.
Get work experience: The programme of summer work experience and internships is particularly relevant to Junior Sophisters. Personalise your MyCareer profile to receive email alerts tailored to your preferences.
MyCareer: Log in to MyCareer to keep abreast of jobs, study and careers events of interest to you.

Finalists and Senior Sophisters
Meet Employers and/or Explore Further Study: You may have decided to seek employment directly after graduation and many employers visit Dublin to actively seek out talented graduates. For others, further study may be their preferred option. Your MyCareer dashboard will keep you informed.
Find Jobs: Personalise your MyCareer profile to receive email alerts tailored to your interests.
Attend class seminar: Typically this takes place in Michaelmas term and includes information on applying for postgraduate study and jobs.
Mentoring: An opportunity to get advice and support from a Trinity graduate.
Drop-In CV/ LinkedIn Clinics: We also provide support at a practical level, helping you to improve your applications, which will benefit you in securing your future, whether in employment or further study.
Practice Interviews: A practice interview tailored to the job/course of your choice with practical feedback.
MyCareer: Log in to MyCareer to keep abreast of jobs, study and careers events of interest to you.

MyCareer
An online service that you can use to:
- Apply for opportunities which match your preferences - vacancies including research options
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- View and book onto employer and CAS events
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- Book an appointment with your Careers Consultant
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Careers Advisory Service
Trinity College Dublin, 7-9 South Leinster Street, Dublin 2
01 896 1705/1721  |  Submit a career query through MyCareer

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TCD.Careers.Service
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Opening Hours
During term: 9.30am - 5.00pm, Monday - Friday
Out of Term: 9.30am - 12.30pm & 2.15 - 5.00pm, Monday – Friday
APPENDIX
Submission Deadlines for Written Coursework

MICHAELMAS TERM

Modern French Literature (FR2032)
Friday 19 October 2018 at 12pm (noon) - Assignment 1 (Commentary)
Friday 30 November 2018 at 12pm (noon) - Assignment 2 (Essay)

Political Thought in France – Early (FR2037)
Between Friday 19 October 2018 at 12pm (noon) and Friday 30 November 2018 at 12pm (noon) - Assignment 1 (Commentary or Presentation Report)
Friday 30 November 2018 at 12pm (noon) - Assignment 2 (Essay)

Linguistics 1 (FR2029)
Monday 26 November 2018 at 12pm (noon) - Assignment (Report)

HILARY TERM

Early Modern French Literature (FR2031)
Friday 1 March 2019 at 12pm (noon) - Assignment 1 (Essay)
Friday 29 March 2019 at 12pm (noon) - Assignment 2 (Commentary)
Friday 26 April 2019 at 12pm (noon) - Assignment 3 (Essay or Commentary)

Political Thought in France – Modern (FR2036)
Friday 1 March 2019 at 12pm (noon) - Assignment 1 (Essay)
Friday 12 April 2019 at 12pm (noon) - Assignment 2 (Essay)

Linguistics 2 (FR2030)
Monday 8 April 2019 at 12pm (noon) - Assignment (Essay)
MICHAELMAS TERM 2018

FR2032 | MODERN FRENCH LITERATURE

Extracts for commentary:

Either

L’Albatros

Souvent, pour s’amuser, les hommes d’équipage
Prennent des albatros, vastes oiseaux des mers,
Qui suivent, indolents compagnons de voyage,
Le navire glissant sur les gouffres amers.

À peine les ont-ils déposés sur les planches,
Que ces rois de l’azur, maladroits et honteux,
Laissent piteusement leurs grandes ailes blanches
Comme des avirons traîner à côté d’eux.

Ce voyageur ailé, comme il est gauche et veule !
Lui, naguère si beau, qu’il est comique et laid !
L’un agace son bec avec un brûle-gueule,
L’autre mime, en boitant, l’infirmé qui volait !

Le Poète est semblable au prince des nuées
Qui hante la tempête et se rit de l’archer :
Exilé sur le sol au milieu des huées,
Ses ailes de géant l’empêchent de marcher.

Les Fleurs du mal

or

Nous étions à l’Étude, quand le Proviseur entra, suivi d’un nouveau habillé en bourgeois et
d’un garçon de classe qui portait un grand pupitre. Ceux qui dormaient se réveillèrent, et
eachun se leva comme surpris dans son travail.

Le Proviseur nous dit signe de nous rassoir ; puis, se tournant vers le maître d’études :
— Monsieur Roger, lui dit-il à demi-voix, voici un élève que je vous recommande, il entre
en cinquième. Si son travail et sa conduite sont méritoires, il passera dans les grands, où
l’appelle son âge.

Resté dans l’angle, derrière la porte, si bien qu’on l’apercevait à peine, le nouveau était un
gars de la campagne, d’une quinzaine d’années environ, et plus haut de taille qu’aucun de
nous tous. Il avait les cheveux coupés droit sur le front, comme un chantre de village, l’air
raisonnable et fort embarrassé. Quoiqu’il ne fût pas large des épaules, son habit-veste de
drap vert à boutons noirs devait le gêner aux entournures et laissait voir, par la fente des parements, des poignets rouges habitués à être nus. Ses jambes, en bas bleus, sortaient d’un pantalon jaunâtre très tiré par les bretelles. Il était chaussé de souliers forts, mal cirés, garnis de clous.

On commença la récitation des leçons. Il les écouta de toutes ses oreilles, attentif comme au sermon, n’osant même croiser les cuisses, ni s’appuyer sur le coude, et, à deux heures, quand la cloche sonna, le maître d’études fut obligé de l’avertir, pour qu’il se mit avec nous dans les rangs.

Nous avions l’habitude, en entrant en classe, de jeter nos casquettes par terre, afin d’avoir ensuite nos mains plus libres ; il fallait, dès le seuil de la porte, les lancer sous le banc, de façon à frapper contre la muraille en faisant beaucoup de poussière ; c’était là le genre.

Mais, soit qu’il n’eût pas remarqué cette manœuvre ou qu’il n’eût osé s’y soumettre, la prière était finie que le nouveau tenait encore sa casquette sur ses deux genoux. C’était une de ces coiffures d’ordre composite, où l’on retrouve les éléments du bonnet à poil, du chapska, du chapeau rond, de la casquette de loutre et du bonnet de coton, une de ces pauvres choses, enfin, dont la laideur muette a des profondeurs d’expression comme le visage d’un imbécile. Ovoïde et renflée de baleines, elle commençait par trois boudins circulaires ; puis s’alernaient, séparés par une bande rouge, des losanges de velours et de poils de lapin ; venait ensuite une façon de sac qui se terminait par un polygone cartonné, couvert d’une broderie en soutache compliquée, et d’où pendait, au bout d’un long cordon trop mince, un petit croisillon de fils d’or, en manière de gland. Elle était neuve ; la visière brillait.

– Levez-vous, dit le professeur.
Il se leva ; sa casquette tomba. Toute la classe se mit à rire.

Madame Bovary

Essay questions:

Either

‘Se méfier de la littérature,’ writes Roquentin in his diary. In light of this statement, discuss the status of literature in Sartre’s La Nausée.

or

Discuss the notion of identity (and lack thereof) in Sarrute’s Le Planétarium.

FR2037 | POLITICAL THOUGHT IN FRANCE (RENAISSANCE TO THE ENLIGHTENMENT)

Extracts for commentary:

Montaigne

One of the following:

1. Essais I, xxiii : « De la coutume... » :
Either
paragraphs 1-8
or
paragraphs 28-38

2. *Essais I*, xxxi : « Des Cannibales » :

Either
paragraphs 3-8
or
paragraphs 18-24

Pascal

One of the following groups of fragments:

72-199 (Disproportion de l’homme)

100-978 (Amour-propre)

139-136 (Divertissement)

171-414 (Misère)

194-427

425-148 (Seconde partie. Que l’homme sans foi ne peut connaître le vrai bien, ni la justice.)

NB. Regarding Montaigne and Pascal, students are welcome to agree (formally) alternative passages with the tutor.

Voltaire

Either

Passage 1: Voltaire, *Lettres philosophiques*, sixième lettre [410 words]

Devant un jeune et vif bachelier français, criaillant le matin dans les écoles de Théologie, et le soir chantant avec les dames, un théologien anglican est un Caton; mais ce Caton paraît un galant devant un presbytérien d’Écosse. Ce dernier affecte une démarche grave, un air fâché, porte un vaste chapeau, un long manteau par-dessus un habit court, prêche du nez, et donne le nom de la prostituée de Babylone à toutes les églises où quelques ecclésiastiques sont assez heureux pour avoir cinquante mille livres de rente, et où le peuple est assez bon pour le souffrir et pour les appeler Monseigneur, Votre Grandeur, Votre Éminence.

Ces Messieurs, qui ont aussi quelques églises en Angleterre, ont mis les airs graves et sévères à la mode en ce pays. C'est à eux qu'on doit la sanctification du dimanche dans les trois royaumes; il est défendu ce jour-là de travailler et de se divertir, ce qui est le double de
la sévérité des églises catholiques; point d'opéra, point de comédies, point de concerts à Londres le dimanche; les cartes même y sont si expressément défendues qu'il n'y a que les personnes de qualité et ce qu'on appelle les honnêtes gens qui jouent ce jour-là. Le reste de la nation va au sermon, au cabaret et chez les filles de joie.

Quoique la secte épiscopale et la presbytérienne soient les deux dominantes dans la Grande-Bretagne, toutes les autres y sont bien venues et vivent assez bien ensemble, pendant que la plupart de leurs prédicants se détestent réciproquement avec presque autant de cordialité qu'un janséniste damne un jésuite. Entrez dans la Bourse de Londres, cette place plus respectable que bien des cours; vous y voyez rassemblés les députés de toutes les nations pour l'utilité des hommes. Là, le juif, le mahométan et le chrétien traitent l'un avec l'autre comme s'ils étaient de la même religion, et ne donnent le nom d'infidèles qu'à ceux qui font banqueroute; là, le presbytérien se fie à l'anabaptiste, et l'anglican reçoit la promesse du quaker. Au sortir de ces pacifiques et libres assemblées, les uns vont à la synagogue, les autres vont boire; celui-ci va se faire baptiser dans une grande cuve au nom du Père par le Fils au Saint-Esprit; celui-là fait couper le prépuce de son fils et fait marmotter sur l'enfant des paroles hébraïques qu'il n'entend point; ces autres vont dans leur église attendre l'inspiration de Dieu, leur chapeau sur la tête, et tous sont contents.

or

Passage 2: Voltaire, *Lettres philosophiques*, quatorzième lettre [459 words]

Ce fameux Newton, ce destructeur du système cartésien, mourut au mois de mars de l'an passé 1727. Il a vécu honoré de ses compatriotes, et a été enterré comme un roi qui aurait fait du bien à ses sujets.

On a lu ici avec avidité et l'on a traduit en anglais l'éloge que M. de Fontenelle a prononcé de M. Newton dans l'Académie des Sciences. On attendait en Angleterre le jugement de M. de Fontenelle comme une déclaration solennelle de la supériorité de la philosophie anglaise; mais, quand on a vu qu'il comparait Descartes à Newton, toute la société royale de Londres s'est soulevée. Loin d'acquiescer au jugement, on a critiqué ce discours. Plusieurs même (et ceux-là ne sont pas les plus philosophes) ont été choqués de cette comparaison seulement parce que Descartes était Français.

Il faut avouer que ces deux grands hommes ont été bien différents l'un de l'autre dans leur conduite, dans leur fortune et dans leur philosophie. Descartes était né avec une imagination vive et forte, qui en fit un homme singulier dans sa vie privée comme dans sa manière de raisonner. Cette imagination ne put se cacher même dans ses ouvrages philosophiques, où l'on voit à tout moment des comparaisons ingénieuses et brillantes. [...] Il quitta la France parce qu'il cherchait la vérité, qui y était persécutée alors par la misérable philosophie de l'École; mais il ne trouva pas plus de raison dans les universités de la Hollande, où il se retira. Car dans le temps qu'on condamnait en France les seules propositions de sa philosophie qui fussent vraies, il fut aussi persécuté par les prétendus philosophes de Hollande, qui ne l'entendaient pas mieux, et qui, voyant de plus près sa gloire, haïssaient davantage sa personne.

Tant de persécutions supposaient un très grand mérite et une réputation éclatante: aussi avait-il l'un et l'autre. La raison parça même un peu dans le monde à travers les ténèbres de l'École et les préjugés de la superstition populaire. Son nom fit enfin tant de bruit qu'on voulut l'attirer en France par des récompenses. On lui proposa une pension de
mille écus; il vint sur cette espérance, paya les frais de la patente, qui se vendait alors, n'eut point la pension, et s'en retourna philosophe dans sa solitude de Nord-Hollande, dans le temps que le grand Galilée, à l'âge de quatre-vingts ans, gémissait dans les prisons de l'Inquisition, pour avoir démontré le mouvement de la terre. Enfin il mourut à Stockholm d'une mort précoce et causée par un mauvais régime, au milieu de quelques savants, ses ennemis, et entre les mains d'un médecin qui le haïssait. La carrière du chevalier Newton a été toute différente. Il a vécu quatrevingt-cinq ans, toujours tranquille, heureux et honoré dans sa patrie.

Essay questions:

**Montaigne**

**Either**

Discuss Montaigne’s views on the causes of social disharmony and the solutions that he proposes, making precise reference to at least two of the *essais* studied on the course to support your answer.

**or**

Discuss the centrality of scepticism and stoicism to Montaigne’s thought, making precise reference to at least two of the *essais* studied on the course to support your answer.

**Pascal**

**Either**

‘Pascal is not so much concerned to point up contradictions as to show the fragile nature of many social relationships and the fundamental unsatisfactoriness of various legal and political concepts’ (John Cruickshank). Discuss this statement, making precise reference to the *Pensées* to support your answer.

**or**

‘Condition de l’homme : inconstance, ennui, inquiétude.’ Discuss Pascal’s view of the human condition in the light of this statement, making precise reference to the *Pensées* to support your answer.

**NB.** Regarding Montaigne and Pascal, students are welcome to agree (formally) alternative titles with the tutor.

**Voltaire**

One of the following:

1. Analyse the argumentative strategies used by Voltaire in the *Lettres philosophiques*. 
2. To what extent was the original title of Voltaire’s *Lettres philosophiques* – *Lettres sur les Anglais* – more suitable when one considers the themes and approach of this work?

3. Discuss the appropriateness of the final letter of Voltaire’s *Lettres philosophiques* – the ‘Anti-Pascal’ – as a conclusion to the work.

4. ‘Voltaire’s *Lettres philosophiques* constitutes a comprehensive critique of *ancien régime* French society.’ Discuss this statement, making precise reference to at least four of the letters.

FR2029 | LINGUISTICS 1

[See Assessment details for Linguistics 1 above.]

HILARY TERM

FR2031 | EARLY MODERN FRENCH LITERATURE

Extracts for commentary:

1. Marie de France: Bisclavret in *Les Lais de Marie de France*, ll. 135-184 (Bisclavret’s arrival and initial stay at the King’s court).

2. Joachim Du Bellay: write a commentary on a sonnet of your choice taken from *Les Antiquitez de Rome*.

3. Molière: one of the following: *Le Misanthrope*, Act I, sc.1; Act III, 1; Act V, final scene.

4. Corneille: one of the following: *Le Cid*, Act I, sc. 6; Act II, sc.1; Act III, sc.3.

Essay questions:

1. Making precise reference to the text to support your answer, discuss the function of the supernatural (‘le merveilleux’) in Marie de France’s *lai* ‘Guigemar’.

2. ‘Rebastir au compass de la plume / Ce que les mains ne peuvent maçonner’ (*Les Antiquitez de Rome*, 25). Discuss the centrality of this aspiration to *Les Antiquitez de Rome*, making precise reference to the text to support your answer.

3. ‘The main action of *Le Misanthrope* is an exploration of contrasting attitudes to sociability and integrity’ (Calder). Explain and discuss this assessment of Molière’s *Le Misanthrope*, making precise reference to the text to support your answer.
4. Discuss the representation of authority in *Le Cid*, making precise reference to the text to support your answer.

NB. Students are invited to select different questions taken from past papers but should first agree these with the tutors.

**FR2036 | POLITICAL THOUGHT IN FRANCE (REVOLUTION TO THE FIFTH REPUBLIC)**

Essay questions:

**One of the following (for submission in Teaching Week 6):**

1. What were the origins and the significance of the ideas behind the French Revolution? How did this event subsequently shape politics and history in France and the world?

2. What were the major issues and conflicts in French society during the Third Republic?

3. What were the various forms of government that existed between 1789 and 1870? What does this level of alternation say about the nature of politics in France?

and **one of the following (for submission in Teaching Week 12):**

1. What is the effect of the Second World War and the Occupation on French collective memory?

2. ‘Nous savons que l’armée, par l’énorme force matérielle qu’elle représente, et par l’importance que lui donne précisément la guerre d’Algérie, a pouvoir de renverser les gouvernements, de changer les régimes et d’imposer les décisions de son choix. Cette transformation du pouvoir militaire est un fait capital, d’une gravité sans précédent.’ Discuss this observation in light of the ‘Déclaration sur le droit à l’insoumission dans la guerre d’Algérie’.

3. ‘Le but ultime [de mai 1968], c’est-à-dire, aussi, son but immédiat, évident, c’est affirmer la rupture. L’affirmer : l’organiser en la rendant toujours plus réelle et plus radicale.’ Discuss this observation in light of the events and texts of May 1968 covered in the course.

**FR2030 | LINGUISTICS 2**

One of the following:

2. ‘Un phénomène langue des jeunes est signalé partout dans le monde, mais le français semble touché jusque dans sa structure’ (dgflf: 2003). Discuss.

3. Assess the extent to which ‘arabe maghrébin’ might be considered a language of France.

4. ‘Parler de genre, c’est dire que le rapport entre masculin et féminin, hommes et femmes, est une signification élaborée qui varie historiquement et socialement’ (Abbou, 2013). Discuss.

5. ‘The story of the evolution of the French language is the history of the spread of French (‘le francien’) out from the Île-de-France into the surrounding territories.’ Discuss this statement with reference to the linguistic conservatism (‘le dirigisme linguistique’) and the language policies of the French state.

6. Illustrate the ways in which register affects pronunciation, vocabulary and grammar in the French language.

7. With reference to at least three different linguistic research studies, provide a critical analysis of the different ways in which the language of youth in France has been examined.

8. Examine the ways in which verlan is used for marking membership in, or exclusion from, the group that speaks it.