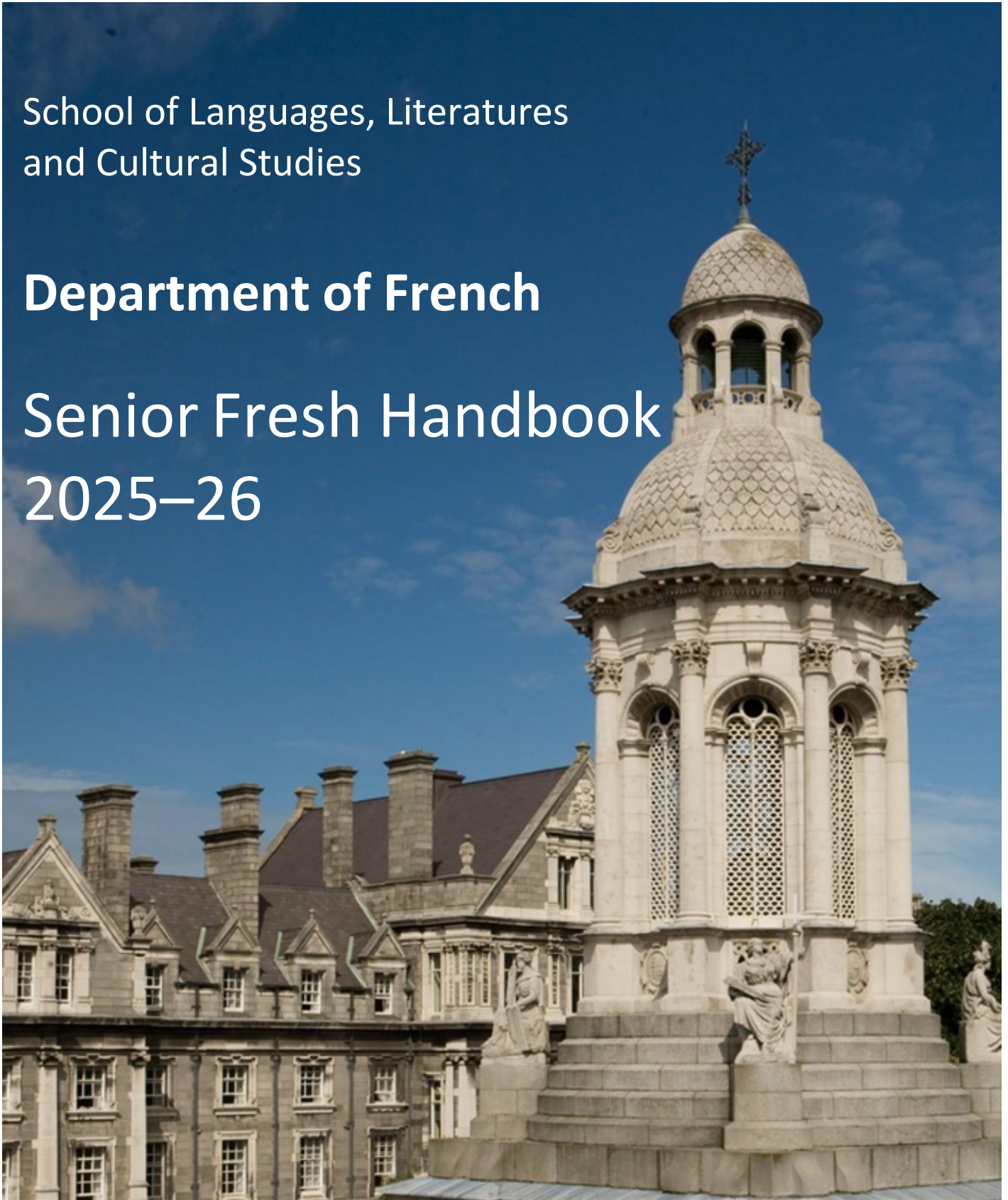**Trinity College Dublin**
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Languages, Literatures
and Cultural Studies

Department of French

Senior Fresh Handbook
2025–26

Handbook Contents

1. General Programme Information

1.1 Introduction

Welcome to SF Fresh French!

This Handbook applies to all students taking Senior Sophister Trinity Joint Honours French. It provides a guide to what is expected of you on this programme, and the academic and personal support available to you. Please retain for future reference. The information provided in this Handbook is accurate at time of preparation. Any necessary revisions will be notified to students via College e-mail.

Regulations which apply to all departments and units within the School can be found in the School Handbook on the School Website.

1.2 Staff Contact Details

Name	Role	Email	Office
Lecturing Staff			
Professor Sarah Alyn Stacey, FTCD	Head of Department	salynsta@tcd.ie	4105
Dr Edward Arnold	ES and MEELC coordinator	ejarnold@tcd.ie	4106
Professor Michael Cronin, FTCD	1776 Chair of French, SS year coordinator	croninm8@tcd.ie	4090
Dr Laurene Glimois		glimoisl@tcd.ie	
Dr James Hanrahan, FTCD	JS year coordinator, SF Law & French coordinator	hanrahaj@tcd.ie	4107
Dr Ashley Harris	SCHOLS coordinator (MT)	harrisa6@tcd.ie	

Dr Rachel Hoare	JF year coordinator, CSL coordinator	rmhoare@tcd.ie	4108
Dr Alexandra Lukes (on leave HT)	Study Abroad/Erasmus coordinator (outgoing students), Acting SF year coordinator (HT)	lukesa@tcd.ie	4104
Dr Hannes Opelz (on leave MT)	SCHOLS Coordinator (HT), SF year coordinator (HT)	opelzh@tcd.ie	4111
Célia Riego-Liron	Language coordinator	criegoli@tcd.ie	4103
Dr Paule Salerno-O'Shea		psalerno@tcd.ie	4113
Florence Signorini	Study Abroad/Erasmus coordinator (incoming students), BSL (French) coordinator	fsgnorni@tcd.ie	4103
Teaching Assistants			
Alice Cappelle		cappella@tcd.ie	TBC
Dr Max McGuinness		mcguinm8@tcd.ie	TBC
Lecteurs/Lectrices			
Juliette Couvreur		couvreuj@tcd.ie	4089
Gabrielle Genin		gening@tcd.ie	4089
Hanaé Algarra		algarrah@tcd.ie	4089

1.3 Module Coordinators

Module	**Coordinator**
Oral & Written French (FRU22001/2)	Célia Riego-Liron

Early Modern French Literature (FRU22041)	Professor Sarah Alyn Stacey
Early Modern Political Thought in France (FRU22051)	Dr James Hanrahan
French in the 21st Century (FRU22081)	Dr Rachel Hoare
Modern French Literature (FRU22012)	Professor Michael Cronin
Modern Political Thought in France (FRU22022)	Dr Edward Arnold
The Diversity of the French-Speaking World (FRU22092)	Dr Rachel Hoare

1.4 Key Dates

Students can access the College's Academic Year Structure online. Key dates for assessment will be posted on Blackboard.

1.5 Key Locations

School of Languages, Literatures and Cultural Studies (SLLCS)

Office hours: Monday to Friday: 9.30am-12.30pm, 2.30pm-4.30pm.

Undergraduate Office

The Undergraduate Office is located in Room 5080 on the 5th floor of the Arts Building, students are welcome to call in during office hours.

Nature of query	Office location	Email
Undergraduate Office: general undergraduate queries and transcript requests	Room 5080 5th floor, Arts Building	undergraduate.sllcs@tcd.ie

European Studies		
Middle Eastern and European Languages and Cultures		
Undergraduate timetables	Room 5080	timetables.sllcs@tcd.ie
Erasmus and Study Abroad	Room 5080	erasmus.sllcs@tcd.ie
School Office: School operations, finance and HR	Room 5042	

Undergraduate Degree Programme Offices

It is advised that students make an appointment in advance, where possible. In the email subject line include your student number and course of study.

Programme	Office location	Email
Trinity Joint Honours	Room 3135, Arts Building (office hours)	joint.honours@tcd.ie
TJH Open Modules		open.modules@tcd.ie
TJH Erasmus and Study Abroad Coordinator		tjh.erasmus-studyabroad@tcd.ie
SLLCS Erasmus and Study Abroad Co-ordinator	Room 5080, Arts Building	erasmus.sllcs@tcd.ie
Business, Economic and Social Studies (BESS)	Room 3023, Arts Building	bess@tcd.ie
Trinity Columbia Dual B.A.	Room 3135, Arts Building	ColumbiaDualBA@tcd.ie
Dual B.A. Columbia University Officer		gsinternational@columbia.edu
Law and a Language	School of Law, House 39, New Square	law.school@tcd.ie

Computer Science, Linguistics and a Language (CSLL)	Room 4091, Arts Building	clcsinfo@tcd.ie

1.6 Timetable

Student Timetables are available on MyTCD before lectures begin and the Trinity Live App. Any clashes in the first few weeks should be addressed to timetables.sllcs@tcd.ie.

1.7 Study Abroad Requirement

TJH Study Abroad/Erasmus coordinators in the French Department

Florence Signorini (incoming students)

Dr Alex Lukes (outgoing students)

ES & MEELC Study Abroad/Erasmus coordinator in the French Department

Dr Edward Arnold

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 programme. The residence required for each language must be completed before the examination in that language.

The School's Study Abroad webpage outlines comprehensive information relating to Erasmus/Study Abroad programmes, including the list of current Erasmus destinations for students, how to plan for your year abroad, the procedures for different pathways, and supports for students with disabilities.

Contacts

In the first instance, students should contact their Study Abroad Coordinator for French. Students are welcome to contact the School's Erasmus and Study Abroad Coordinator (erasmus.sllcs@tcd.ie).

Information for TJH students intending to go on Erasmus

An information meeting will take place in Semester 1 during which the Erasmus coordinator will outline the application process and minimum requirements.

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 modules (literature, political thought or linguistics).

Students are generally expected to select options appropriate to their year. There is no objection to students taking a module above their equivalent year 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 modules in France too advanced for their level, and by agreement with the Department, may then be advised to take a lower level module.

For content modules, students should select modules intended for and available to full-time students in the host university, and NOT special modules designed for Erasmus students, except by special, specific and prior arrangement with the French Department. For language modules, students should select modules offered specifically to Erasmus and international students, normally offered in a separate department under the name Français Langue Étrangère; students should also take translation modules offered through the English department (UFR Anglais).

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. 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. In the event that students fail a module, they must take any resits offered by the host university.

For information regarding the number of credits (ECTS) that students need to take while abroad, please consult the [Trinity Joint Honours website](#).

Information for ES and MEELC students intending to go on Erasmus

Students are required to do at least 45 ECTS of non-language modules out of a possible 60 ECTS for the year, or 24 ECTS out of 30 for a semester. For the ECTS to count, students must be successful in their assessments. Any mark under 10/20 is a non-compensatory fail for which no credits are awarded.

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 Erasmus students, except by special, specific and prior arrangement. These courses must also be delivered and assessed in French. Students will not be given permission to take modules delivered in English and cannot receive credit for them. The remaining 15 ECTS (or 6 in the case of one semester exchanges) can be in French language or courses in the student's minor language, but cannot count towards their total number of ECTS. Students are encouraged to study their minor language during their year on Erasmus.

It is the responsibility of the student to ensure that they bring back enough ECTS (at least 45 or 24 non-language ECTS) and fill in a clear and orderly learning agreement in conjunction with the local coordinator. As assessments vary (in-term written assignment, end-of-semester exams, etc.), students should inform themselves of assessment requirements and procedures upon arrival at their host university. Resits must be taken if students fail modules.

After enrolment, students should send details of the courses they have chosen to [the ES/MEELC Coordinator,](#) on a learning agreement form provided by the host institution.

These course details must include:
1. the official course code used by the institution;
2. the total number of ECTS;
3. the total number of contact hours;

4. the correct title **in French**;

5. the language of instruction and assessment.

Failure to provide precise information will lead to delays in the student's course of study being accepted, and will make any changes we require difficult. The Learning Agreement is a binding document, and the home coordinator should be informed of any changes in modules choices during the year. Unless students receive specific written permission to take a course from the Trinity coordinator, the ECTS obtained will not count towards their final mark.

The best 45 (yearly total) or 24 (semester total) ETCS are used to calculate the overall mark.

Students are reminded that they should leave themselves a margin for error, as they may fail their year if they bring back less than the required number of ECTS.

It is the responsibility of the student to ensure that official transcripts are sent to the home coordinator as soon as possible after assessments have been completed. These must be signed and stamped by the host institution. Students should not expect the French administration to be as user-friendly as in Ireland.

If ES and MEELC students should have any further questions, they should contact Dr Edward Arnold, the ES & MEELC Study Abroad coordinators in the French Department.

2. Academic Prizes

2.1 Foundation Scholarship Examinations (SCHOLS)

SCHOLS coordinator in the French Department

Dr Ashley Harris (MT)

Dr Hannes Opelz (HT)

The Foundation Scholarship examinations cover all of the language and content modules taught in the Junior Fresh year and in the Michaelmas Term of the Senior Fresh year. In addition, students will also be required to answer one or more "general" questions, i.e. questions that may be related to French Studies but are not on the set curriculum.

More specifically, the French examinations require students to demonstrate:

- excellence in their level of mastery of the language (both written and oral) both in terms of fluency and accuracy;
- their exceptional ability to present structured and reasoned argument and analysis through their answers to searching essay questions.
- the depth and breadth of their learning, as well as their ability to integrate knowledge and situate their learning in a broader intellectual context.

Below is a description of the Scholarship examination papers taken in French, with indications of which papers are relevant to which programme of study.

Trinity Joint Honours (TJH)

Law and French (L&F)

French Language Competence Paper

All TJH and L&F candidates are required to take this paper. The French Language Competence paper is composed of two components: a written paper and a viva voce

examination. The written component is a 1.5-hour language paper which requires students to respond in French, in no fewer than 500 words, to one of a series of questions typically relating to topical issues in French and Francophone culture. This paper requires students to produce a piece of writing which demonstrates their mastery of the structure of French argumentative texts. This piece of writing must also reproduce a near-native standard of expression in French, in terms of both idiomatic expression and the use of advanced and appropriate vocabulary relating to the chosen topic. The composition must be almost entirely free from grammatical errors.

The paper tests the student's ability to think critically, to structure their thoughts in a coherent manner, and to express them with grammatical accuracy while corresponding to the rhetorical norms of the French argumentative style. As for the oral component, this examination is a 15-minute test of students' ability to communicate to a near-native standard in French, which begins with a five-minute presentation based on a pre-prepared topic, chosen from a list of general questions communicated one week in advance of the examination.

These general questions may be related to French Studies but are not on the set curriculum. In their presentations, students must demonstrate the depth and breadth of their learning and their ability to integrate knowledge and situate their learning in a broader intellectual context. The presentation is followed by questions from two examiners relating to the presentation itself and the chosen topic, and, possibly, more general questions unrelated to the topic. This part of the examination requires students first to demonstrate their ability to prepare a well-structured and convincing oral presentation on a general question, showing strength in argumentation and expression in French. Students must then defend their argument using error-free and idiomatic French, which requires both an advanced level of linguistic ability and critical thought.

Weighting: 100% (50% for the written component and 50% for the oral component)

French Course Work 1 Paper

Candidates whose pathways require them to take two papers in French take this paper, in

addition to the French Language Competence paper. The French Course Work 1 paper is a 2-hour written paper which requires students to answer two questions in English: (1) one from the first section (Section A) relating to the Junior Fresh Texts modules; (2) one from a second section (Section B) composed of general questions relating to literary and/or other topics in aesthetics, which may be related to French Studies but are not on the set curriculum.

In the first section, students must demonstrate exceptional skill in textual analysis and the ability to synthesize secondary material relating to the set texts in order to produce coherent and cogently argued answers to searching questions based on the texts studied. In the second section, students must demonstrate the depth and breadth of their learning and their ability to integrate knowledge and situate their learning in a broader intellectual context.

Weighting: 100% (50% for answer 1 and 50% for answer 2)

French Course Work 2 Paper

Candidates whose pathways require them to take three papers in French take this paper, in addition to the French Language Competence paper and the French Course Work 1 paper. The French Course Work 2 paper is a 2-hour written paper which requires students to answer two questions drawn from four different sections (bearing in mind that the questions chosen must not come from the same section).

Each section features a range of questions relating to:
1. topics drawn from the JF French & Francophone Culture modules (Section A)
2. texts studied in Michaelmas Term in the SF French Literature module (Section B)
3. texts studied in Michaelmas Term in the SF Political Thought in France module (Section C)
4. material covered in Michaelmas Term in the SF Linguistics module (Section D).

In their answers, students must demonstrate their knowledge of the texts and topics they chose to discuss, showing excellent knowledge of a broad range of text/topics in French

and Francophone culture, literature, politics, and/or linguistics, as well as the ability to synthesize secondary material relating to these texts/topics in order to produce coherent and cogently argued answers to searching questions.

Weighting: 100% (50% for answer 1 and 50% for answer 2)

European Studies (ES)

Computer Science & Language (CSL)

ES and CSL candidates only take the abovementioned **French Language Competence** paper (both the written and oral components).

Middle Eastern and European Languages and Cultures (MEELC)

MEELC candidates take the abovementioned **French Language Competence** paper (both the written and oral components) and the abovementioned **French Course Work 2** paper.

Business Studies & French (BSF)

BSF candidates sit papers set by their programme. For more information on their requirements, they should contact their programme office.

Information Meeting

An information meeting on the French component of the Scholarship examinations will take place in October (an email with more details about the meeting will be circulated in due course). If you are considering to take these examinations, please attend this meeting.

2.2 Other Prizes

Six Composition Prizes are awarded each year to Junior and Senior Fresh students for high academic merit.

Dompierre-Chaufepié Prize

This prize was founded in 1912 by a gift from Gerard Alston Exham, Fellow 1895-1920, in memory of Eugénie de Dompierre de Chaufepié, of The Hague. It is awarded annually on the results of the Senior Fresh annual examination. A candidate must have attended three terms of honour lectures in French previous to the examination and must be approved by the Professor. Value: €90.

Ireland Fund of France Awards

Two awards of €800 will be made annually on the basis of academic merit and financial need to students who have shown a commitment to French studies to assist them in making a study visit to France.

3. Academic Writing

3.1 The Use and Referencing of AI (Artificial Intelligence)

The School's guidelines on the use of Generative AI (GenAI) are [available on the School website](#).

Acknowledging and referencing AI

The Library has developed [guidelines on acknowledging and referencing GenAI](#). GenAI is evolving rapidly and there is not yet general consensus on how to acknowledge and reference it. This guidance will therefore continue to be reviewed and updated.

Resources

- The Library [guidelines on acknowledging and referencing GenAI](#).
- [Trinity's Generative Artificial Intelligence (GenAI) Hub](#).
- [College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research](#).

3.2 Academic Integrity and Referencing Guide

It is clearly understood that all members of the academic community use and build on the work and ideas of others. However, it is essential that we do so with integrity, in an open and explicit manner, and with due acknowledgement.

Any action or attempted action that undermines academic integrity and may result in an unfair academic advantage or disadvantage for any member of the academic community or wider society may be considered as academic misconduct.

- [Calendar Part II, B: General Regulations & Information, 'Academic Integrity'](#)
- [College Statement on Academic Integrity](#)
- [Academic Integrity Policy](#)
- [Library Guides - Academic Integrity](#)
- [Coversheet Declaration](#)

4. Teaching and Learning

4.1 Programme Architecture

Students can access their Module Descriptors on the mytcd.ie student portal by clicking on: "**Courses & Modules > View Course and Module Descriptive information**"

4.2 Programme Structure

Depending on your pathway, which you chose over the summer, students take either **20 credits** in French (Joint Honours French or French as a Minor) or **40 credits** in French (Single Honours French or French as a Major). All students take **two** compulsory term-long language modules (2 x 5 ECTS), one per term, and then choose either **one** or **three** term-long option modules per term, depending on their credit requirements.

In order to reach the required total of **20 ECTS credits**, students take the following:

Language MT (5 ECTS)
Option 1 MT (5 ECTS)

Language HT (5 ECTS)
Option 2 HT (5 ECTS)

In order to reach the required total of **40 ECTS credits**, students take the following:

Language MT (5 ECTS)
Option 1 MT (5 ECTS)
Option 2 MT (5 ECTS)
Option 3 MT (5 ECTS)

Language HT (5 ECTS)
Option 4 HT (5 ECTS)
Option 5 HT (5 ECTS)
Option 6 HT (5 ECTS)

Correct number of credits

Students are reminded that it is their responsibility to check they have the correct number of credits for the pathways they have selected.

Any queries about credits should be addressed promptly to the [Undergraduate Office of the School of Languages, Literatures and Cultural Studies (SLLCS).](#) Please note that failure to have the correct number of credits may result in you having to retake the year.

The [Trinity Undergraduate Common Architecture Office (UCAO)](#) is able to support students with the majority of questions they may have relating to Trinity Joint Honours (TJH), Columbia Dual BA programmes, Open Modules and/or New Minor Subjects. Please visit the following website for further information: www.tcd.ie/tjh.

4.3 Assessments requirements, late submission, attendance & absences

Each module has its own assessment requirements (examinations, written assignments, oral presentations, reports, etc.) and deadlines, which are described in further detail below. Regardless of the module, all assignments must be submitted by the deadline.

Extensions to the deadline will only be permitted in exceptional circumstances and permission must be sought *before the deadline* with the year coordinator (where the extension is sought on medical grounds). As a general rule, for extensions to be approved, students are required to submit documentary evidence (e.g. a medical certificate).

When no valid reason for lateness has been given, late submission penalties will be applied as per the School's 'Late Submission of Coursework Policy' [in the School Handbook](#).

- 2% of the final mark will be deducted for each day an assignment is late;
- After 14 days the assignment will not be accepted for marking and a mark of zero will be awarded.

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%.*

Assessment results and re-sits

Students are reminded that it is their responsibility to check their assessment results and to note any failed elements which may require a re-sit/resubmission at reassessment. This should be done promptly and within the week the results are published.

Any queries about re-sits (incl. oral timetables) should be addressed promptly to the School's Undergraduate Office (undergraduates.sllcs@tcd.ie) with the relevant year coordinator copied in for information. Please note that failure to take re-sits can result in you having to retake the year.

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.

Absence

Students who may be prevented from sitting an examination or examinations (or any part thereof) due to illness should seek, through their tutor, permission from the Senior Lecturer in advance of the assessment session to defer the examination(s) to the reassessment session. Students who have commenced the assessment session and are prevented from completing the session due to illness should seek, through their tutor, permission to defer the outstanding examination(s)/assessment(s) to the reassessment session. In cases where the assessment session has commenced, requests to defer the outstanding examination(s) on medical grounds, should be submitted by the tutor to the relevant school/departmental/course office.

If non-medical grounds are stated, such deferral requests should be made to the Senior Lecturer, as normal. For further details, see also Academic Policies.

Inclusivity

We welcome students from a range of diverse backgrounds and perspectives. We believe that diversity of ideas and knowledge enriches everyone's learning, provided we treat each other with dignity and respect. We strive to incorporate accessibility and inclusivity in our teaching and classrooms to ensure all students, regardless of disability, ethnicity, gender, sexuality, background or socio-economic status, have equitable opportunity to engage fully in their studies and achieve their learning goals. We endorse Trinity's Dignity and Respect Policy, Accessible Information Policy and other disability-specific policies and procedures, and the aims and objectives of the Trinity Inclusive Curriculum Project.

4.4 Module Descriptors

4.4.1. Language (10 ECTS)

To complete the Language course, all students (TJH, ES, CSL, MEELC, L&F, SH) take the following term-long French grammar module(s):

Michaelmas Term

Oral & Written French MT (FRU22001)

Hilary Term

Oral & Written French HT (FRU22002)

Modules Coordinator

Célia Riego-Liron

Modules Description

Following on from the French language course of the JF year, this module aims to further consolidate and develop competence and fluency in French, based on the four basic linguistic skills of listening, speaking, reading and writing.

In each term of Oral & Written French, there are **three compulsory contact hours per week**. These are supplemented by independent learning to practice grammar, translation, and writing skills. In each term, students prepare and complete a number of translation and composition homework assignments, which will be given an indicative mark but graded on a pass/fail basis for continuous assessment. For full details on assessment, students should consult the Written Language Dossiers for each module, available on Blackboard.

Learning Outcomes

On successful completion of these two modules 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.

Textbook

Margaret Jubb and Annie Rouxville, *French Grammar in Context*, 4th edition (Routledge, 2014). The fifth edition is now available, but we continue to recommend the fourth edition as it is more readily available second-hand. This textbook is available as an e-book for free from the TCD Library website.

Reference Grammar

Roger Hawkins and Richard Towell, *French Grammar and Usage,* 4th ed. (Routledge, 2015). This grammar is available as an e-book for free from the TCD Library website or for purchase at International Books on South Frederick Street.

Assessment

Your mark for FRU22001 Oral and Written Language will be calculated on the basis of marks awarded for two compulsory components:

- Continuous Assessment: four homework translation assignments (10%)
- Translation Exam (90%) [MT Assessment Week]

Students who complete and achieve a passing mark in **four out of five** translation assignments will receive full marks for this component. Assignments that receive a failing grade may be resubmitted within one week. SLLCS rules on late submission of exercises still apply. **Students who submit fewer than four translation assignments will automatically receive zero marks** for this component.

If students fail FRU22001 overall, they will be required to re-sit the Translation Exam in the Reassessment Exam Session if they have not met the requirements to pass the module by compensation. Continuous assessment is not reassessed. The reassessment for FRU22001 is as follows:

- Translation Exam (100%) [Reassessment Week]

Your mark for FRU22002 Oral and Written Language will be calculated on the basis of marks awarded for three compulsory components:

- Continuous Assessment: four homework composition assignments (10%)
- Oral Exam (30%)
- Composition Exam (60%) [HT Assessment Week]

Students who complete and achieve a passing mark in four out of five composition assignments will receive full marks for this component. Assignments that receive a failing grade may be resubmitted within one week. SLLCS rules on late submission of exercises still apply. Students who submit fewer than four composition assignments will automatically receive zero marks for this component.

If students fail FRU22002 overall, they will be required to re-sit all failed exam components in the Reassessment Exam Session if they have not met the requirements to pass the module by compensation. Continuous assessment is not reassessed. The reassessment components in

FRU22002 are the following:

- Oral exam (35%)
- Composition exam (65%) [Reassessment Week]

Please note: **students who do not attempt an exam component (the oral or written exams) will have to re-sit it in the Reassessment Exam Session**, even if they have passed the module overall thanks to their marks in the other components.

Visiting Students

Visiting students at Trinity may take FRU22001 and/or FRU22002 and are assessed in the same way as other students.

Computer Science & Language (CSL) students

In addition to FRU22001/2, CSL students take FRU22092 (The Diversity of the French-speaking World) in HT. More details on FRU22092 below.

Deadlines and marking

All continuous assessment assignments must be submitted in hardcopy at their weekly written language tutorials by the deadlines indicated (see the Written Language Dossier for more details). Extensions to the deadline will only be permitted in exceptional circumstances (based on documented evidence, e.g. a medical certificate) and permission must be sought *before the deadline* with the module coordinator (copying the year coordinator). As a general rule, for extensions to be approved, students are required to submit documentary evidence (e.g. a medical certificate). When no valid reason for lateness has been given, late submission penalties will be applied as per the School's 'Late Submission of Coursework Policy'.

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 language/grammar and 30% to argument/content. For marking criteria, see the Marking Procedure and Criteria section below.

4.4.2. Optional Modules (10 or 30 ECTS)

Students choose from the following term-long Option modules:

Michaelmas Term

Early Modern French Literature (FRU22041)

Early Modern Political Thought in France (FRU22051)

French in the 21st Century (FRU22081)

Hilary Term

Modern French Literature (FRU22012)

Modern Political Thought in France (FRU22022)

The Diversity of the French-Speaking World (FRU22092)

Each Option module (worth 5 ECTS) is made up of one weekly lecture and one weekly seminar. **Each module has its own assessment requirements** (exams, essays, commentaries, presentations, reports, case studies, etc.) and deadlines, which are described in further detail below.

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

- Essay titles and commentary extracts are listed at the end of this document, in the Appendix. Where no essay titles or commentary extracts are listed, the lecturer(s) will provide assessment details in class.

- Students must **submit their assignments via Blackboard**. Work should be submitted in WORD format (not in PDF).

- All assignments **must be submitted by the deadline** (see individual Option module descriptors below for information on deadlines). Extensions to the deadline will only be permitted in exceptional circumstances and permission must be sought **before the deadline** with the year coordinator (where the extension is sought on medical grounds) or with the Head of Department (where the extension is sought on any other grounds). As a general rule, for extensions to be approved, students are required to submit documentary evidence (e.g. a

medical certificate). When no valid reason for lateness has been given, **late submission penalties** will be applied as per the School's 'Late Submission of Coursework Policy'.

- 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%.**

- **All coursework for Option modules running in HT must be composed in French,** regardless of which TJH pathways or programmes students are on. Coursework for Option modules running in MT can be composed either in English or in French (according to the students' preferences).

- In marking assignments/exams composed in French, 70% of the mark is given to content and 30% to grammar. (For more details on marking criteria, see the Marking Procedures and Criteria section below.)

- Assessments in exam format take place in the Assessment Week of the Michaelmas Term and Hilary Term.

- For guidelines on essay/commentary writing, see resources on the French Department website.

- For guidelines on class presentations, see below the section 'Guidelines for Class Presentations'.

European Studies (ES) students take 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 the Centre for European Studies Office (european.studies@tcd.ie) or our departmental ES coordinator.

4.4.3 Michaelmas Options

EARLY MODERN FRENCH LITERATURE

FRU22041 (5 ECTS) | Michaelmas Term

Module Coordinator

Professor Sarah Alyn Stacey

Module Description

The module considers some of the major works of French literature from the medieval period through to the seventeenth century with a particular focus on examining how we read and understand these texts. The following key question will guide our analysis: how specifically does a text function to generate meaning through, for example, allusion, alliteration, metaphor, simile, rhyme scheme, an actor's physical embodiment of a character, mise-en-scène, techniques specific to a genre (poetry, theatre) or a medium (cinema)?

The module begins with a consideration of Robert Bresson's film, *Lancelot du Lac* (1974), a rewriting of a seminal Arthurian legend of the Medieval period. We will consider how Bresson rewrites the legend specifically for cinema and how he engages with such key themes of the Middle Ages as chivalry, honour and courtly ideals.

We then consider the French Renaissance through a close reading of the sonnets of *Les Antiquitez de Rome* (1558), a major work by Joachim Du Bellay (1522-1560), a member of the Pléiade, a group of poets and playwrights working under Pierre de Ronsard (1524-1585) to revitalise French literature. We will examine Du Bellay's innovative use of the sonnet form to articulate in highly visual language abstract metaphysical, existential and transhistorical themes about the human condition and our place in the universe. This is a seminal work which met with European recognition (it was, for example, translated by Edmund Spenser).

We then examine drama, focusing on what is known as the Golden Age of French theatre, the seventeenth century. Through an analysis of Molière's social satire, *Le Misanthrope* (1667), we will consider themes such as non-conformity, friendship, hypocrisy, happiness and virtue; how and why the central protagonist, Alceste, has divided critics; how the performance of the text can direct us to different interpretations of the play.

The module concludes with a close reading of Jean Corneille's *Le Cid* (1648), a tragi-comedy/tragedy which gave rise to considerable controversy over its central dramatic action, the problematic relationship between the young knight Rodrigue and his beloved Chimène whose father Rodrigue kills. We will consider the representation of the central

dramatic dilemma and the construction of the play around the eternally-significant themes of honour, duty, heroism, sacrifice and authority. The play brings us back to the concepts of chivalry with which the module begins.

This module comprises one weekly lecture (see lecture programme below) and one weekly seminar. Students are expected to prepare classes in advance and to give short presentations; they may be asked to hand in work. All lectures are given by Professor Alyn Stacey.

Module Learning Outcomes

On successful completion of the course (through 100% attendance and application), students should have developed:

- an understanding of some of the major texts of early-modern French literature;
- the ability to read closely and interpret objectively early-modern literary texts across a range of genres, namely film, poetry, theatre;
- their use of a critical language to analyse objectively, in English and in French, the texts on the course.
- an ability to organise and present ideas in (written and oral form) in English and in French within the framework of a structured and reasoned critical argument.
- an understanding of the appropriate methodologies and relevant resources for the presentation of their work.

Course Texts

Robert Bresson, *Lancelot du Lac* (Gaumont, 1974). Copy in the Ussher Library: LEN MUL A684. A screening of the film will be arranged.

Joachim Du Bellay, *Les Regrets, précédé de Les Antiquitez de Rome*, ed. Françoise Joukovsky (Paris: Flammarion, 1971).

Molière, *Le Misanthrope*, ed. Loïc Marcou (Paris: Flammarion, 1998).

Corneille, *Le Cid* (Paris: Petits Classiques Larousse, 1998).

(The above texts are all available for purchase at International Books. Any good scholarly

modern edition may be used if the recommended ones are not available.)

Select Bibliography

What follows is preliminary. More detailed bibliographies, together with handouts, will be distributed in class. Two key texts on 'rhetoric' should be consulted by students for constant reference throughout the course: J. D. Biard, *Lexique pour l'explication de texte* (Exeter: University of Exeter Press, 1980) and G. Forestier, *Introduction à l'analyse des textes c*lassiques (Paris: Nathan, 1993).

Bresson

J. T. Grimbert, '*Lancelot du lac*: Robert Bresson's Arthurian realism', in *The Holy Grail on Film: Essays on the Cinematic Quest*, Jefferson, NC, 2015), pp. 37-49.

B. Levy and L. Coote, 'The Subversion of Medievalism in *Lancelot du lac* and *Monty Python and the Holy Grail*', in Utz, Richard/Swan, Jesse G. (eds), *Postmodern Medievalisms*, Woodbridge, U.K. 2005, pp. 99-126.

G. Morgan, 'The *Worthiness of Chaucer's Worthy Knight*', *The Chaucer Review*, vol. 44, no. 2, 2009, pp. 115-158.

K. Murphy. '*Lancelot Du Lac.*' *Film Comment*, vol. 35, no. 4, 1999, pp. 46–48. *JSTOR*, http://www.jstor.org/stable/43455417.

T. Pipolo, *Robert Bresson: A Passion for Film*, Oxford, 2010.

P. B. Sturtevant, *The Middle Ages in Popular Imagination: Memory, Film and Medievalism*, London, 2018 (available as an ebook in Berkeley Library).

Du Bellay

Y. Bellenger & J. Balsamo, *Du Bellay et ses sonnets romains: études sur 'Les Regrets' et 'Les Antiquitez de Rome'*, Paris, 1994.

H. Chamard, *Joachim du Bellay (1522-1560)*, Lille, 1900.

G. Gadoffre, *Du Bellay et le sacré*, Paris, 1978.

V. Saulnier, *Du Bellay: l'homme et l'œuvre*, Paris, 1951.

H. Tucker, *The Poet's Odyssey: Joachim du Bellay and the 'Antiquitez de Rome'*, Oxford, 1990.

H. Weber, *La Création poétique en France au XVIe siècle*, Paris, 1956 (ch. 6).

J. D. Biard, *Lexique pour l'explication de texte*, Exeter: University of Exeter Press, 1980.

G. Forestier, *Introduction à l'analyse des textes classiques*, Paris: Nathan, 1993.

Molière

A. Calder, 'On Humour and Wit in Molière's "Le Misanthrope" and Congreve's "The Way of the World"', in *Culture and Conflict in Seventeenth-Century France and Ireland*, ed. Sarah Alyn Stacey with Véronique Desnain, Dublin, 2004, pp. 151-162.

W. D. Howarth, *Molière: A Playwright and his Audience*, Cambridge, 1982.

J. Lough, *Seventeenth-Century French Drama*, Oxford, 1979.

W. G. Moore, *Molière: A New Criticism*, Oxford, 1949.

J. Morgan, 'Le Misanthrope and Classical Conceptions of Character Portrayal', *The Modern Language Review*, vol. 79, no. 2, 1984, pp. 290–300. JSTOR, https://doi.org/10.2307/3730013.

M. Turnell, *The Classical Moment*, New Haven, Connecticut, 1971.

Corneille

H. T. Barnwell, *The Tragic Drama of Corneille and Racine*, Oxford, 1982.

M. Perkins, 'A Message from the Margins: The Function of the Infante in Corneille's *Le Cid*', *French Studies*, Volume 74, Issue 4, October 2020, pp. 519-535, https://doi.org/10.1093/fs/knaa166.

Lecture Programme

Week 1 (4)	Introduction to Early Modern French Literature	Alyn Stacey
Week 2 (5)	Robert Bresson: *Lancelot du Lac* - The Medieval World on Screen	Alyn Stacey
Week 3 (6)	The Sonnet and the City: Du Bellay's *Antiquitez de Rome* (1558)	Alyn Stacey
Week 4 (7)	The Stylistics of Expression: Reconstructing Du Bellay's Rome (I)	Alyn Stacey
Week 5 (8)	The Stylistics of Expression: Reconstructing Du Bellay's Rome (II)	Alyn Stacey
Week 6 (9)	Satire and Society: Molière's *Le Misanthrope* (I)	Alyn Stacey
Week 7 (10)	**Study Week**	
Week 8 (11)	Satire and Society: Molière's *Le Misanthrope* (II)	Alyn Stacey
Week 9 (12)	Satire and Society: Molière's *Le Misanthrope* (III)	Alyn Stacey
Week 10 (13)	Court and Conflict: Corneille's *Le Cid* (I)	Alyn Stacey
Week 11 (14)	Court and Conflict: Corneille's *Le Cid* (II)	Alyn Stacey
Week 12 (15)	Court and Conflict: Corneille's *Le Cid* (III)	Alyn Stacey

Assessment

1 x two-hour written exam taken in the **Assessment Period of Michaelmas Term** requiring students to answer in English or French (according to their preference) two questions on authors studied on the course (100%).

EARLY MODERN POLITICAL THOUGHT IN FRANCE

FRU22051 (5 ECTS) | Michaelmas Term

Module Coordinator

Dr James Hanrahan

Module Description

This module aims to acquaint students with the political and ideological traditions of modern France, from the Renaissance to the 18th century, exploring in particular the work of Montaigne, Pascal and Voltaire.

This module is made up of one weekly lecture (see lecture programme below) and one weekly seminar.

Module Learning Outcomes

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

- Analyse critically and independently, in English and French, extracts from major historical, political and cultural texts ranging from the 16th century to the 18th century.

- Demonstrate a broad knowledge of the historical, cultural and political development of France from the 16th to the 18th century, as reflected in the texts used in the module.

- 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 18th century.

- Use the appropriate methodologies and relevant resources for the presentation of their work.

- Produce work in both English and French demonstrating the ability to organise, analyse and evaluate relevant material.

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).

Blaise Pascal, *Pensées*, ed. Dominique Descotes (Paris: Flammarion, 1976).

Voltaire, *Lettres philosophiques*, ed. René Pomeau (Paris: Flammarion, 1999).

The Department will provide students with copies of the two essays by Montaigne. The other texts are available for purchase at International Books.

Select Bibliography

Montaigne, *Essais*

J. Garrison, *A History of Sixteenth-Century France, 1483-1598*, London, Macmillan, 1995.

R. J. Knecht, *The Rise and Fall of Renaissance France, 1483-1610*, London, Fontana, 1996.

Pascal, *Pensées*

J. Cruickshank, *Pascal: Pensées,* London, Grant and Cutler, 1988.

Pascal: Thématique des Pensées, ed. L. M. Heller and I.M. Richmond, Paris, Vrin, 1988.

E. J. Kearns, *Ideas in Seventeenth-Century France,* Manchester, Manchester UP, 1979.

J. Morgan, 'Pascal's "Three Orders"', *Modern Language Review*, 73 (1978), 755-766.

M. Moriarty, *Taste and Ideology in Seventeenth-Century France*, Cambridge, CUP, 1988.

Voltaire, *Lettres philosophiques*

Th. Besterman, *Voltaire*, Oxford, Blackwell, 1976.

N. Cronk, *The Cambridge Companion to Voltaire*, New York and Cambridge: Cambridge University Press, 2009.

D. Outram, *The Enlightenment*, Cambridge, Cambridge University Press, 1995.

I. O. Wade, *The Intellectual Origins of the French Enlightenment*, Princeton, N.J., Princeton University Press, 1971.

Lecture Programme

Week 1 (4)   Montaigne: *Les Essais* (I)   Alyn Stacey

Week 2 (5)	Montaigne: *Les Essais* (II)	Alyn Stacey
Week 3 (6)	Montaigne: *Les Essais* (III)	Alyn Stacey
Week 4 (7)	Montaigne: *Les Essais* (IV)	Alyn Stacey
Week 5 (8)	Pascal: *Pensées* (I)	Alyn Stacey
Week 6 (9)	Pascal: *Pensées* (II)	Alyn Stacey
Week 7 (10)	**Study Week**	
Week 8 (11)	Pascal: *Pensées* (III)	Alyn Stacey
Week 9 (12)	Pascal: *Pensées* (IV)	Alyn Stacey
Week 10 (13)	Voltaire: *Lettres philosophiques* (I)	Hanrahan
Week 11 (14)	Voltaire: *Lettres philosophiques* (II)	Hanrahan
Week 12 (15)	Voltaire: *Lettres philosophiques* (III)	Hanrahan

Assessment

1 x two-hour written exam taken in the **Assessment Period of Michaelmas Term**. A sample paper is available on Blackboard.

FRENCH IN THE 21ST CENTURY

FRU22081 (5 ECTS) | Michaelmas Term

Module Coordinator

Dr Rachel Hoare

Module Description

The main objective of this course is to give a deeper understanding of the French language as it exists today and 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 constantly evolving, thereby responding 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 module looks at and evaluates attempts to control the language

by the State. The concept of variation in language will be considered and the various factors which determine the way written and spoken language are produced 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.

This module also explores spontaneous innovation in the French language (focusing on youth language, immigrant language, and different forms of slang) and official innovation – such as neologisms, spelling reform and combating sexism in language. It also looks at anglicisms and the influence of other languages on 21st century French. Finally, it looks at first and second language acquisition with specific reference to the French language.

This module is made up of one weekly lecture and one weekly seminar.

Module Learning Outcomes

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.

Course Texts

There is no single course-book, but the books cited in the Select Bibliography 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

Ager, D., *Sociolinguistics and Contemporary French*, Cambridge University Press, 1990.

Ball, R., *The French-Speaking World*, Routledge, 1997.

Battye, A., Hintze, M-A., and Rowlett, P., *The French Language Today: A Linguistic Introduction*, Routledge, 2000.

Lodge, R. A., *A Sociolinguistic History of Parisian French*, Cambridge University Press, 2009.

Lodge, R. A., *French: From Dialect to Standard*, Routledge, 1993.

Lodge, R. A., Armstrong, N., Ellis, Y., and Shelton, J., *Exploring the French Language*, Arnold, 1997.

Offord, M., *Varieties of Contemporary French*, Macmillan, 1990.

Sanders, C. (ed), *French Today: Language in its Social Context*, Cambridge University Press, 1995.

Assessment

Students complete one assignment over the course of the term:

1 x written case study (2,000 words) in English or in French (according to their preference), to be submitted by **Friday 12 December 2025**, 12pm (noon) (100%)

The case study is of the sociolinguistic situation of a language variety in France. The title must be submitted to the seminar leader for approval by 5pm on the Monday after Study Week in Michaelmas Term. More information about the assessment will be provided during the lectures and seminars.

4.4.4 Hilary Options

Modern French Literature

FRU22012 (5 ECTS) | Hilary Term

Module Coordinator

Professor Michael Cronin

Module Description

This module introduces students to the main genres of French literature from the 19th to the 21st century, exploring in particular the work of Charles Baudelaire, Marie Ndiaye, and Édouard Louis, as well as the relevant questions of critical theory.

This module is made up of one weekly lecture (see lecture programme below) and one weekly seminar.

Module Learning Outcomes

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

- Analyse critically and independently, in French, a variety of key literary texts ranging from the 19th to the 21st century.

- Demonstrate an ability to use the specific discipline of literature to analyse and contextualise texts and to examine literary developments in French/Francophone cultures from the 19th to 21st century.

- Produce essays in 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.

Course Texts

Charles Baudelaire, *Les Fleurs du mal* (Paris: Flammarion, 2016).

Marie Ndiaye, *Trois femmes puissantes* (Paris: Gallimard, coll. « Folio », 2011).

Édouard Louis, *Qui a tué mon père* (Paris: Le Seuil, coll. « Points », 2019).

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

Select Bibliography

Baudelaire

T. Hawkes, *Metaphor*, London, 1972.

D. Molino & J. Tamine, *Introduction à l'analyse linguistique de la poésie*, Paris, 1982.

A. Fairlie, *Baudelaire: 'Les Fleurs du Mal'*, London, 1960.

A. Cassagne, *Versification et métrique d'après C. Baudelaire*, Paris, 1906 (rpt. Slatkine, 1982).

S. Johansen, *Le Symbolisme: Études sur le style des Symbolistes français*, Copenhagen, 1945 (rpt. Slatkine, 1972).

J.-P. Richard, 'Profondeur de Baudelaire', in *Poésie et profondeur*, Paris, 1955.

Ndiaye

Asibong, A., 'Blank Power! *Trois femmes puissantes* (2009)', in *Marie NDiaye : blankness and recognition* (Liverpool: Liverpool University Press, 2013), pp. 99-108.

Immoune, Y., 'Mobilité et éthique de la dignité dans *Trois femmes puissantes* de Marie Ndiaye', *Multilinguales,* 14, 2020, https://doi.org/10.4000/multilinguales.5915.

Jordan, S., 'Fantastic Spaces in Marie Ndiaye', *Dalhousie French Studies,* vol. 93, Women and Space (Winter 2010), pp. 97-108, https://www.jstor.org/stable/41705562.

Jordan, S., *Marie NDiaye: Inhospitable Fictions*, s. Research Monographs in French Studies, 38 (Cambridge: Legenda, 2017).

Nnang Nnang, H.-E., 'La Figuration de l'étrangeté dans *Trois Femmes puissantes* de Marie Ndiaye', *Akofena*, 5 : 11 (2024), https://www.revue-akofena.com/wp-content/uploads/2024/03/17-M11v05-21-Heunich-Elvira-NNANG-NNANG_203-212.pdf.

Persson, A.-S., 'Terre africaine, terre européenne: *Trois femmes puissantes* de Marie Ndiaye', *Contemporary French and Francophone Studies*: SITES; 2021 Sept; 25 (4): 467-475.

Schaffauser, A., 'Le "père toxique" et la "fille remède" dans le premier récit de *Trois femmes puissantes* de Marie Ndiaye', *The French Review*, vol. 90, n° 4 (May 2017), pp. 87-98, https://www.jstor.org/stable/44865111.

Louis

A. Demeulenaere, 'Le malaise social, moteur narratif chez Edouard Louis, Didier Eribon et Nicolas Mathieu', *lendemains. Études comparées sur la France*, Vol. 47 (2022), Issue 186-187. Narr Francke Attempto Verlag GmbH + Co.KG.

É. Louis, 'L'entretien avec Édouard Louis : "On propose deux choses aux classes populaires: mourir ou mourir"', *Médiapart Rédaction*, 2018, https://www.youtube.com/watch?v=he6CWAHa278.

S. Lucca, 'Édouard Louis et le genre. Écriture de soi sous influence Queer' ,Bertrand J.-P., Claisse F. , Huppe J. (dir.), in *Réarmements critiques dans la littérature française contemporaine*, Liège, Presses Universitaires de Liège, 2022.

M. Vandersmissen, 'L'anomalie de soi chez Édouard Louis', *Cahiers ERTA*, 2023, Issue 36, 80-103.

Lecture Programme

Week 1 (22)	Introduction to Modern French and Francophone Literature	Cronin
Week 2 (23)	Baudelaire: *Les Fleurs du Mal* (I)	Cronin
Week 3 (24)	Baudelaire: *Les Fleurs du Mal* (II)	Cronin
Week 4 (25)	Baudelaire: *Les Fleurs du Mal* (III)	Cronin
Week 5 (26)	Ndiaye: *Trois femmes puissantes* (I)	Cronin
Week 6 (27)	Ndiaye: *Trois femmes puissantes* (II)	Cronin
Week 7 (28)	**Study Week**	
Week 8 (29)	Ndiaye: *Trois femmes puissantes* (III)	Harris
Week 9 (30)	Louis: *Qui a tué mon père* (I)	Harris
Week 10 (31)	Louis: *Qui a tué mon père* (II)	Harris
Week 11 (32)	**Bank Holiday**	
Week 12 (33)	Louis: *Qui a tué mon père* (III)	Harris

Assessment

Students complete **two assignments** for this module:

1 x short commentary in French (750 words) on a poem by Baudelaire, to be submitted by **Friday 27 February 2026**, 12pm (noon) (40%)

and

1 x essay in French (1,500 words) on Louis and Ndiaye, to be submitted by **Friday 17 April 2026**, 12pm (noon) (60%)

For essay titles/commentary extracts, see Appendix at the end of this document.

Module: Political Thought In France

FRU22022 (5 ECTS) | Hilary Term

Module Coordinator

Dr Edward Arnold

Module Description

This module introduces students to the political and ideological traditions of modern France, from the French Revolution to the Fifth Republic, exploring key texts and other materials related to the period in question.

This module is made up of one weekly lecture (see lecture programme below) and one weekly seminar.

Module Learning Outcomes

On successful completion of the 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 French Revolution to the Fifth Republic.

- Demonstrate a broad knowledge of the historical, cultural and political development of France from the French Revolution to the Fifth Republic, as reflected in the texts and documents used in the module.

- 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 French Revolution to the Fifth Republic.

- Use the appropriate methodologies and relevant resources for the presentation of their work.

- Produce written work in French demonstrating the ability to organise, analyse and evaluate relevant material.

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…

Alfred Cobban, *Aspects of the French Revolution*, London: Paladin,
1973. François Furet, *Penser la Révolution française*, Paris: Gallimard,
1978.
Paul R. Hanson, *Contesting the French Revolution*, Wiley-Blackwell, 2009.
Roger Magraw, France 1815-1914. *The Bourgeois Century*, London: Fontana,
1983. Roger Price, *A Social History of Nineteenth-Century France*, London:
Hutchinson, 1987.
D.M.G. Sutherland, *France 1789-1815. Revolution and Counterrevolution*, London: Fontana/Collins, 1985.

On Napoleon III and the Second Empire…

Maurice Agulhon, *1848 ou l'apprentissage de la république, 1848-1852*, Paris: Seuil,
1973. François Caron, *La France des Patriotes, de 1851 à 1918*, Paris: Fayard, 1985.
Alain Plessis, *De la fête impériale au mur des fédérés, 1852-1871*, Paris: Seuil, 1979.

On the Third Republic…

Robert D. Anderson, *France 1870-1914. Politics and Society*, London: Routledge & Kegan Paul, 1977.

On Anti-Semitism and the Dreyfus Affair…

Pascal Ory, Jean-François Sirinelli, *Les Intellectuels en France, de l'Affaire Dreyfus à
nos jours*, Paris: Armand Colin, 1986.
Michel Winock (ed), *L'Affaire Dreyfus*, Paris: Seuil, 1998.

On Fascism, Nationalism and Extreme Right in France…

Edward J. Arnold (ed.), *The Development of the Radical Right in France. From Boulanger to Le Pen*,
London: Macmillan, 1999.
Ariane Chebel d'Appollonia, *L'Extrême-droite en France. De Maurras à Le Pen*, Brussels: Ed. Complexe
1996 (New ed., coll. 'Questions au XXème siècle').
Michel Winock, *Nationalisme, antisémitisme et fascisme en France*, Paris: Seuil (coll. 'Points-Histoire';
H131), 1990.
Michel Winock, *La Fièvre Hexagonale. Les grandes crises politiques, 1871-1968*, Paris: Seuil (coll.
'Points-Histoire', n°97), 1990.

On Vichy, Collaboration and the Resistance…

Marc-Olivier Baruch, *Le Régime de Vichy*, Paris: La Découverte, 1996.

Philippe Burrin, *Living with Defeat. France under the German Occupation, 1940-1944*, London: Arnold, 1996. Robert Paxton, *Vichy France: Old Guard and New Order, 1940-1944*, New York: Colombia University Press, 1982.

On Post-War Literature and Politics…

Philip Dine, *Images of the Algerian War: French fiction and film*, 1954-1992, Oxford: Clarendon Press, 1994. Franz Fanon, *Les Damnés de la terre*, Paris : François Maspero, 1961 (Preface by J.-P. Sartre).

Robert Gildea, *France since 1945*, Oxford: Oxford University Press, 2002.

Tony Judt, *Past Imperfect: French Intellectuals, 1944-1956*, Oxford: Oxford University Press, 1992.

Michael Kelly, *The Cultural and Intellectual Rebuilding of France after the Second World War*, London: Palgrave Macmillan, 2004.

On The Algerian War…

Benjamin Stora, *La Guerre d'Algérie expliquée à tous*, Paris: Le Seuil, 2012.

Gabriel Bomin, *La Déchirure – La Guerre d'Algérie: 1954-1962*, Studio France Télévisions, 2012. Pierre Montagnon, *La guerre d'Algérie : genèse et engrenage d'une tragédie*, Paris: Pygmalion, 2004. Gillo Pontecorvo, *La Bataille d'Alger* [*La Battaglia di Algeri*], StudioCanal, 1966.

On May 1968…

Pierre Bouvier, *Mai 68, Traces et griffages*, Paris: Galilée, 2018.

Jean-François Hamel, *Nous sommes tous la pègre*, Paris: Minuit, 2018.

Jean-Pierre Le Goff, *Mai 68, l'héritage impossible*, Paris: La Découverte, 2002.

Edgar Morin, Claude Lefort, and Cornélius Castoriadis, *Mai 68: La Brèche,* suivi de *Vingt ans après*, Paris: Fayard, 2008.

Lecture Programme

Week 1 (22)   The French Revolution(s) (1789-1799)   Arnold

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

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

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

Week 5 (26)   Napoleon III and the Second Empire (1852-1870)   Arnold

Week 6 (27)   The 3rd Republic and the 'guerres franco-françaises' (1870-1914)   Arnold

Week 7 (28)   Study Week

Week 8 (29)	'Neither Right nor Left': Politics in the Interwar Years (1918-1944)	Arnold
Week 9 (30)	**Bank Holiday**	Arnold
Week 10 (31)	Resistance and Collaboration (1940-1944)	Arnold
Week 11 (32)	Intellectuals and Decolonisation	Opelz
Week 12 (33)	May 1968	Opelz

Assessment

1 x two-hour written exam taken in the **Assessment Period of Hilary Term** requiring students to answer two questions chosen from a variety of topics studied on the course (100%).

THE DIVERSITY OF THE FRENCH-SPEAKING WORLD

FRU22092 (5 ECTS) | Hilary Term

Module Coordinator

Dr Rachel Hoare

Module Description

This module aims to provide students with an understanding of sociolinguistic issues relating to the French language and its role in the French-speaking world. It combines a review of current sociolinguistic themes and relevant reading with more practical and applied tasks which explore specific language varieties.

Module Learning Outcomes

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

- Evaluate the position of French in the world and its status as a world language.
- Identify and describe the major stages in the development of the Francophone movement.
- Analyse the ideology of the Francophone movement.
- Describe the linguistic characteristics of countries in Europe and America where French is spoken as a first language.
- Explain the sociolinguistic concepts associated with these environments.

- Analyse quantitative and qualitative linguistic data.

- Ask questions concerning course content with confidence and seek information from appropriate sources.

- Work cooperatively in a small-group environment.

Recommended reading

Ager, D. (1990), *Francophonie in the 1990s: Problems and Opportunities*. Clevedon, Multilingual Matters.

Ball, R. (2016), *The French-Speaking World : A Practical Introduction*. London, Routledge.

Le Clézio, J. M. G. (2020), *Francophonie : Pour l'amour d'une langue*. Collection l'Âme des peuples.

(Students will also be provided with relevant articles on a weekly basis.)

Assessment

Students complete one formal assessed assignment:

1 x written case study (2,000 words) in French, to be submitted by **Friday 17 April 2026**, 12pm (noon) (100%)

More details on this assessment to be provided in class.

4.4 Marking Procedures

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 compositions/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. FRU22001/2), 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. FRU22012), the weighting of the mark is as follows: 70% for content and 30% for grammar.

All assignments **must be submitted by the deadline**. Extensions to the deadline will only be permitted in exceptional circumstances and permission must be sought **before the deadline with the year coordinator**. As a general rule, for extensions to be approved, students are required to submit documentary evidence (e.g. a medical certificate). When no valid reason for lateness has been given, **late submission penalties** will be applied as per the School's 'Late Submission of Coursework Policy'.

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%.**

For guidelines on class presentations, see below the section 'Guidelines for Class Presentations'.

4.5 Coursework Requirements

4.5.1 Assessments requirements and late submission

Each module has its own assessment requirements (examinations, written assignments, oral presentations, reports, etc.) and deadlines, which are described in further detail below. Regardless of the module, all assignments must be submitted by the deadline. Extensions to the deadline will only be permitted in exceptional circumstances and permission must be sought **before the deadline** with the year coordinator (where the extension is sought on medical grounds). As a general rule, for extensions to be approved, students are required to submit documentary evidence (e.g. a medical certificate).

When no valid reason for lateness has been given, late submission penalties will be applied as per the School's 'Late Submission of Coursework Policy' in the School Handbook:

- 2% of the final mark will be deducted for each day an assignment is late;
- After 14 days the assignment will not be accepted for marking and a mark of zero will be awarded.

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%.**

Assessment results and re-sits

Students are reminded that it is their responsibility to check their assessment results and to note any failed elements which may require a re-sit/resubmission at reassessment. This should be done promptly and within the week the results are published.

Any queries about re-sits (incl. oral timetables) should be addressed promptly to the [School's Undergraduate Office with the relevant year coordinator copied in for information](). Please note that failure to take re-sits can result in you having to retake the year.

4.6 Marking Criteria

4.6.1 Essays, Commentaries and Exams

First (70-100)

This grade indicates work of excellent to exceptional quality. Work in this range 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/understanding of the subject matter or extract;
- Independent thought of high quality reflected in an original and imaginative handling of the subject matter or extract;
- Comprehensive treatment of the question/extract;
- 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 good standard of work. Work 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/understanding of the subject matter or extract;
- Convincing attempt at independent thought reflected in an intelligent approach to the handling of the subject matter or extract;
- Deals with all the key points raised by the question/extract;
- 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 a satisfactory to good standard of work. Work in this range 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/understanding of the subject matter or extract, but may be narrow, or somewhat superficial in frame of reference;
- Candidate discusses some, but not all of the key points raised by the question/extract;
- Generally capable, but unimaginative approach to the question/extract;
- 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)

This grade indicates some limited though acceptable understanding/knowledge of the subject matter or extract, but will be too simplistic or brief, and/or contain other major weaknesses. Work in this range will demonstrate some, though not necessarily all, of the following:

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 understanding/knowledge of the subject matter or extract, but generally narrow, or superficial in frame of reference;
- Fails to discuss a number of the key points raised by the question/extract;
- 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. Work in this range will demonstrate some, though not necessarily all, of the following:

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 understanding/knowledge of the subject matter/extract with little reference beyond it;
- Content largely irrelevant and disorganised;
- Misses important implications of the question/extract;
- 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)

This grade indicates some or all of the weaknesses noted under the Fail 1 grade range, but to a greater, perhaps extreme, extent. Work in this range will demonstrate some, though not necessarily all, of the following:

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 understanding/knowledge of the subject matter/extract;
- Fails to understand and to address the question/extract;
- 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 excellent to exceptional quality. A translation in this range 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 good 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 a satisfactory to good standard of work. A translation in this range 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)

This grade demonstrates some limited though acceptable translation ability, containing major weaknesses. A translation in this range will demonstrate some, though not necessarily all, of the following:

- 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. A translation in this range will demonstrate some, though not necessarily all, of the following:

- 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 indicates some or all of the weaknesses noted under the Fail 1 grade range, but to a greater, perhaps extreme, extent. A translation in this range will demonstrate some, though not necessarily all, of the following:

- 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 excellent to exceptional quality. A presentation in this range 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 good 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 a satisfactory to good standard of work. A presentation in this range 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)

This grade demonstrates some limited though acceptable knowledge of the subject, but will be too simplistic or brief, or contain other major weaknesses. A presentation in this range will demonstrate some, though not necessarily all, of the following:

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. A presentation in this range will demonstrate some, though not necessarily all, of the following:

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)

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. A presentation in this range will demonstrate some, though not necessarily all, of the following:

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.

4.7 Guidelines for Class Presentations

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

- Content
- Structure
- Presentation Software
- Delivery and Audience Awareness
- Submission

- Further tips

Contents

In preparing your presentation:

1. Define your objectives, i.e. the key points which you wish to examine (two to three maximum).

2. Calculate how much coverage you can give to each point in the time available.

Structure

Your presentation should comprise the following components:

1. **Introduction**: State your objectives and the stages which will be involved in your exploration of them.

2. **Clear Sequencing**: Indicate the transitions between each of your points ('signposting').

3. **Conclusion**: Recapitulate on your arguments, to show that they have led you to an overall concluding idea.

Presentation software

Use adequate presentation software (e.g. PowerPoint or Prezi) and ensure you know how the software works before recording your presentation. **Always** practice your presentation several times before recording.

Delivery and audience awareness

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

1. **Voice**: Are you audible? Are you speaking too quickly? Are you speaking on a monotone?

2. **Eye-Contact (if using video)**: Are you engaging with the audience through sufficient eye-contact? Or are you avoiding eye-contact and reading to your notes?

3. **Body-language (if using video)**: Do you have any distracting physical mannerisms? For example, what are you doing with your hands?

4. **Language**: Are you using the correct register for the subject?

5. **Notes**: Are you just reading from your notes? This will disengage you from your audience. Practise using prompting words and improvising.

Submission

Always ensure you are aware of the deadline for submitting your presentation and submit your work on time (the same penalties for late submissions will apply as those applicable to written assignments). Presentations should normally be uploaded to Blackboard under the relevant module, but your module/class leader will confirm how presentations should be submitted.

Further tips

College has dedicated webpages to provide students with tips on presentations. Please consult the following TCD webpage: https://www.tcd.ie/sld/services/individual-services/presentation-practice/.

4.8 Transcript Requests

If you wish to request a copy of your academic transcript, contact the School's Undergraduate Office (undergraduate.sllcs@tcd.ie).

Include the following information in your email:
- Full name (as it appeared during your time as a student)
- Student number
- Programme of study
- Years of attendance at Trinity College Dublin

For older transcripts, the following details may not be available:
- Module or course descriptions for each academic year
- Module names corresponding to results listed on transcripts
- Descriptions of module content or learning outcomes
- ECTS credits, contact hours, or workload per module

Transcript processing requires a **minimum of 10 to 14 working days**.

5. Appendix | Assessment Questions 2025-2026

Michaelmas Term 2025

FRU22041 | EARLY MODERN FRENCH LITERATURE

This module is assessed by an exam taken in the Assessment Period in Michaelmas Term. Please contact the module coordinator for more details on the exam paper.

Please ensure you have consulted the specific requirements of this exam (duration, language requirement, etc.) in the Assessment section of the module description in this Handbook.

FRU22051 | Early Modern Political Thought In France

This module is assessed by an exam taken in the Assessment Period in Michaelmas Term. Please contact the module coordinator for more details on the exam paper.

Please ensure you have consulted the specific requirements of this exam (duration, language requirement, etc.) in the Assessment section of the module description in this Handbook.

FRU22081| FRENCH IN THE 21st CENTURY

Write a case study of the sociolinguistic situation of a variant of French, or a language of France.

Please ensure you have consulted the specific requirements of this assignment (word-length, language requirement, deadline) in the Assessment section of the module description in this Handbook.

Hilary Term 2026

FRU22012 | MODERN FRENCH LITERATURE

Students complete the following **two** assignments (one in-term commentary *and* one end-of-term essay):

1. Write a short commentary (750 words) in French on the following poem from *Les Fleurs du mal*:

    Un voyage à Cythère

    Mon coeur, comme un oiseau, voltigeait tout joyeux
    Et planait librement à l'entour des cordages;
    Le navire roulait sous un ciel sans nuages;
    Comme un ange enivré d'un soleil radieux.

    Quelle est cette île triste et noire? — C'est Cythère,
    Nous dit-on, un pays fameux dans les chansons
    Eldorado banal de tous les vieux garçons.
    Regardez, après tout, c'est une pauvre terre.

    — Île des doux secrets et des fêtes du coeur!
    De l'antique Vénus le superbe fantôme
    Au-dessus de tes mers plane comme un arôme
    Et charge les esprits d'amour et de langueur.

    Belle île aux myrtes verts, pleine de fleurs écloses,
    Vénérée à jamais par toute nation,
    Où les soupirs des coeurs en adoration
    Roulent comme l'encens sur un jardin de roses

    Ou le roucoulement éternel d'un ramier!
    — Cythère n'était plus qu'un terrain des plus maigres,
    Un désert rocailleux troublé par des cris aigres.
    J'entrevoyais pourtant un objet singulier!

Ce n'était pas un temple aux ombres bocagères,
Où la jeune prêtresse, amoureuse des fleurs,
Allait, le corps brûlé de secrètes chaleurs,
Entrebâillant sa robe aux brises passagères;

Mais voilà qu'en rasant la côte d'assez près
Pour troubler les oiseaux avec nos voiles blanches,
Nous vîmes que c'était un gibet à trois branches,
Du ciel se détachant en noir, comme un cyprès.

De féroces oiseaux perchés sur leur pâture
Détruisaient avec rage un pendu déjà mûr,
Chacun plantant, comme un outil, son bec impur
Dans tous les coins saignants de cette pourriture;

Les yeux étaient deux trous, et du ventre effondré
Les intestins pesants lui coulaient sur les cuisses,
Et ses bourreaux, gorgés de hideuses délices,
L'avaient à coups de bec absolument châtré.

Sous les pieds, un troupeau de jaloux quadrupèdes,
Le museau relevé, tournoyait et rôdait;
Une plus grande bête au milieu s'agitait
Comme un exécuteur entouré de ses aides.

Habitant de Cythère, enfant d'un ciel si beau,
Silencieusement tu souffrais ces insultes
En expiation de tes infâmes cultes
Et des péchés qui t'ont interdit le tombeau.

Ridicule pendu, tes douleurs sont les miennes!
Je sentis, à l'aspect de tes membres flottants,

Comme un vomissement, remonter vers mes dents

Le long fleuve de fiel des douleurs anciennes;

Devant toi, pauvre diable au souvenir si cher,

J'ai senti tous les becs et toutes les mâchoires

Des corbeaux lancinants et des panthères noires

Qui jadis aimaient tant à triturer ma chair.

— Le ciel était charmant, la mer était unie;

Pour moi tout était noir et sanglant désormais,

Hélas! et j'avais, comme en un suaire épais,

Le coeur enseveli dans cette allégorie.

Dans ton île, ô Vénus! je n'ai trouvé debout

Qu'un gibet symbolique où pendait mon image...

— Ah! Seigneur! donnez-moi la force et le courage

De contempler mon coeur et mon corps sans dégoût!

and

2. Write an essay (1,500 words) in French on <u>one</u> of the following questions (please note that your essay must include consideration of both Louis' *Qui a tué mon père* and Ndiaye's *Trois femmes puissantes*; you may focus exclusively on the first *récit* – Norah's story – in Ndiaye's *Trois femmes puissantes*):

    a. How do both Ndiaye's *Trois femmes puissantes* and Louis' *Qui a tué mon père* draw attention to various forms of social norms and hierarchies? Refer to both content and form in your response.

    b. Discuss the representation of remembering and forgetting in both Ndiaye's *Trois femmes puissantes* and Louis' *Qui a tué mon père.* Refer to both content and form in your response.

c. To what extent do Ndiaye's *Trois femmes puissantes* and Louis' *Qui a tué mon père* demonstrate 'le lien entre la violence sociale et la violence familiale'? Refer to both content and form in your response. (Quotation from François Busnel, "L'animateur de l'émission « La Grande Librairie » interviewe Édouard Louis": https://youtu.be/A7fZJMcUvl0.)

Please ensure you have consulted the specific requirements of this assignment (word-length, language requirement, deadline) in the Assessment section of the module description in this Handbook.

FRU22022 | Modern Political Thought In France

This module is assessed by an exam taken in the Assessment Period in Hilary Term. Please contact the module coordinator for more details on the exam paper.

Please ensure you have consulted the specific requirements of this exam (duration, language requirement, etc.) in the Assessment section of the module description in this Handbook.

FRU22092 | The Diversity of the French-speaking World

Write a case study in French of the sociolinguistic situation of an international variant of French, or a French-adjacent language.

Please ensure you have consulted the specific requirements of this assignment (word-length, language requirement, deadline) in the Assessment section of the module description in this Handbook.