

**Department of Germanic & Romance Studies
BA (Hons.) French**

Semester VII

DSC - 19	Study of a Genre – Shorter Narrative Forms
Pool of DSEs	Advanced Study of the Language
	Study of a Genre: Theatre
	Introduction to Literary Translation
	Introduction to the Methodology of Teaching a Foreign Language
	Introduction to Linguistics
	Cultural History of France and Francophone Countries -1
	Language of the Media
	Study of an Author
	Understanding Contemporary Europe
	History of 19th Century Literature
	Research Methodology and Academic Writing

Semester VIII

DSC - 20	Themes and Strategies in French Literature
	Rhetoric and Composition
Pool of DSEs	Study of a Genre: Poetry
	Study of a Genre: Novel
	Literary Translation: Theory and Practice
	Methodology of Teaching a Foreign Language: Theory and Practice
	Cultural History of France and Francophone Countries -2
	Language of the Arts
	Critical Issues in French Studies
	History of 20th Century Literature
	Introduction to Comparative Literature

**DISCIPLINE SPECIFIC CORE COURSE– 19 (DSC-19)
Study of the Genre: Shorter Narrative Forms**

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of the Genre: Shorter Narrative Forms	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

DSC-19 Study of the Genre: Shorter Narrative Forms	
Learning Objectives: <ul style="list-style-type: none"> • Study of various shorter narrative forms such as legends, chronicles, novellas, fable, fabliaux, fairy tales, conte, conte fantastique, microstories, flash narratives etc. • To introduce the students to the historical evolution of these genres. • To equip students with basic tools for narratological analysis 	
Learning Outcomes: The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> • Students can identify formal and thematic characteristics of various shorter narrative forms. • Students can analyse the works of leading writers of these forms and their specificities. • Students develop an understanding of the evolution of these genres across various centuries up to the contemporary period 	
Syllabus:	
UNIT I	11 Hours
An introduction to Narratological Theories Characteristics of Shorter Narrative forms of the Medieval period: legends, chronicles, fabliaux, lais etc. Suggested authors: Marie de France, Rutebeuf	
UNIT II	11 Hours
Study and analysis of shorter narrative texts from the Renaissance period Suggested authors: Courtebarbe, Marguerite de Navarre etc. Study and analysis of shorter narrative texts from the XVII Century Suggested authors: Jean de La Fontaine, Charles Perrault, Mme de La Fayette, Mme d'Aulnoy etc.	
UNIT III	11 Hours
Study and analysis of shorter narrative forms from the XVIII Century Suggested authors: Voltaire, Diderot, Marmontel, Cazotte etc. Study and analysis of shorter narrative texts from the XIX Century Suggested authors: Guy de Maupassant, Gustave Flaubert, Charles Nodier, Alphonse Daudet, Théophile Gautier, E.T.A. Hoffmann, Emile Zola	
UNIT IV	12 Hours
Study and analysis of shorter narrative texts from the XX-XXI Centuries Suggested authors: Marcel Aymé, Marguerite Yourcenar, Georges-Olivier Châteaureynaud, Daniel Boulanger, Romain Gary, Anna Gavalda, Monique Proulx, Scholastique Mukasonga, Fatou Diome J.M.G. Le Clezio, etc.	
Practical component (if any) – NIL	
References Angus Martin, <i>Anthologie du conte en France 1750/1799</i> , 10/18, n°1456, Paris, 1981. Allan H Pasco, <i>Nouvelles Françaises du Dix-neuvième siècle : Anthologie</i> , Rockwood Press, Charlottesville, 2006.. Andre Jolles, <i>Formes Simples</i> , Seuil, 1972. Dominique Combe, <i>Les genres littéraires</i> , Hachette Supérieur, Paris, 1992. Jean-Pierre Aubrit, <i>Le conte et la nouvelle</i> , Armand Colin, Paris, 1997 Philippe Andrès, <i>La Nouvelle, Col. Thèmes et études</i> , Ellipses, Paris, 1998. Paul Zumthor, <i>Introduction à la poésie orale</i> , Editions du seuil, 1983. Pierre-Georges Castex (Ed.), <i>Anthologie du Conte fantastique français</i> , Librairie José	

Corti, Paris, 1962.
 Pierre Jourda (Ed.), *Conteurs français du XVIe siècle*, Col. « Bibliothèque de la Pléiade », Gallimard, Paris, 1965.
 René Godenne, *La Nouvelle Française*, PUF, Paris, 1974.
 René Pickard, (Ed.), *Nouvelles du XVIIe siècle*, Col. « Bibliothèque de la Pléiade », Gallimard, Paris, 1997
 Ruth Finnegan, *Oral Poetry, Its nature, significance and social context*, Cambridge University Press, 1977.
 Vladimir Propp, *Morphologie du conte*, Gallimard, 1970.
 Tzvetan Todorov, *Introduction à la littérature fantastique*, Seuil, coll. Points, 1970.
 Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Creative Writing/Term Paper writing
- Group discussion

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVES (DSE)

The following Discipline Specific Electives (DSEs) of 4 credits will be offered in Semesters VII

	Course Title
DSE 5	Advanced Study of the Language
	Study of a Genre: Theatre
	Introduction to Literary Translation
	Introduction to the Methodology of Teaching a Foreign Language
	Introduction to Linguistics
	Cultural History of France and Francophone Countries - 1
	Language of the Media
	Study of an Author
	Understanding Contemporary Europe
	History of 19th Century Literature
	Research Methodology and Academic Writing

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Advanced Study	4	3	1	0	Passed	Attained a

of the Language					Class XII	language level in French equivalent to B1
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Advanced Study of the Language	
Learning Objectives: <ul style="list-style-type: none"> • Enable learners to partially attain B2 Level of reading, writing, listening and speaking skills in the concerned language. • Impart required skill to understand and compose specialised audio-visual material and articles within and outside his/her field. 	
Learning Outcomes: <ul style="list-style-type: none"> • Develop the capacity to give a clear, systematically developed presentation, highlighting significant points, and relevant supporting detail. • Develops the capacity to present in a spontaneous manner without referring to a prepared text and demonstrate an adequate degree of fluency and ease of expression • Develop the required skill to understand specialised articles, reports, documentaries, and films within and outside his/her field with the help of a dictionary. • Develop required skills to prepare specialised written documents/reports/term papers for academic and professional needs 	
Syllabus:	
UNIT I	12 Hours
<p>Reading : Reading, analysing and synthesizing information, ideas and opinions from highly specialised sources within his/her field/understanding specialised articles outside his/her field, provided he/she can use a dictionary/understanding lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections/scanning longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.</p> <p>Writing: Writing term papers on various topics/project reports/preparing news reports/ blog writing /writing applications /wall magazines /editorials/ brochures/ newsletters etc.</p>	
UNIT II	12 Hours
<p>Listening: Understanding recordings in standard dialect likely to be encountered in social, professional or academic life and identifying speaker's viewpoints and attitudes as well as the informational content.</p> <p>Speaking: More spontaneous oral communication skills both formal and informal through the discussion of a wide range of wide range of general, academic, vocational or leisure topics/contemporary socio-political issues, marking clearly the relationships between ideas. related to the Francophone World/ Production of audio-video clips/ Making detailed oral presentations/ Drama and songs</p>	
UNIT III	11 Hours
<p>Lexical, Morphosyntactic and Phonological Competences:</p> <ul style="list-style-type: none"> • Developing a good range of vocabulary for expressing one's views on matters connected to professional, academic, social and cultural domains. • Appropriate control of tenses and temporal notions, moods, voices, complex syntactical structures and logical connectors to produce clearly structured speech, texts in a coherent and cohesive manner. • Developing clear, natural, pronunciation and intonation in French 	

UNIT IV	10 Hours
<ul style="list-style-type: none"> • Co-cultural Competence: Developing the capacity to him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. • Advanced knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of France and Francophone countries. 	
<p>Learning/Teaching Material: Any of the textbooks given below may be prescribed: Claire Charnet, Jacqueline Robin-Nipi, <i>Activités - rédiger un résumé, un compte rendu, une synthèse</i>, Hachette, Paris, 2017. Georgeta Cislaru, Chantal Claudel, Monica Vlad, <i>L'écrit universitaire en pratique</i>, De Boeck Université, Bruxelles, 2017. Jean-Michel Adam, <i>La Linguistique textuelle</i>, Armand Colin, Paris, 2015. Louis-Marie Morfaux, Roger Prévost, <i>Résumé et Synthèse de textes : Méthode et Exercices corrigés</i>, Armand Colin, Paris, 2004. Catherine Dollez, Michel Guillou, Cécile Herry, Sylvie Pons, Lucile Chapiro, <i>Alter ego 5 Livre de l'élève</i>, Hachette, Paris, 2010. Annie Berthet, Cédric Louvel, <i>Alter Ego 5 - Cahier de perfectionnement</i>, Hachette, Paris, 2009. Dorothee Dupleix, Sébastien Durietz, Pauline Martin, Caroline Mraz Delphine Ripaud, Marie-Noëlle Cocton, <i>Saison 4 : Livre de l'élève</i>, Didier, Paris, 2015 <i>Saison niveau 4, cahier d'activités</i>, Anneline Dintilhac, Didier, Paris, 2015 A Bredelet, B Megre, W.M. Rodrigues: "Odysée B1, Méthode de français", CLÉ International, France, 2022 Nathalie Hirschsprung, Tony Tricot, Mathias van der Meulen, Emmanuelle Garcia, « Cosmopolite B2, Méthode de français » Hachette, 2018, Dossiers 5-8. Sophie Bruzy Todd, Delphine Jégou, Cedric Vial : « La Classe B2, Méthode de français », CLÉ International, 2018. Marie Noelle Cocton (Coordination pédagogique), Camille Dereeper, Julien Kohlmann, Delphine Ripaud, : « L'Atelier B2, Méthode de français », Les Éditions DIDIER, France, 2020. Pascal Biras, Anna Chevrier, Stephanie Witta, Raphaëlle Fouillet (précis de grammaire), Christain Ollivier (stratégies de lecture et d'écoute), Agustin Garmendia (Conseil pédagogique et révision) : « Défi —4 Méthode de français », Éditions Maison des Langues, 2019. Marion Dufour, Julie Mainguet, Eugenie Mainguet, Sergei Opatski, Marion Perrard Ghislaine Tabareau « Edito-B2 Méthode de français (2 e édition) », Editions DIDIER FLE, 2018. Amelie Brito, Emilie Bucher : "Odysée B2, Cahier d'activités", CLÉ International, France, 2022. Additional material may be provided by the Department.</p>	
<p>Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:</p> <ul style="list-style-type: none"> • Assignments/Presentations • Literature review • Book review • Project activity (group) • Research cum presentation • Creative Writing/Term Paper writing 	

- Group discussion
- Problem-solving exercises

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Study of a Genre: Theatre	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Study of a Genre: Theatre

Learning Objectives:

- Study of theatre as a genre and its specificities
- Study of the genre's evolution in French and Francophone Literature through a selection of representative authors from the Middle Ages till the present day.
- Imparting literary techniques and strategies to analyse theatre as a genre.

Learning Outcomes:

- The student will develop an understanding of the specificities of the genre.
- The student will become familiar with the historical evolution of the genre.
- The student will read and be familiar with critical issues related to major plays of French and Francophone literature.

Syllabus:

UNIT I	11 Hours
Literary theories related to theatre and performance studies	
UNIT II	11 Hours
Medieval and Renaissance forms of theatre Classicism	
UNIT III	11 Hours
18 th and 19 th Century Theatre	
UNIT IV	12 Hours
20 th and 21 st Century Theatre Francophone Theatre	

Suggested Authors: Racine, Corneille, Molière, Marivaux, Beaumarchais, Musset, Hugo, Feydeau, Maeterlink, Claudel, Cocteau, Genet, Giraudoux, Beckett, Ionesco, Sartre, Jarry, Artaud, Pagnol, Marie N'Diaye, Kossi Efoui, Hélène Cixous, Yasmina Réza, Maryse Condé, Wajdi Mouawad, Suzanne Lebeau etc.

Suggested Readings:

Michel Corvin, *Dictionnaire encyclopédique du théâtre*, première édition en 1991 chez Bordas, dernière réédition Larousse 2008

Michel Vinaver, *Écritures dramatiques, essai d'analyse de textes de théâtre*, Actes Sud collection Babel, 1993

Monique Borie, Martine de Rougemont, Jacques Scherer, *Esthétique théâtrale textes de Platon à Brecht*, SEDES, 1982

Romain Fohr, *Du décor à la scénographie, anthologie commentée de textes sur l'espace scénique*, Éditions l'Entretemps, 2014
 Patrice, Pavis, *Dictionnaire du théâtre*, première édition en 1987 chez Messidor/Éditions sociales, dernière réédition Armand Colin 2002
 Patrice, Pavis, *L'Analyse des spectacles*, Armand Colin, dernière édition 2016
 Etienne Souriau, (sous la direction de), *Vocabulaire d'esthétique*, PUF, 1990
Scénographes en France 1975 - 2015, Actes Sud, 2013
 Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Literary Translation	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Introduction to Literary Translation

Learning Objectives:

- Introduce students to debates around literary translation.
- Familiarize students with various strategies and methods pertaining to literary translation.
- Impart skills required for translation of specific genres.
- Provide an overview of literary translation in India.

Learning Outcomes:

- Students will be able to understand various issues of literary translation.
- Students will be able to apply various strategies and methods of translation of different kinds of literary texts.
- Students will be able to hone their practical translation skills.

Syllabus:

UNIT I

12 Hours

Issues of Translation (Equivalence, Fidelity, Readability, Rewriting, Appropriation)

UNIT II	12 Hours
Strategies and Methods of Translation	
UNIT III	12 Hours
Translating narrative and essayistic texts	
UNIT IV	9 Hours
History of translation in India with focus on translation of French literary texts.	
<p>Suggested Readings: Françoise Wuilmart, "La traduction littéraire: qualité et formation", <i>Le français et les langues d'Europe</i>, Presses Universitaires de Rennes, Rennes, 2011. Georges, Mounin, <i>Les belles infidèles</i>, Presses Universitaires du Septentrion, édition 2016. Awdhesh Kumar Singh, "Translation in/and Hindi Literature", <i>History of translation in India</i>, Edited by Tariq Khan, National Translation Mission, Mysuru, 2017. Harish, Trivedi, "India, England, France: A (Post-) Colonial Translational Triangle", <i>Meta XLII</i>, 2, 1997. Lefevere, André. "Translation, rewriting, and the manipulation of literary fame." (2016). Newmark, Peter. "A textbook of translation." (2003). Nord, Christiane. "Text analysis in translation: Theory, methodology, and didactic application of a model for translation-oriented text analysis." (2005). Venuti, Lawrence. "The Translator's Invisibility. A History of Translation." (1995). Additional material may be provided by the Department.</p>	
<p>Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:</p> <ul style="list-style-type: none"> • Assignments/Presentations • Literature review • Book review • Project activity (group) • Research cum presentation • Creative Writing/Term Paper writing • Group discussion <p>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to the Methodology of Teaching a Foreign Language	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Introduction to the Methodology of Teaching a Foreign Language
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Create a basic awareness about a foreign language classroom and textbook. • Establish a theoretical basis and introduce students to basic practical aspects of Foreign Language Teaching

Learning Outcomes:	
<ul style="list-style-type: none"> Students will develop a basic understanding of elements of foreign language classroom and textbook Students will develop an understanding of various methods and approaches of foreign language learning and teaching. Students will learn to analyse a foreign language textbook and develop a lesson plan 	
Syllabus:	
UNIT I	11 Hours
Characteristics of a foreign language classroom. Models of learning/teaching	
UNIT II	11 Hours
Different methods/approaches to teaching a foreign language.	
UNIT III	11 Hours
Introduction to the four skills and Evaluation as defined by the CECR	
UNIT IV	12 Hours
Components of a textbook. Issues in material production. Self-Instruction Material	
Teaching language through games or ICT-enabled tools.	
Suggested Readings: Pierre Martinez, <i>La didactique des langues</i> , Presses Universitaires de France (2014). Dominique Maingueneau, <i>Initiation aux methodes de l'analyse du discours. Problemes et perspectives</i> , Hachette (1979). Moirand S.: <i>Enseigner à communiquer en langue étrangère</i> , Ed; Hachette, Paris, 1982. Germain C.: <i>Evolution de l'enseignement des langues: 5000 ans d'histoire</i> , CLE International, Paris 1993 Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: <ul style="list-style-type: none"> Assignments/Presentations Literature review Book review Project activity (group) Research cum presentation Term Paper writing Practice teaching Group discussion 	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Linguistics	4	3	1	0	Passed Class XII	Attained a language level in French

						equivalent to B1
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Introduction to Linguistics	
Learning Objectives: <ul style="list-style-type: none"> Familiarise students with critical issues only on general linguistics as well as on applied linguistics. To introduce various Linguistic theories that have emerged since Structuralism proposed by Ferdinand de Saussure 	
Learning Outcomes: <ul style="list-style-type: none"> The student will be able to understand the structure and components of language and the fundamental concepts of linguistic inquiry. Students will be able to apply theory into practice in their own language acquisition process. 	
Syllabus:	
UNIT I	12 Hours
General Linguistics: Different branches of linguistics Definition and characteristics of a sign? Synchronic, diachronic study of linguistics, the Difference between “langue and parole,”	
UNIT II	11 Hours
Phonetics (Vowels, semi-vowels, consonants, syllables), and Phonology (elision, liaison, intonation)	
UNIT III	11 Hours
Morphology (Flexion, derivation), Syntax (basic structures of the French language, introduction to generative grammar)	
UNIT IV	11 Hours
Sociolinguistics, Concepts: Speech Acts, performance, competence, enunciation Jakobson’s model of communication, Textual Grammar, Critical Discourse Analysis, Learner Corpora.	
Suggested Readings: Baylon et Fabre: <i>Initiation à la linguistique</i> . Vaissiere J. <i>La Phonétique: Que sais-je?</i> PUF, 2007. Perrot J. <i>La linguistique : Que sais-je ?</i> N 0 570, PUF 2010. Guiraud P . <i>La sémantique : Que sais-je ?</i> N 0 655, PUF 1991. Calvet J.L. <i>La sociolinguistique : Que sais-je ?</i> N 0 655, PUF 1999. Callies M et Gotz S : <i>Learner corpora in language testing and assessment</i> , John Benjamins Publishing Company, Amsterdam. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: <ul style="list-style-type: none"> Assignments/Presentations. Literature review Book review Project activity (group) Research cum presentation 	

- Term Paper writing
- Group Discussion

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Cultural History in French and Francophone Countries-1	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Cultural History in French and Francophone Countries-1	
Learning Objectives: <ul style="list-style-type: none"> • Familiarise students with major social and cultural movements and their reflection in literature and the arts • Equip students to understand how historical contexts shape cultural lives of a given community. 	
Learning Outcomes: <ul style="list-style-type: none"> • Provide an overview of important artistic, architectural, philosophical and literary Movements of France and Francophone Countries, representative figures, and their contribution from the Renaissance till French Revolution. • Develop an understanding of structures and perspectives of everyday life • Equip with tools to analyse historical documents and artifacts. 	
Syllabus:	
UNIT I	9 Hours
Renaissance artistic, cultural, philosophical movements with special focus on Humanism and mannerism	
<ul style="list-style-type: none"> • Innovative techniques introduced by the Renaissance artists • The idea of Europe. Structures and Perspectives of Everyday life as seen by Renaissance figures 	
UNIT II	12 Hours
Major cultural movements of the XVII century: Cartesianism, Protestantism, Baroque and Classicism	
Major cultural movements of the XVIII century: Enlightenment, Rococo and Neo-Classicism	
UNIT III	12 Hours
Major cultural movements of the XIX century: Romanticism, Realism, Symbolism, Impressionism, Expressionism etc.	
UNIT IV	12 Hours
Major cultural movements of the XX and XXI centuries: Cubism, Fauvism, Surrealism, Futurism, Art Deco, Modern Art, Existentialism, Absurd Theatre, Postmodernism, Neo-Realism, Postcolonialism, Decolonialism	
Suggested Readings: Lynn Hunt (ed.), <i>The New Cultural History</i> , Berkeley, Los Angeles et Londres, University of	

California Press, 1989.

Pascal Ory, «L’histoire culturelle de la France contemporaine. Question et questionnement», Vingtième siècle. Revue d’histoire, octobre-décembre 1987, pp. 67-82

Pascal, Ory, « Pour une histoire culturelle du contemporain », *Revue d’histoire moderne et contemporaine*, n° spécial, 39-1, Janvier-Mars 1992, pp. 3-147.

L’Histoire culturelle, Paris, PUF, coll. « Que sais-je ? », 2004.

Philippe Poirrier, *Les Enjeux de l’histoire culturelle*, Paris, Points Seuil, 2004.

«Regards sur l’histoire culturelle», *Cahiers du centre de recherches historiques*, EHESS, n° 31, avril 2003.

Jean-Pierre Rioux, et Jean-François Sirinelli (dir.), *Pour une histoire culturelle*, Paris, Le Seuil, 1997.

Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Language of the Media	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Language of the Media

Learning Objectives:

- The course will introduce the representational and communicative practices developed in different forms of the media, i.e. cinema / electronic and print media.
- Equip students with basic tools to analyse materials produced by each

Learning Outcomes:

- The students will develop an understanding of the evolution of the various forms of the media
- The students will become familiar with the print media practices.
- The students will become familiar with the electronic media and cinema

Syllabus:

UNIT I

12 Hours

Origin and History of Media	
UNIT II	12 Hours
Evolution of the Print Media	
UNIT III	12 Hours
Evolution of Electronic Media	
UNIT IV	9 Hours
Introduction to Media Studies	
Suggested Readings: Kolker, Robert: <i>Media Studies: An Introduction</i> . Malden, MA: Wiley-Blackwell, 2009 Nelmes, Jill (ed.): <i>An Introduction to Film Studies. 4th edition</i> , London, New York: Routledge, 2007 Stam, Robert; Miller, Toby (eds.): <i>Film and Theory: An Anthology</i> , Oxford: Blackwell Publishers, 2000 Badley, Linda; Palmer, R. Barton; Schneider, Steven Jay: (eds.): <i>Traditions in World Cinema</i> . Edinburgh: Edinburgh University Press, 2006 Long, Paul; Wall, Tim: <i>Media Studies: Texts, Production and Context</i> . Harlow, Essex, New York: Pearson Longman, 2009 Additional material may be provided by the Department	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: <ul style="list-style-type: none"> • Assignments/Presentations. • Literature review • Book review • Movie review • Project activity (group) • Research cum presentation • Term Paper writing • Group Discussion Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Study of an Author	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Study of an Author
Learning Objectives: <ul style="list-style-type: none"> • The course will focus on a selection of writings of a specific author with a view to examine the questions raised in her/his writings. • Developing an in depth understanding of writing styles, thematic aspects and formal

choices of the writer. <ul style="list-style-type: none"> Understanding how the writings of an author evolve by engaging with his/her works through a comparative approach. 	
Learning Outcomes: <ul style="list-style-type: none"> The students will develop an understanding of the author's writing styles through her/his works through a comparative approach. The students will become familiar with the questions and issues raised in the works studied. The students will develop a critical overview on the works produced by the author 	
Syllabus:	
UNIT I	12 Hours
Critical questions raised by the author	
UNIT II	12 Hours
Writing styles of the author	
UNIT III	12 Hours
Formal characteristics of her/his works	
UNIT IV	9 Hours
Reception of the works	
Suggested Readings: François Rabelais, Marguerite de Navarre, Racine, Corneille, Molière, Jean de La Fontaine, J.J. Rousseau, Montesquieu, Voltaire, François-René de Châteaubriand, Victor Hugo, George Sand, Stendhal, H. de Balzac, Mme de Staël, Gustave Flaubert, Guy de Maupassant, Emile Zola, André Malraux, André Gide, Albert Camus, Marcel Proust, Alain Robbe-Grillet, Jean-Paul Sartre, Marguerite Duras, Nathalie Sarraute, Marguerite Yourcenar, Simone de Beauvoir, Hélène Cixous, Raymond Queneau, George Perec, Michel Butor, Philippe Claudel, Eugène Ionesco, Samuel Beckett, J.M.G. Le Clézio, Patrick Modiano, Annie Ernaux, Michel Houellebecq, Mongo Beti, Tahar Ben Jelloun, Assia Djebar, Alain Mabanckou, Azouz Bégag, Maryse Condé, Ananda Dévi, Gabrielle Roy, Assia Djebar, Fatou Diome, Léonora Miano, Ken Bugul, Natacha Appanah, Edouard Glissant, Patrick Chamoiseau, Monique Proulx, Ramuz, Scholastique Mukasonga, Marie-Célie Agnant, Monique Proulx and other authors prescribed by the department. Compagnon, A, <i>Le démon de la théorie. Littérature et sens commun</i> , Paris, Editions du Seuil, 1998 Barthes R., «La mort de l'auteur», <i>Le Bruissement de la langue</i> , Paris, Editions du Seuil, 1968. Barthes, R., <i>Le degré zéro de l'écriture suivi de Nouveaux essais critiques</i> , Paris, Editions du Seuil, 1953, and 1972. Bessiere, Jean, <i>Qu'est-il arrivé aux écrivains français? D'Alain Robbe-Grillet à Jonathan Littell</i> , Loverval (Belgique), Editions Labor/Espaces de Libertés, coll. «Liberté j'écris ton nom», 2006. Foucault, M., «Qu'est-ce qu'un auteur» (1969), <i>Dits et Ecrits</i> , Paris, Gallimard, 1994.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: <ul style="list-style-type: none"> Assignments/Presentations Literature review Book review Project activity (group) Research cum presentation 	

- Term Paper writing
- Group Discussion

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Understanding Contemporary Europe	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Understanding Contemporary Europe

Learning Objectives:

- Providing insights into contemporary Europe. It is conceived in three sections.
- Understanding Europe through its Films that draw attention to a range of current issues, both social and political.
- Developing and understanding of European history and politics during the post-war years from the perspective of their role in the formation of a common European identity
- Familiarising with critical issues that have emerged in Europe Today, after the formation of European Union

Learning Outcomes:

- The students will develop an understanding of contemporary Europe.
- The students will become familiar with the major issues and debates in the area of nationalism and transnationalism
- The students will develop a critical perspective to analyse the implications of European Union in contemporary times.

Syllabus:

UNIT I	9 Hours
Introduction to Europe through contemporary Films	
UNIT II	12 Hours
The second, Fascist Challenge in Europe and Post World War II Reconstructions	
UNIT III	12 Hours
Origin and history of the transnational idea of Europe: The Founders of European cooperations, Europe as an idea and an ideal.	
UNIT IV	12 Hours
Europe Today: implications of the construction of the European Union (shift from nationalism to transnationalism) and its institutions European Union and its policies on immigration, industry and the arts and culture.	

Suggested Readings:

Carr, Matthew. *Fortress Europe*. The New Press, 2016
Holmes, Diana. *Smith, Alison. 100 Years of European Cinema*. Manchester University Press, 2000

Galt, Rosalind. *The New European Cinema*. NY: Columbia University Press, 2006
 Gaddis, John Lewis, *The Cold War, A New History*. Penguin Books, 2006
 Jenkins, Brian. Sofos, Spyros. *Nation and Identity in Contemporary Europe*. Routledge, 1996
 Kepel, Gilles. *The War for Muslim Minds*. Belknap Press, 2006
 Kingsley, Patrick. *The New Odyssey. The Story of Europe's Refugee Crisis*. Guardian Faber Publishing, 2016
 Lloyd, John. Marconi, Cristina. *Reporting the EU, News Media and the European Institutions*. I.B.Tauris, 2014
 Mazierska, Ewa. Rascaroli, Laura. *From Moscow to Madrid: Postmodern Cities, European Cinema*. I.B.Tauris, 2002
 Paul Cooke *Contemporary German Cinema*. Manchester University Press, 2012
 Sassoon, Donald. *The Culture of the Europeans*. Harper Collins UK, 2006
 Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Movie review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
History of 19th Century Literature	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

History of 19th Century Literature
Learning Objectives: <ul style="list-style-type: none"> • To introduce students to major literary movements that emerged in the 19th Century • To develop an understanding of the political, historical and social contexts in which these works emerged • Developing and understanding of the innovations and changes brought by 19th century writers.
Learning Outcomes: <ul style="list-style-type: none"> • Students will be able to identify the basic characteristics of each literary movements that emerged in the 19th century

<ul style="list-style-type: none"> The students will be able to relate the literary works to the historical, political and cultural contexts that shaped these movements The students will be able to understand the similarities and differences of each literary movement. Students will be equipped with analytical tools to study the literary works of this century. 	
Syllabus:	
UNIT I	11 Hours
Romanticism	
UNIT II	11 Hours
Realism	
UNIT III	11 Hours
Parnasse & Symbolism	
UNIT IV	12 Hours
Impressionism and Expressionism	
Naturalism	
Suggested Readings: <ul style="list-style-type: none"> D. Renée and B. Lecherbonnier, (1986) <i>Littérature, textes et documents</i>, , Du Moyen Age au 20e siecle, 5 volumes, collection dirigée par Henri Mitterand, Paris : Nathan. <i>Du Moyen-âge au XXe siècle, 3 volumes</i>, (1988) <i>Itinéraires littéraires</i>, collection dirigée par G. Décole, Paris : Hatier. Ferroudja Allouache, Nicole Blondeau, (2019), <i>Littérature progressive du français - Niveau avancé</i>, Paris : CLE International Ferroudja Allouache, Nicole Blondeau, (2020) <i>Littérature progressive de la francophonie</i>, Paris : CLE International. Françoise Ploquin, Laurent Hermeline, Dominique Rolland, (2000), <i>Littérature française :les textes essentiels</i>, Paris : Hachette Jean-Louis Joubert, (1997), <i>Litterature Francophone Anthologie</i>, Paris : Cideb. Michel Laurin, Laurin, Marie-Elaine Philippe, (2013), <i>Anthologie littéraire de 1800 à aujourd'hui 3^{ème} édition</i>, Québec : Beauchemin. Valette, Giovaacchini et al, (1993) <i>Anthologie de la littérature française et européenne</i>, Paris : F. Nathan. 	
Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: <ul style="list-style-type: none"> Assignments/Presentations Literature review Book review Project activity (group) Research cum presentation Term Paper writing Group Discussion 	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title	Credits	Credit distribution of the course	Eligibility	Pre-requisite of
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& Code		Lecture	Tutorial	Practical/ Practice	criteria	the course
Research Methodology and Academic Writing	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1
Research Methodology and Academic Writing						
Learning Objectives: <ul style="list-style-type: none"> • Enable students to conduct clearly structured academic research in the field of literary, cultural, translation or didactic studies • Equip students with tools to report, document, present research findings, observations, analysis and arguments clearly in an academic format • Familiarize students with various forms of academic writings such as research papers, monographs, conference presentations, academic essays, book review, literature review, dissertation and thesis. 						
Learning Outcomes: <ul style="list-style-type: none"> • To enable students to structure and write an academic writing project following the standard norms and conventions of academic writing • To conduct research in Humanities following a methodological framework and report the findings in the form of an academic paper/article/dissertation/thesis. • Can produce coherent argumentative/persuasive texts in order to present and defend one's point of view. 						
Syllabus:						
UNIT I						9 hours
Structure of academic Writing: <ul style="list-style-type: none"> • Introduction that includes research question, hypothesis, research objective, methodology and plan of the academic paper/dissertation • Development: How to divide the key arguments/findings in subparts/chapters • Conclusion: How to synthesise arguments/observations/findings and conclude 						
UNIT II						12hours
<ul style="list-style-type: none"> • Research planning: Methods of Data Collection: Review of Literature, ways to conduct a survey: survey questionnaire, sample size, sample collection • Usage of software and other tools to document, classify and analyse the collected data. 						
UNIT III						12hours
<ul style="list-style-type: none"> • Stylistic conventions of argumentative texts • Difference between claims and justifications • How to present arguments based on evidence • How to use connectors to produce coherent texts • Incorporate scholarly research and counter arguments • Reference work in form of footnotes, citations of sources, annotated bibliography etc (Various styles of references such as APA, MLA, Chicago etc.) • Plagiarism and ethics of research: Software to detect and avoid 						

plagiarism	
UNIT IV	12hours
<ul style="list-style-type: none"> • Research Methods and Methodology (Qualitative, Quantitative, Comparative, Analytical, Descriptive, Thematic etc.) • Research Approaches (Marxist, Psychoanalytical, Structuralist, Post-structuralist, Feminist, Post-colonial, phenomenological etc.) 	
<p>Suggested Readings: Any of the textbooks given below may be prescribed:</p> <ol style="list-style-type: none"> 1. Brian Paltridge and Sue Starfield, <i>Thesis and Dissertation Writing in a Second Language</i>, Routledge, 2007. 2. Creswell J., <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>, Thousand Oaks, California, (2003), Sage Publications 3. Patton M.Q., <i>Qualitative research & evaluation methods</i> (3rd edition), Thousand Oaks, California: (2002), Sage Publications. 4. Raman Selden, Peter Widdowson Peter Brooker, <i>A Reader's Guide to Contemporary Literary Theory</i>, Pearson Education Limited, 2005 (fifth edition). <p>Additional material may be provided by the Department.</p> <p>Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance.</p> <p>The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:</p> <ul style="list-style-type: none"> • Assignments/Presentations. • Literature review • Book review • Movie review • Project activity (group) • Research cum presentation • Term Paper writing <p>Group Discussion</p> <p>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

Semester VIII

DSC - 20	Themes and Strategies in French Literature
	Rhetoric and Composition
Pool of DSEs	Study of a Genre: Poetry
	Study of a Genre: Novel
	Literary Translation: Theory and Practice
	Methodology of Teaching a Foreign Language: Theory and Practice
	Cultural History of France and Francophone Countries -2
	Language of the Arts
	Critical Issues in French Studies
	History of 20th Century Literature
	Introduction to Comparative Literature

DISCIPLINE SPECIFIC CORE COURSE– 20 (DSC-20)
Themes and Strategies in Literature

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Themes and Strategies in Literature	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

DSC-20 Themes and Strategies in Literature	
Learning Objectives: <ul style="list-style-type: none"> Study of particular themes along with the narrative, cultural, and ideological strategies involved. A new theme is chosen every year. Students develop analytical skills to study a literary theme Students develop the capacity to distinguish between theme and motif in Literature Students develop an understanding of critical issues related to the chosen theme 	
Learning Outcomes: <ul style="list-style-type: none"> Orients students towards the Study of particular themes along with the narrative, cultural & ideological strategies involved. Enables students to critically engage with various aspects involved in analysing the theme Enables students to analyse a variety of narrative and generic techniques to represent the same theme. 	
Syllabus:	
UNIT I	9 Hours
Study of the theoretical questions related to the theme	
UNIT II	12 Hours
Study and analysis of literary texts that are based on the theme	
UNIT III	12 Hours
Study of the formal devices deployed to depict the theme	
UNIT IV	12 Hours
Comparative analysis of the studied texts	
Practical component (if any) – NIL	
Suggested Readings: Michel Patillon, <i>Précis d'analyse littéraire : structures de la fiction</i> , Nathan, 1974 Robert Escarpit et al., <i>Le littéraire et le social</i> , Flammarion, 1970. R Barthes, W. Kayser, W. Booth, P. Hamon., <i>Poétique du récit</i> , Editions du Seuil, Paris, 1977. Bennett, Andrew, and Nicholas Royle. <i>An Introduction to Literature, Criticism and Theory</i> . Harlow: Pearson Education Limited. 2009 Waugh, Patricia. <i>Literary Theory and Criticism: An Oxford Guide</i> . Oxford: OUP, 2006 Readings would be suggested by the Department on the basis of the theme chosen.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance.	

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DSC - 20	Themes and Strategies in French Literature
	Rhetoric and Composition
Pool of DSEs	Study of a Genre: Poetry
	Study of a Genre: Novel
	Literary Translation: Theory and Practice
	Methodology of Teaching a Foreign Language: Theory and Practice
	Cultural History of Italy-2
	Language of the Arts
	Critical Issues in Italian Studies
	History of 20th Century Literature
	Introduction to Comparative Literature

DISCIPLINE SPECIFIC ELECTIVES

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Rhetoric and Composition	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Rhetoric and Composition

Learning Objectives:

- Introduce students to literary and stylistic devices commonly used in the language
- Familiarize students with literary tropes and genres
- Introduce students to commonly used idiomatic expressions, proverbs and their historical origin.
- Introduce students to advanced techniques of composition

Learning Outcomes:

- Enable students to identify and analyse common figures of speech,
- Enable students to identify various literary Tropes and genres
- Enable students to understand Idioms and Proverbs in their socio-historic contexts

<ul style="list-style-type: none"> Equip students to write advanced level compositions 	
Syllabus:	
UNIT I	11 Hours
Definition and study with examples of Common figures of speech: Metaphors, Similes, Metonyms, Hyperboles, Personification, Alliteration, Oxymoron and Synecdoche.	
UNIT II	11 Hours
Literary Tropes: Humour and Irony, Puns, Tautology, Allegories, Allusions, Apologia, Clichés, Euphemism, Climax and Anticlimax, Paradox, Analogies.	
UNIT III	11 Hours
Idioms and Proverbs with their historical origin.	
UNIT IV	12 Hours
Different literary genres: Myths, Epics, Chivalric romances, Picaresque novel, Comedy, Tragicomedy and Farce, Satires, Biography, Autobiography and Memoirs, Essays and Epistles, Social Realism., Travel Literature	
Suggested Readings: Beckson, Karl and Ganz, Arthur, <i>Literary Terms, A Dictionary</i> , Delhi: Rupa (1960, 1991). Dominique Coutant-Defer, <i>Comment rédiger un commentaire composé?</i> , Editeur : Le PetitLitteraire(2014). Dominique Coutant-Defer, <i>Comment rédiger une fiche de lecture?</i> , Editeur : le PetitLitteraire(2014). Alexis Chabot, <i>Culture générale : Méthodologie de la dissertation</i> , Ellipses Marketing (2004). Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: <ul style="list-style-type: none"> Assignments/Presentations Literature review Book review Project activity (group) Research cum presentation Creative Writing/Term Paper writing Group discussion Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Study of a Genre: Poetry	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Study of a Genre: Poetry
Learning Objectives:

<ul style="list-style-type: none"> • Study of poetry as a genre and its development through a selection of representative authors from the Middle Ages till the present day. • Imparting tools and techniques for analysing poetic texts • Familiarising students with various poetic forms 	
Learning Outcomes: <ul style="list-style-type: none"> • The students will develop an understanding of the specificities of the genre. • The students will be able to apply various tools to analyse poetic texts • The students will become familiar with the historical evolution of the genre. • The students will be able to identify characteristics of specific poetic forms. • The students will read the major poets of French literature. 	
Syllabus:	
UNIT I	11 Hours
Introduction to Poetics Characteristics of poetic forms of the Medieval period. Suggested authors: Charles d'Orleans, François Villon	
UNIT II	11 Hours
Study and analysis of poetic texts from the Renaissance period Suggested authors: The poets of Pléiade, such as Pierre de Ronsard, Louise Labé, Marguerite de Navarre, J. du Bellay etc. Study and analysis of poetic texts from the XVII Century Suggested authors: Agrippa D'Aubigny, Nicholas Boileau, Jean de la Fontaine etc.	
UNIT III	11 Hours
Study and analysis of poetic texts from the XVIII Century Suggested authors: Voltaire, André Chenier etc. Study and analysis of poetic texts from the XIX Century Suggested authors: Victor Hugo, Alfred de Musset, Alfred de Vigny, Alphonse de Lamartine, Gérard de Nerval, Théophile Gautier, Charles Baudelaire, Stéphane Mallarmé, Paul Verlaine, Arthur Rimbaud.	
UNIT IV	12 Hours
Study and analysis of poetic texts from the XX and XXI Centuries Suggested authors: Guillaume Apollinaire, Paul Valéry, André Breton, Paul Eluard, Louis Aragon, Francis Ponge, Jacques Prévert, Michel Deguy, Blaise Cendrars, Aimé Césaire, Leopold Sédar Senghor, Edouard Glissant, Khâl Thorabully, Natacha Kanapé Fontaine, Jacques Rabemananjara, etc.	
Suggested Readings: André Breton, <i>Position politique du Surréalisme</i> , (1935), Reed. Gonthier, Paris, 1972. Clause Abastado, <i>Mythes et rituels de l'écriture</i> , Editions Complexe, Paris, 1979. C. Zilberberg, <i>Raison et poétique du sens</i> , Presses Universitaires de France, 1988. Daniel Delas, <i>Guide méthodique poésie</i> , Nathan, Paris, 1990. G. Genette, <i>Figures II "Langage poétique, poétique du langage"</i> , Seuil, Paris, 1972. G. POULET, <i>Etudes sur le temps humain</i> [en particulier, Baudelaire dans le tome I, Hugo et Mallarmé dans le II, Char, Supervielle, Eluard, Saint-John Perse, Reverdy dans le III], 10/18. Henri Mechonnic, <i>Les états de la poétique</i> , Presses Universitaires de France, Paris 1985. Jean Rousset, <i>Anthologie de la poésie baroque française</i> , Tome I et II, Armand Colin, Paris, 1968. J.M. Adam, <i>Pour lire le poème</i> , De Boeck-Duculot, Paris, 1985. J.L. Joubert, <i>La poésie</i> , Armand Colin, Paris, 1988. J.-P Richard, <i>Poésie et Profondeur</i> [Baudelaire, Rimbaud, Verlaine], Seuil, Paris, 1965.	

J Mazaleytrat, *Eléments de métrique française*, A. Colin, Paris, 1974.

Additional material may be provided by the Department

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Creative Writing/Term Paper writing
- Group discussion

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Study of a Genre: Novel	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Study of a Genre: Novel	
Learning Objectives: <ul style="list-style-type: none"> • Study of the novel and its development through a selection of representative authors from the Renaissance till the present day. • Imparting techniques and narratological strategies to analyse novel • 	
Learning Outcomes: <ul style="list-style-type: none"> • The student will develop an understanding of the specificities of the genre. • The student will become familiar with the historical evolution of the genre. • The student will read the major authors of French and Francophone literature. • Students will be able to identify and analyse themes depicted in novels 	
Syllabus:	
UNIT I	9 Hours
Theories of the Novel and various sub-genres of novel	
UNIT II	12 Hours
Origins of the novel from the Renaissance to the 18 th century	
UNIT III	12 Hours
Novels of the 19 th Century	
UNIT IV	12 Hours
Novels of the 20 th and 21 st Centuries Francophone Novels	
Suggested authors: François Rabelais, Madame de Lafayette, J.J. Rousseau,	

Montesquieu, Choderlos de Laclos, Denis Diderot, H. de Balzac, Mme de Staël, Gustave Flaubert, François-René de Chateaubriand, Stendhal, George Sand, Emile Zola, André Malraux, André Gide, Albert Camus, Marcel Proust, Alain Robbe-Grillet, Jean-Paul Sartre, Marguerite Duras, Nathalie Sarraute, Patrick Modiano, Annie Ernaux, Michel Houellebecq, Mongo Beti, Tahar Ben Jelloun, Assia Djebar, Alain Mabanckou, Azouz Bégag, Maryse Condé, Ananda Dévi, Gabrielle Roy, Natacha Appanah, Patrick Chamoiseau, Marie-Célie Agnant etc.

Suggested Readings:

Bernard Pingaud, *Expérience Romanesque*, Gallimard, coll. Idées, 1983.

Dorothy J. Hale, *Social Formalism: The Novel in Theory from Henry James to the Present*, Stanford University Press, California, 1998.

Georg Lukács, *The Historical Novel*, University of Nebraska Press, Londres, 1983.

Gérard Genette, *Figures III*, Seuil, Paris, 1972.

_____, *Nouveau discours du récit*, Seuil, Paris, 1983, J.-M Adam, *Le récit*, Col. « Que Sais-je? », PUF, Paris, 1984.

_____, *Le Texte narratif*, Nathan, Paris, 1985.

Jean Ricardou, *Problèmes du nouveau roman*, Seuil, coll. Tel Quel, 1976.

Jeremy Hawthorn, *Studying the Novel: An Introduction*, Universal Book Stall, New Delhi, 1985 Lennard J Davis., *Resisting Novels: Ideology and Fiction*, Methuen, New York, 1987.

Lucien Goldmann, *Pour une sociologie du roman*, Gallimard, Paris, 1964.

Maurice-Jean Lefebvre, *Structure du discours de la poésie et du récit*, Éditions de la Baconnière, Neuchâtel, 1971.

M.M Bakhtine., *Esthétique et théorie du roman*, trad. Par Dara Olivier, Gallimard, Paris, 1978

Michel Zérafra, *Roman et Société*, Presses Universitaires de France, Paris, 1971.

Michel Patillon, *Précis d'analyse littéraire : structures de la fiction*, Nathan, 1974 Robert Escarpit et al., *Le littéraire et le social*, Flammarion, 1970.

R Barthes, W. Kayser, W. Booth, P. Hamon., *Poétique du récit*, Editions du Seuil, Paris, 1977.

Susan Sniader Lanser, *The Narrative Act: Point of View in Prose Fiction*, Princeton University Press, Princeton, New Jersey, 1981.

Wallace Martin, *Recent Theories of Narrative*, Cornell University Press, Ithaca, 1986.

Tzvetan Todorov, *Poétique de la Prose*, Éditions du Seuil, Paris, 1971.

Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/		

				Practice		
Literary Translation: Theory and Practice	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Literary Translation: Theory and Practice	
Learning Objectives: <ul style="list-style-type: none"> • Introduce students to debates around literary translation. • Impart skills required for translation of specific genres. • Familiarize students with the reception of translated literature and translation criticism. • Provide an overview of literary translation in French-speaking countries. 	
Learning Outcomes: <ul style="list-style-type: none"> • Students will be able to think critically and theoretically about translation. • Students will be able to apply various strategies and methods of translation of different kinds of literary texts. • Students will be able to further hone their practical translation skills. 	
Syllabus:	
UNIT I	12 Hours
Challenges of translation (Translatability, Untranslatability, question of dialects, language registers, cultural nuances, humour etc.)	
UNIT II	12 Hours
Translating poetic and dramatic texts	
UNIT III	12 Hours
Translation criticism and reception of translated literature	
UNIT IV	9 Hours
History of translation in French-speaking countries with focus on translations of Indian literary texts.	
Suggested Readings: Belloc, Hilaire. "On translation.", 1959. Burger, Maya, and Nicola Pozza. "India in Translation through Hindi Literature.", 2010. Christof-Füchsle, Martin, and Razak Khan. "Nodes of Translation.", 2024. Gentzler, Edwin: "Contemporary translation theories, 2001. Lefevere, André. "Translation, rewriting, and the manipulation of literary fame.", 2016. Pavis, Patrice, <i>Le théâtre au croisement des cultures</i> , Librairie de José Corti, Paris, 1990. Steiner, George, <i>Après Babel: Une poétique du dire et de la traduction</i> , Editions Albin Michel, Paris, 1998. Venuti, Lawrence. "The scandals of translation: Towards an ethics of difference." (1998). Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: <ul style="list-style-type: none"> • Assignments/Presentations • Literature review • Book review • Project activity (group) 	

- Research cum presentation
- Term Paper writing
- Group Discussion

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Methodology of Teaching a Foreign Language: Theory and Practice	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Methodology of Teaching a Foreign Language: Theory and Practice	
Learning Objectives: <ul style="list-style-type: none"> • Create an awareness about cultural plurality and the importance of intercultural communication in a foreign language classroom. • Establish a theoretical basis and enable students to make lesson plans. • Enable students to design and plan a teaching unit 	
Learning Outcomes: <ul style="list-style-type: none"> • Students will develop an understanding of the notions related to Foreign Language teaching. • Students will understand the role of culture and intercultural in a Foreign Language classroom. • Students will learn to develop a lesson plan while using authentic documents (les documents authentiques). • The students will be able to develop a teaching unit 	
Syllabus:	
UNIT I	9 Hours
Role of cultural, intercultural and co-cultural competence in the Foreign Language classroom	
UNIT II	12 Hours
Introduction to “Portfolio Européen des Langues » and CECR	
UNIT III	12 Hours
Authentic documents and their usages in a Foreign Language classroom	
UNIT IV	12 Hours
Lesson plan and its importance in a foreign language classroom. Planning and designing a Teaching Unit	
Suggested Readings: Pierre Martinez, <i>La didactique des langues</i> , Presses Universitaires de France (2014). Moirand S.: <i>Enseigner à communiquer en langue étrangère</i> , Ed; Hachette, Paris, 1982. Germain C.: <i>Evolution de l’enseignement des langues: 5000 ans d’histoire</i> , CLE International, Paris 1993 Jean-Pierre Cuq et Isabelle Gruca, <i>Cours de didactique du français langue étrangère et seconde</i> , Presse universitaires de Grenoble, 2008	

Jean-Marc Defays, Sarah Deltour, *Le français langue étrangère et seconde : enseignement et apprentissage*, Editions Mardaga, 2003
Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Practice teaching and making lesson plans
- Group Discussion

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Cultural History-2	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Cultural History of France and Francophone Countries-2	
Learning Objectives: <ul style="list-style-type: none"> • Familiarise students with major social and cultural movements and their reflection in literature and the arts • Equip students to understand how historical contexts shape cultural lives of a given community. 	
Learning Outcomes: <ul style="list-style-type: none"> • Provide an overview of important artistic, architectural, philosophical and literary Movements of France and Francophone Countries, representative figures, and their contribution from the French Revolution till the 21st Century. • Develop an understanding of structures and Perspectives of Everyday life • Students will be able to prepare a synthesis of historical documents and artifacts. 	
Syllabus:	
UNIT I	12 Hours
French Revolution, directoire and 1 st Empire Restoration and the July Revolution	
UNIT II	12 Hours
2 nd Republic and the 2 nd Empire and Industrial Revolution Formation and the Challenges of the III Republic	

UNIT III	12 Hours
2 nd world War and the IVth Republic	
UNIT IV	11 Hours
The Vth Republic and the European Union	
<p>Suggested Readings: Roger Chartier, « L’histoire culturelle aujourd’hui », <i>Genèses</i>, 15, mars 1994, pp. 115-129 Id., « L’histoire culturelle », in Jacques REVEL et Nathan WECHTEL (dir.), <i>Une école pour les sciences sociales</i>, Paris, Le Cerf/EHESS, 1996, pp. 73-92 Lynn Hunt (ed.), <i>The New Cultural History</i>, Berkeley, Los Angeles et Londres, University of California Press, 1989. Pascal Ory, «L’histoire culturelle de la France contemporaine. Question et questionnement», <i>Vingtième siècle. Revue d’histoire</i>, octobre-décembre 1987, pp. 67-82 Pascal, Ory, « Pour une histoire culturelle du contemporain », <i>Revue d’histoire moderne et contemporaine</i>, n° spécial, 39-1, Janvier-Mars 1992, pp. 3-147. <i>L’Histoire culturelle</i>, Paris, PUF, coll. « Que sais-je ? », 2004. Philippe Poirrier, <i>Les Enjeux de l’histoire culturelle</i>, Paris, Points Seuil, 2004. «Regards sur l’histoire culturelle», <i>Cahiers du centre de recherches historiques</i>, EHESS, n° 31, avril 2003. Jean-Pierre Rioux, et Jean-François Sirinelli (dir.), <i>Pour une histoire culturelle</i>, Paris, Le Seuil, 1997. Additional material may be provided by the Department.</p>	
<p>Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:</p> <ul style="list-style-type: none"> • Assignments/Presentations. • Literature review • Book review • Project activity (group) • Research cum presentation • Term Paper writing • Group Discussion <p>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Critical Issues in Literature	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Critical Issues in Literature
Learning Objectives:

<ul style="list-style-type: none"> Engaging with specific issues related to French and Francophone literary and cultural studies (Ex. alterity, memory, emotions, utopia, popular culture, technology, hyperreality, ecology, postcoloniality and decoloniality, migration, displacement, exile, marginalisation, border etc.). Specific readings would be suggested on the basis of the issues / areas selected. 	
Learning Outcomes: <ul style="list-style-type: none"> The students will develop an understanding of the specific issues and their representations. The students will be familiar with some literary and theoretical texts as well as cultural productions around the issues. Since the issues taken up could change from time to time, the specific outcome may be different, but students would become familiar with one issue and its theoretical and literary underpinnings. 	
Syllabus:	
UNIT I	12 Hours
Theoretical framework in order to understand and analyse the specific issue	
UNIT II	12 Hours
Study and analysis of the issue through selected texts	
UNIT III	12 Hours
Developing a comparative approach to engage with the issue.	
UNIT IV	11 Hours
Contemporary debates related to the selected critical perspective	
Suggested readings: Although theoretical texts may vary depending on the selected critical area, following are some general readings that can be suggested: <ol style="list-style-type: none"> Bessière Jean, <i>Principes de la théorie littéraire</i>, PUF, Paris, 2005. Williams, Raymond: <i>Keywords: A Vocabulary of Culture and Society</i>. New York: Oxford University Press, 1983. Bennett, Tony; Grossberg, Lawrence; Morris, Meaghan: <i>New Keywords: A Revised Vocabulary of Culture and Society</i>, Malden, MA: Blackwell Publishing, 2005. Bourdieu, Pierre: <i>The Field of Cultural Production</i>. New York: Columbia University Press, 1993 Eco, Umberto: <i>On Literature</i>. London: Vintage, 2006. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: <ul style="list-style-type: none"> Assignments/Presentations Literature review Book review Project activity (group) Research cum presentation Term Paper writing Group discussion 	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title &	Credits	Credit distribution of the course	Eligibility	Pre-requisite
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Code		Lecture	Tutorial	Practical/ Practice	criteria	of the course
Language of the Arts	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Language of the Arts	
Learning Objectives: <ul style="list-style-type: none"> To introduce the specific artistic practices of various art forms such as visual, performing and other arts. Approaches and methodological tools to study and analyse visual and performing arts 	
Learning Outcomes: <ul style="list-style-type: none"> Provide an overview of important European Art Movements, representative painters, and their artworks: Spanish Baroque, Flemish School, French Impressionists, Spanish Surrealists, Italian Baroque, etc. Develop an understanding of structures and perspectives of everyday life as seen by painters. Equip with tools to analyse artworks. 	
Syllabus:	
UNIT I	9 Hours
Introduction to Methods and Approaches to analysing an Artwork	
UNIT II	12 Hours
Elements of Art	
UNIT III	12 Hours
Components of Art	
UNIT IV	12 Hours
Evolution of various artistic movements in France and Francophone Countries	
Suggested Readings: <ul style="list-style-type: none"> Adams, Laurie Schneider, (1996), <i>The Methodologies of Art: An Introduction</i>, NY: Westview Press. Arnason, H. H. (2003), <i>History of Modern Art: Painting, Sculpture, Architecture, Photography</i>, New York: Prentice Hall. Boime, Albert (1990) <i>A Social History of Modern Art</i>, Volumes 5, Chicago: University of Chicago Press, Burckhardt, Jacob. (2004). <i>The Civilization of the Renaissance in Italy</i> (1855), New York: Penguin Guitemie Maldonado, Marie-Pauline Martin, Natacha Pernac, Rowley Neville, (2019), <i>Bescherelle - Chronologie de l'histoire de l'art: de la Renaissance à nos jours</i>, Paris : Hatier. Hopkins, David, (2000), <i>After Modern Art 1945-2000 (Oxford History of Art)</i>, NY: OUP. Patrick Weber, (2017), <i>Histoire de l'art et des styles: Architecture, peinture, sculpture, de l'Antiquité à nos jours Poche</i>, Paris : Librio. Read, Herbert (1984), <i>Meaning of Art</i>, London: Faber & Faber. Xavier Barral, I. Altet, (2013), <i>Histoire de l'art</i>, Paris : PUF <p>Additional material may be provided by the Department.</p>	

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
History of 20th Century Literature	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

History of 20th Century Literature

Learning Objectives:

- To introduce students to major literary movements that emerged in the 20th Century
- To develop an understanding of the political, historical and social contexts in which these works emerged
- Developing and understanding of the innovations and changes brought by 20th century writers.

Learning Outcomes:

- Students will be able to identify the basic characteristics of each literary movements that emerged in the 20th century
- The students will be able to relate the literary works to the historical, political and cultural contexts that shaped these movements
- The students will be able to understand the similarities and differences of each literary movement.
- Students will be equipped with analytical tools to study the literary works of this century.

Syllabus:

UNIT I	11 Hours
Fin de siècle, Dadaism and Surrealism,	
UNIT II	12 Hours
Stream of Consciousness, Existentialism, The Absurd The New Novel	
UNIT III	11 Hours

Oulipo and Postmodernism	
UNIT IV	11 Hours
Francophone Literature: From Négritude to Littérature Monde	
Suggested Readings: <ul style="list-style-type: none"> • D. Renée and B. Lecherbonnier, (1986) <i>Littérature, textes et documents</i>, , Du Moyen Age au 20e siècle, 5 volumes, collection dirigée par Henri Mitterand, Paris : Nathan. • <i>Du Moyen-âge au XXe siècle, 3 volumes</i>, (1988) <i>Itinéraires littéraires</i>, collection dirigée par G. Décole, Paris : Hatier. • Ferroudja Allouache, Nicole Blondeau, (2019), <i>Littérature progressive du français - Niveau avancé</i>, Paris : CLE International • Ferroudja Allouache, Nicole Blondeau, (2020) <i>Littérature progressive de la francophonie</i>, Paris : CLE International. • Françoise Ploquin, Laurent Hermeline, Dominique Rolland, (2000), <i>Littérature française :les textes essentiels</i>, Paris : Hachette • Jean-Louis Joubert, (1997), <i>Littérature Francophone Anthologie</i>, Paris : Cideb. • Michel Laurin, Laurin, Marie-Elaine Philippe, (2013), <i>Anthologie littéraire de 1800 à aujourd'hui 3^{ème} édition</i>, Québec : Beauchemin. • Valette, Giovaacchini et al, (1993) <i>Anthologie de la littérature française et européenne</i>, Paris : F. Nathan. Additional material may be provided by the Department. 	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: <ul style="list-style-type: none"> • Assignments/Presentations • Literature review • Book review • Project activity (group) • Research cum presentation • Term Paper writing • Group Discussion Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Comparative Literature	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Introduction to Comparative Literature
Learning Objectives: <ul style="list-style-type: none"> • Developing a basic understanding of comparative Literature • Familiarising students with basic tools of comparative literature • Familiarising students with various frames of comparison
Learning Outcomes:

<ul style="list-style-type: none"> Students will develop a basic understanding of the field of Comparative Literature Students will develop the capacity to compare literary texts based on a frame of comparison Students will be equipped with analytical tools to compare literary works. 	
Syllabus:	
UNIT I	12 Hours
Comparative literature: Definition, scope and methods	
UNIT II	11 Hours
Comparative Literature in the World	
UNIT III	11 Hours
Comparative Literature in India Weltliteratur/World Literature and Visva Sahitya	
UNIT IV	11 Hours
Postcolonial and decolonial perspectives of comparative Literature	
Suggested Readings: A. O. ALDRIDGE dir., <i>Comparative Literature, mater and method</i> , University of Illinois Press, 1969 J.-L. BACKES, <i>La Littérature européenne</i> , Belin, 1996 A. M. BOYER, <i>Éléments de littérature comparée : III. Formes et genres</i> , Hachette, 1996. P. BRUNEL, C. PICHOS & A. M. ROUSSEAU, <i>Qu'est-ce que la littérature comparée</i> , Armand Colin, 1983, nouvelle éd. 1996. P. BRUNEL, Y. CHEVREL dir., <i>Précis de littérature comparée</i> , P.U.F., 1989. Y. CHEVREL, <i>La Littérature comparée</i> , coll Que sais-je?, P.U.F., 1989. ZEPETNEK ST de, T. MUKHERJEE, eds. <i>Companion to Comparative Literature, World Literatures, and Comparative Cultural Studies</i> . Foundation Books	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: <ul style="list-style-type: none"> Assignments/Presentations Literature review Book review Project activity (group) Research cum presentation Term Paper writing 	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	