

# **MASTER OF ARTS (FRENCH STUDIES)**

## **COURSES FOR TWO-YEAR PG (FRENCH STUDIES) PROGRAMME (BASED ON NEP-2020)**

### **Semester I and II**

- 1. Structure 1 (Level 6.5): PG Curricular Structure with Only Coursework**
- 2. Structure 2 (Level 6.5): PG Curricular Structure with Coursework + Research**
- 3. Structure 3 (Level 6.5): Research**



**DEPARTMENT OF GERMANIC & ROMANCE STUDIES  
FACULTY OF ARTS  
UNIVERSITY OF DELHI  
DELHI-110007**

**W.E.F FROM JULY 2025 AS PER PGCF  
BASED ON NEP-2020**

## Courses for Two-Year PG (French Studies) Programme

### 1st Year (Semesters 1 & 2) of PG curricular structure for 2-year PG Programmes Syllabus for Semester I & II

<b>1. Structure 1 (Level 6.5): PG Curricular Structure with Only Coursework</b>	
<b>2. Structure 2 (Level 6.5): PG Curricular Structure with Coursework + Research</b>	
<b>3. Structure 3 (Level 6.5): Research</b>	
<b>Semesters I &amp; II</b>	<b>Total: 44 Credits</b>

#### Programme Eligibility

B.A (Hons.) in French

B.A (Prog.) with major/ minor in French

B.A (Hons) in any discipline with Advanced Diploma in French or B2 level as certified under the CEFR

### Semester-I

**Credit 22**

#### Discipline Specific Course (DSC): Credits 12

Course Title	Credits
DSC-1: Evolution of a Genre: Shorter Narrative Forms	4
DSC-2: Translation: Theory and Practice	4
DSC-3: Cultural History of France and French-Speaking Countries- 1	4

#### Discipline-Specific Elective (DSE) - Any 02 from pool: Credits 8

Course Title	Credits
Thematic Studies in Literature	4
Women's Writings	4
Elements of Linguistics	4
Introduction to Media Studies	4
Engaging with XIX Century Literature	4
Children's and Adolescent Literature	4

#### Skill-Based Courses (SBC) - Any 01 from the pool: Credits 2

Course Title	Credits
Media Skills	2
Academic Writing	2

### Semester-II

**Credit 22**

#### Discipline Specific Course (DSC): Credits 12

Course Title	Credits
DSC-4: Engaging with Themes	4
DSC-5: Evolution of a Genre: Novel	4

DSC-6: Cultural History of France and French-Speaking Countries- 2	4
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**Discipline-Specific Elective (DSE) - Any 02 from pool: Credits 8**

Course Title	Credits
Advanced Study of an Author	4
Engaging with Critical Issues in French and Francophone Literature	4
Understanding the Arts	4
Critical Issues in Comparative Literature	4
Europe and the Postcolonial World	4
Engaging with XX Century Literature-1	4
Life Writing	4

**Skill-Based Courses (SBC) - Any 01 from pool: Credits 2**

Course Title	Credits
Interpretation (Consecutive and Simultaneous)	2
Approaches and Methodologies of Teaching French as a Foreign Language	2
Functional Translation	2

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**Semester I****Credits 22****DSC-1: Evolution of a Genre – Shorter Narrative Forms****Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Evolution of a Genre – Shorter Narrative Forms</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>As per the admission criteria</b>	<b>B2 Level in French</b>

**Learning Objectives:**

- To study diverse shorter narrative forms such as short stories, legends, chronicles, novellas, fable, fairy tales, contes fantastiques, 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:**

At the end of the semester, students:

- will be able to identify formal and thematic characteristics of various shorter narrative forms.
- can analyse the works of leading writers of these forms and their specificities.
- will develop an understanding of the evolution of these genres across various centuries up to the contemporary period.

**Syllabus:**

<b>UNIT I</b>	<b>9 hours</b>
An Introduction to Narratological Theories Characteristics of Shorter Narrative forms of the Medieval period: legends, chronicles, fabliaux, lais etc.	
<b>UNIT II</b>	<b>12 hours</b>
Study and analysis of shorter narrative texts from the Renaissance period and the XVII Century	
<b>UNIT III</b>	<b>12 hours</b>
Study and analysis of shorter narrative forms from the XVIII and XIX Century	
<b>UNIT IV</b>	<b>12 hours</b>
Study and analysis of shorter narrative texts from the XX and XXI Century	

**Suggested Readings:**

1. Angus Martin, *Anthologie du conte en France 1750/1799*, 10/18, n°1456, Paris, 1981.
2. Allan H Pasco, *Nouvelles Françaises du Dix-neuvième siècle : Anthologie*, Rockwood Press, Charlottesville, 2006..
3. Andre Jolles, *Formes Simples*, Seuil, 1972.
4. Dominique Combe, *Les genres littéraires*, Hachette Supérieur, Paris, 1992.
5. Jean-Pierre Aubrit, *Le conte et la nouvelle*, Armand Colin, Paris, 1997

6. Philippe Andrès, *La Nouvelle, Col. Thèmes et études*, Ellipses, Paris, 1998.
  7. Paul Zumthor, *Introduction à la poésie orale*, Editions du seuil, 1983.
  8. Pierre-Georges Castex (Ed.), *Anthologie du Conte fantastique français*, Librairie José Corti, Paris, 1962.
  9. Pierre Jourda (Ed.), *Conteurs français du XVI<sup>e</sup> siècle, Col. « Bibliothèque de la Pléiade »*, Gallimard, Paris, 1965.
  10. René Godenne, *La Nouvelle Française*, PUF, Paris, 1974.
  11. René Pickard, (Ed.), *Nouvelles du XVII<sup>e</sup> siècle*, Col. « Bibliothèque de la Pléiade », Gallimard, Paris, 1997
  12. Ruth Finnegan, *Oral Poetry, Its nature, significance and social context*, Cambridge University Press, 1977.
  13. Vladimir Propp, *Morphologie du conte*, Gallimard, 1970.
  14. Tzvetan Todorov, *Introduction à la littérature fantastique*, Seuil, coll. Points, 1970.
- Additional material will 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.

## DSC-2: Translation: Theory and Practice

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Translation: Theory and Practice</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>As per the admission criteria</b>	<b>B2 Level in French</b>

#### Learning Objectives:

- To study the principles of translation, contrastive syntactical structures (French/English).
- To carry out translation of specific text types (French/English, English/French).
- To introduce theoretical approaches.

#### Learning Outcomes:

At the end of the semester, students:	
<ul style="list-style-type: none"> <li>will be familiar with the different theoretical approaches to Translation Studies.</li> <li>will be trained in the practical aspects of translation of different types of texts.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I: Translation And Its Perspectives</b>	<b>9 hours</b>
<ul style="list-style-type: none"> <li>Definition and scope of translation.</li> <li>Types of translation (e.g., literary, technical, legal, etc.).</li> <li>History and evolution of translation studies.</li> </ul>	
<b>UNIT II: Translation Theories and Theorists</b>	<b>12 hours</b>
<ul style="list-style-type: none"> <li>Key translation theories (e.g., communicative vs. semantic translation).</li> <li>Concepts like equivalence, transference, and transliteration.</li> <li>Post-structural and feminist perspectives on translation.</li> </ul>	
<b>UNIT III: Complexities of Translation Techniques and Methods</b>	<b>12 hours</b>
<ul style="list-style-type: none"> <li>Lexical Problems and Compensatory Mechanisms</li> <li>Syntactic and Stylistic Problems and Procedures</li> <li>Addressing untranslatability due to linguistic or cultural factors.</li> <li>Handling idioms, metaphors, and figurative language.</li> <li>Ethical considerations in translation</li> </ul>	
<b>UNIT IV</b>	<b>12 hours</b>
Translation Practice French to English/ Hindi	
Translation Practice English/ Hindi to French	
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>Françoise Wuilmart, "La traduction littéraire: qualité et formation", <i>Le français et les langues d'Europe</i>, Presses Universitaires de Rennes, Rennes, 2011.</li> <li>Georges Mounin, <i>Les belles infidèles</i>, Presses Universitaires du Septentrion, édition 2016.</li> <li>Awdhesh Kumar Singh, "Translation in/and Hindi Literature", <i>History of translation in India</i>, Edited by Tariq Khan, National Translation Mission, Mysuru, 2017.</li> <li>Harish Trivedi, "India, England, France: A (Post-) Colonial Translational Triangle", <i>Meta XLII</i>, 2, 1997.</li> <li>Lefevere, André. "Translation, rewriting, and the manipulation of literary fame." (2016).</li> <li>Newmark, Peter. "A textbook of translation." (2003).</li> <li>Nord, Christiane. "Text analysis in translation: Theory, methodology, and didactic application of a model for translation-oriented text analysis." (2005).</li> <li>Venuti, Lawrence. "The Translator's Invisibility. A History of Translation." (1995).</li> </ol> Additional material will be provided by the Department.	
<b>Evaluation:</b> 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"> <li>Assignments/Presentations.</li> <li>Literature review</li> <li>Book review</li> <li>Project activity (group)</li> <li>Research cum presentation</li> <li>Term Paper writing</li> <li>Group discussion</li> </ul>	
<b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b>	

## DSC-3: Cultural History of France and French-Speaking Countries-1

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Cultural History of France and French-Speaking Countries-1	04	3	1	0	As per the admission criteria	B2 Level in French

#### Learning Objectives:

- To study the major social and cultural movements and their reflection in literature and the arts.
- To learn about the major cultural movements in France and Francophone Countries from the Prehistoric period to the French Revolution.

#### Learning Outcomes:

At the end of the semester, students:

- will develop an understanding of the cultural history of France and Francophone countries.
- will have studied about the major cultural movements in France and Francophone countries.

#### Syllabus:

#### UNIT I 12 hours

Prehistoric and Ancient France under the Roman Empire (Prehistory - 476 AD)  
France During the Medieval Period (481-1492)

#### UNIT II 12 hours

France Under Renaissance, Protestant Reforms, Guerres de Religions

#### UNIT III 12 hours

France in the XVII Century, Absolutism, Colonial Expansion, and the Code Noir

#### UNIT IV 9 hours

France during the Enlightenment Period, the French Revolution, its causes and effects

#### Suggested Readings:

1. Lynn Hunt (ed.), *The New Cultural History*, Berkeley, Los Angeles et Londres, University of California Press, 1989.
2. Pascal Ory, «L’histoire culturelle de la France contemporaine. Question et questionnement», Vingtième siècle. Revue d’histoire, octobre-décembre 1987, pp. 67-82
3. Pascal, Ory, « Pour une histoire culturelle du contemporain », *Revue d’histoire moderne et contemporaine*, n° spécial, 39-1, Janvier-Mars 1992, pp. 3-147.
4. *L’Histoire culturelle*, Paris, PUF, coll. « Que sais-je ? », 2004.
5. Philippe Poirrier, *Les Enjeux de l’histoire culturelle*, Paris, Points Seuil, 2004.
6. «Regards sur l’histoire culturelle», *Cahiers du centre de recherches historiques*, EHESS, n° 31, avril 2003.
7. Jean-Pierre Rioux, et Jean-François Sirinelli (dir.), *Pour une histoire culturelle*, Paris, Le Seuil, 1997.

Additional material will 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

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## DSE 1: Thematic Studies in Literature

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Thematic Studies in Literature</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>As per the admission criteria</b>	<b>B2 Level in French</b>

#### **Learning Objectives:**

- To study of a particular theme along with the narrative and cultural and literary strategies involved. A new theme is chosen every year.
- To develop analytical skills to study a literary theme.
- To develop the capacity to distinguish between theme and motif in Literature.
- To develop an understanding of critical issues related to the chosen theme.

#### **Learning Outcomes:**

At the end of the semester, students:

- will be able to understand the theme along with the narrative, cultural and literary strategies involved.
- will be able to critically engage with various aspects involved to analyse the theme.
- will be able to analyse a variety of narrative and generic techniques to represent the same theme.

#### **Syllabus:**

##### **UNIT I**

**12 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



<b>UNIT III</b>	<b>12 hours</b>
Study of the formal devices deployed to depict the theme	
<b>UNIT IV</b>	<b>9 Hours</b>
Comparative analysis of the studied texts	
<p><b>Suggested themes:</b>  Autobiography, Travel and Migration, Diversity and Unity in Multicultural Societies, Narrative Spaces, Popular Fiction, Literature and history, Urban spaces and cityscapes, India in other Literature, Experimental Literature, Imaginary Homelands, Life Writing, Places in Literature, Literary Islands, Corporeality, or other similar themes. The theme will be announced at the beginning of the academic year.</p> <p><b>Suggested Readings:</b>  1. Bennett, Andrew, and Nicholas Royle. <i>An Introduction to Literature, Criticism and Theory</i>. Harlow: Pearson Education Limited. 2009  2. Barthes, R., Kayser, W., Booth, W., Hamon, P. <i>Poétique du récit</i>, Editions du Seuil, Paris, 1977.  3. Escarpit Robert et al., <i>Le littéraire et le social</i>, Flammarion, 1970.  4. Patillon, Michel, <i>Précis d'analyse littéraire : structures de la fiction</i>, Nathan, 1974  5. 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.  Additional material may be provided by the Department.</p>	
<p><b>Evaluation:</b> 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"> <li>• Assignments/Presentations.</li> <li>• Literature review</li> <li>• Book review</li> <li>• Project activity (group)</li> <li>• Research cum presentation</li> <li>• Term Paper writing</li> <li>• Group discussion</li> </ul> <p><b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b></p>	

## DSE 2: Women's Writing

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Women's Writing</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>As per the admission criteria</b>	<b>B2 Level in French</b>

<b>Learning Objectives:</b>	
<ul style="list-style-type: none"> <li>To locate and analyse major trends in women's writing from the French and Francophone world.</li> <li>To understand issues, themes and debates in the light of various critical perspectives formulated by the gender studies.</li> <li>To study a selection of texts by women writers of the French and Francophone world.</li> </ul>	
<b>Learning Outcomes:</b>	
At the end of the semester, students:	
<ul style="list-style-type: none"> <li>will develop an understanding of women writers and major trends.</li> <li>will become familiar with the works of major women writers.</li> <li>will be able to analyse the literary texts in the light of various perspectives of gender theory.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>9 hours</b>
Women writers from France (Medieval Period to the Renaissance)	
<b>UNIT II</b>	<b>9 hours</b>
Women writers from France (VII-XIX Centuries)	
<b>UNIT III</b>	<b>9 hours</b>
Women writers from France (20 <sup>th</sup> & 21 <sup>st</sup> centuries)	
<b>UNIT IV</b>	<b>18 hours</b>
Francophone women writers (20 <sup>th</sup> & 21 <sup>st</sup> centuries)	
Comparative analysis of textual strategies	
<b>Suggested Readings:</b>	
<ol style="list-style-type: none"> <li>1. Simone de Beauvoir, <i>Le deuxième sexe</i>, Paris : Les éditions du Champion, 2004.</li> <li>2. Lucille Frackman Becker, <i>Twentieth-Century French Women Novelists</i>. Boston: Twayne's World Authors Series, 1989.</li> <li>3. Maryse Condé, <i>La Parole des femmes: Essai sur des romancières des Antilles de langue française</i>, Paris: L'Harmattan, 1979.</li> <li>4. Shoshana Felman, <i>What Does A Woman Want? Reading and Sexual Difference</i>, Baltimore: Johns Hopkins U. P., 1993.</li> <li>5. Luce Irigaray, <i>Le Temps de la différence. Pour une révolution pacifique</i>, Le Livre de poche, 1989</li> <li>6. Madeleine Lazard, <i>Images littéraires de la femme de la Renaissance</i>, Paris: PUF, 1985</li> <li>7. Paula Gilbert Lewis, ed. <i>Traditionalism, Nationalism, and Feminism: Women Writers of Quebec</i>, Westport, Conn.: Greenwood Press, 1985.</li> <li>8. Kembe Milolo, <i>L'Image de la femme chez les romancières de l'Afrique noire francophone</i>, Fribourg, Suisse: Éditions universitaires, 1986.</li> <li>9. Toril Moi, ed., <i>French Feminist Reader</i>, Oxford/New York: Blackwell, 1987.</li> <li>10. Elaine Showalter, ed., <i>The New Feminist Criticism: Essays on Women, Literature and Theory</i>, New York: Pantheon, 1985.</li> <li>11. Mary Jean Green, ed., <i>Postcolonial Subjects: Francophone Women Writers</i>, Minneapolis: U. Minnesota Press, 1995.</li> <li>12. Evelyne Sullerot, <i>Histoire et mythologie de l'amour: Huit siècles d'écrits féminins</i>, Paris: Hachette, 1974.</li> <li>13. Evelyne Wilwerth, <i>Visages de la littérature féminine</i>, Bruxelles: Pierre Mardaga, 1987.</li> </ol>	
Additional readings would be suggested by the Department on the basis of the authors selected.	
<b>Evaluation:</b> 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.**

### DSE 3: Elements of Linguistics

#### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Elements of Linguistics	04	3	1	0	As per the admission criteria	B2 Level in French

#### Learning Objectives:

- To 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:

At the end of the semester, students:

- will be able to understand the structure and components of language and the fundamental concepts of linguistic inquiry.
- will be able to apply theory into practice in their own language acquisition process.

#### Syllabus:

##### UNIT I

**10 hours**

General Linguistics: Scope of Linguistics and its different branches

##### UNIT II

**12 hours**

Linguistics signs and its characteristics as defined by Ferdinand de Saussure, Synchrony, diachronic linguistics, the Difference between “langue and parole”

##### UNIT III

**12 hours**

Phonetics (Vowels, semi-vowels, consonants, syllables), and Phonology (elision, liaison, intonation)

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.

**Suggested Readings:**

1. Baylon et Fabre: *Initiation à la linguistique*.
2. Vaissiere J. *La Phonétique: Que sais-je?* PUF, 2007.
3. Perrot J. *La linguistique : Que sais-je ?* N 0 570, PUF 2010.
4. Guiraud P. *La sémantique : Que sais-je ?* N 0 655, PUF 1991.
5. Calvet J.L. *La sociolinguistique : Que sais-je ?* N 0 655, PUF 1999.

Additional material will 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.

## DSE 4: Introduction to Media Studies

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Media Studies	04	3	1	0	As per the admission criteria	B2 Level in French

**Learning Objectives:**

- To introduce the representational and communicative practices developed in different forms of the media
- To equip students with basic tools to analyse materials produced by each

**Learning Outcomes:**

At the end of the semester, students:

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

**Syllabus:**

<b>UNIT I</b>	<b>12 hours</b>
Origin and History of Media	
<b>UNIT II</b>	<b>12 hours</b>
Evolution of the Print Media	
<b>UNIT III</b>	<b>12 hours</b>
Evolution of Electronic Media	
<b>UNIT IV</b>	<b>9 hours</b>
Introduction to Media Studies	
<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Amossy, R.. (2010). L'argumentation dans le discours. Paris: Colin</li> <li>2. Duclaux, L. T., (2017), Savoir écrire des articles, Paris : Primento et Editions Ecrire Aujourd'hui.</li> <li>3. Badley, Linda; Palmer, R. Barton; Schneider, Steven Jay: (eds.): Traditions in World Cinema. Edinburgh: Edinburgh University Press, 2006</li> <li>4. Kolker, Robert.: <i>Media Studies: an introduction</i>. Malden, MA: Wiley-Blackwell, 2009</li> <li>5. Nelmes, Jill (ed.): <i>An Introduction to Film Studies</i>. 4th edition, London, New York: Routledge, 2007</li> <li>6. Long, Paul; Wall, Tim: <i>Media Studies: Texts, Production and Context</i>. Harlow, Essex, New York: Pearson Longman, 2009</li> <li>7. Lucie, A., Devillard, V., Granchet, A, Le Saulnier, G., (2022), <i>Le manuel de journalisme</i>, Paris : Ellipses.</li> <li>8. Payette, D. (2007), <i>Le journalisme radiophonique</i>, Montréal: Les Presses de l'université de Montréal.</li> <li>9. Robert, C., Briggs, M., (2014), <i>Manuel de journalisme web: Blogs, réseaux sociaux, multimédia, info mobile</i>, Paris : Eyrolles</li> <li>10. Stam, Robert; Miller, Toby (eds.): <i>Film and Theory: An Anthology</i>, Oxford: Blackwell Publishers, 2000</li> <li>11. Yvan, A., Brisson, P., Parent, A., Maltais, R. (2021). <i>L'écriture journalistiques sous toutes ses formes</i>, Montréal: Les Presses de l'université de Montréal.</li> </ol> <p>Additional readings would be suggested by the Department on the basis of the author chosen.</p> <p><b>Evaluation:</b> 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"> <li>• Assignments/Presentations.</li> <li>• Literature review</li> <li>• Book review</li> <li>• Project activity (group)</li> <li>• Research cum presentation</li> <li>• Term Paper writing</li> <li>• Group discussion</li> </ul> <p><b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b></p>	

## DSE 5: Engaging with XIX Century Literature

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Engaging with XIX Century Literature	04	3	1	0	As per the admission criteria	B2 Level in French

**Learning Objectives:**

- To introduce students to major literary movements that emerged in the 19<sup>th</sup> 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:**

At the end of the semester, students:

- will be able to identify the basic characteristics of each literary movements that emerged in the 19<sup>th</sup> century.
- will be able to relate the literary works to the historical, political and cultural contexts that shaped these movements.
- will be able to understand the similarities and differences of each literary movement.
- will be equipped with analytical tools to study the literary works of this century.

**Syllabus:**

<b>UNIT I</b>	<b>9 hours</b>
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Romanticism

<b>UNIT II</b>	<b>12 hours</b>
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Realism

<b>UNIT III</b>	<b>12 hours</b>
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Parnasse and Symbolism

<b>UNIT IV</b>	<b>12 hours</b>
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Naturalism, Impressionism and Expressionism

**Suggested Readings:**

1. D. Renée and B. Lecherbonnier, (1986) *Littérature, textes et documents*, , Du Moyen Age au 20e siecle, 5 volumes, collection dirigée par Henri Mitterand, Paris : Nathan.
2. *Du Moyen-âge au XXe siècle, 3 volumes*, (1988) *Itinéraires littéraires*, collection dirigée par G. Décole, Paris : Hatier.
3. Ferroudja Allouache, Nicole Blondeau, (2019), *Littérature progressive du français - Niveau avancé*, Paris : CLE International
4. Ferroudja Allouache, Nicole Blondeau, (2020) *Littérature progressive de la francophonie*, Paris : CLE International.
5. Françoise Ploquin, Laurent Hermeline, Dominique Rolland, (2000), *Littérature française :les textes essentiels*, Paris : Hachette
6. Jean-Louis Joubert, (1997), *Litterature Francophone Anthologie*, Paris : Cideb.
7. Michel Laurin, Laurin, Marie-Elaine Philippe, (2013), *Anthologie littéraire de 1800 à aujourd'hui 3<sup>ème</sup> édition*, Québec : Beauchemin.

8. Valette, Giovaacchini et al, (1993) *Anthologie de la littérature française et européenne*, Paris : F. Nathan.

Additional material will 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.

## DSE 6: Children's and Adolescent Literature

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Children's and Adolescent Literature</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>As per the admission criteria</b>	<b>B2 Level in French</b>

#### Learning Objectives:

- To define what is Children's Literature and distinguish it from Literature for Adults.
- To introduce the learner to different genres of children and adolescent literature.
- To read Children and adolescent literature texts.

#### Learning Outcomes:

At the end of the semester, students:

- will be introduced to the changing conceptions of children's literature.
- will analyse various genres meant for young children and adolescents.
- will become aware of the role of children's literature in transmitting issues of identity, etc.

#### Syllabus:

##### UNIT I

**9 hours**

Changing conceptions of children's literature: Literature for children and /or adult readers?

##### UNIT II

**12 hours**

Shorter narrative forms: fables and fairy tales

##### UNIT III

**12 hours**

Poetry and prose	
UNIT IV	12 hours
Concept of young adult literature Narrative writings/ novels and Intermedial narratives	
<b>Suggested Readings:</b> <ol style="list-style-type: none"><li>1. Jean-Paul Gourévitch, <i>Abcdaire illustré de la Littérature Jeunesse</i>, Le Puy-en-Velay, L'atelier du poisson soluble (2013).</li><li>2. Christian Chelebourg et Francis Marcoin, <i>La Littérature de jeunesse</i>, Paris, Armand Colin, "128" (2006).</li><li>3. Marc Soriano, <i>Guide de la littérature pour la jeunesse</i>, Paris, Hachette, 1974. Rééd. Delagrave (2002).</li><li>4. Myriam Tsimbidy, <i>Enseigner la littérature de jeunesse</i>, Toulouse, Presses Universitaires du Mirail (2008).</li><li>5. Nathalie Prince, <i>La Littérature de jeunesse</i>, Armand Colin, Paris, 2010.</li><li>6. Isabelle Nières-Chevrel, <i>Introduction à la littérature de jeunesse</i>, Didier jeunesse, « Passeurs d'histoires », Paris 2009.</li></ol>	
Additional readings would be suggested by the Department.	
<b>Evaluation:</b> 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"><li>• Assignments/Presentations.</li><li>• Literature review</li><li>• Book review</li><li>• Project activity (group)</li><li>• Research cum presentation</li><li>• Term Paper writing</li><li>• Group discussion</li></ul>	
<b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

### SBC 1: Media Skills

#### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Media Skills	02	01	0	01	As per the admission criteria	B2 Level in French

#### Learning Objectives:

- To provide knowledge about a brief history of journalism in the French and the French-speaking



world. <ul style="list-style-type: none"> <li>To develop critical thinking skills regarding media consumption.</li> <li>To understand the different types of media and their impact on society.</li> <li>To develop skills to analyze and evaluate media messages effectively.</li> <li>To enhance communication skills for creating compelling media content (written, audio, or visual).</li> <li>To provide practical experience in using various media tools and platforms</li> </ul>	
<b>Learning Outcomes:</b> At the end of the semester, students will: <ul style="list-style-type: none"> <li>understand and analyse different media forms.</li> <li>be familiar with print and audio-visual media of France and the French-speaking world.</li> <li>develop an understanding of various types of journalism.</li> <li>be able to compare news items on different channels to analyse differences in news presentations.</li> <li>develop skills to read, compare and analyse articles/reports/editorials/programmes/information across various types of media.</li> <li>develop skills to prepare reports/ blogs/ articles/ editorials/forum on internet etc.</li> <li>be equipped with basic editing skills.</li> <li>create various media content like social media posts, reels, podcasts, audio-visual posts, short films, ads, campaigns, social awareness posts etc.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>8 hours</b>
<ul style="list-style-type: none"> <li>Brief History of journalism in the francophone world., Famous French and Francophone newspapers (Le Monde, Libération, France; Le Messenger, Senegal; El Watan, Algeria; etc) Bilingual Regional Press. (Le Dauphiné Libéré, Le Parisien).</li> <li>Radio and T.V. news channels in France and the French-speaking world, as well as national and international multimedia journalism, TV5monde.</li> <li>Learning to identify different media elements like framing, symbolism, and language use.</li> <li>Role of advertising</li> <li>Critical analysis of news, social media, and entertainment content.</li> <li>In-depth analysis of specific media types: print, broadcast (TV, radio), film, digital media websites, social media etc.</li> </ul>	
<b>UNIT II</b>	<b>7 hours</b>
<ul style="list-style-type: none"> <li>Principles of storytelling for different media platforms.</li> <li>Writing clear and concise messages for various audiences.</li> <li>Essential media production tools. Writing for print (news articles, blog posts)</li> <li>Basic audio editing and recording skills (podcasts)</li> <li>Visual storytelling with photography and videography basics</li> </ul>	
<b>UNIT IV</b>	<b>30 hours</b>
<ul style="list-style-type: none"> <li>Media project using the skills learned throughout the course.</li> <li>Projects can be individual or group-based, depending on the course structure.</li> <li>Examples of projects: Comparing headlines and presentation of news in various newspapers/Summarizing an article/ Analyzing an editorial/Reading and analyzing texts/articles on social issues (generation gap, racial discrimination, etc.)/Writing a report on an opinion poll/Preparing a flyer/Analyzing &amp; writing blogs/Reporting crime/Preparing weather reports/Writing small reports on a given topic for wall-newspaper/Preparing a forum on the Internet; (TV/University life)/ managing interactions/Editing assignments, creating a short documentary, a public service announcement, a blog series, or a social media campaign etc.</li> </ul>	

**Suggested Readings:**

1. Amossy, R.. (2010). L'argumentation dans le discours., Paris: Colin
2. Duclaux, L. T., (2017), Savoir écrire des articles, Paris : Primento et Editions Ecrire Aujourd'hui.
3. Lucie, A., Devillard, V., Granchet, A, Le Saulnier, G., (2022), Le manuel de journalisme, Paris : Ellipses.
4. Payette, D. (2007), Le journalisme radiophonique, Montréal : Les Presses de l'université de Montréal.
5. Robert, C., Briggs, M., (2014), Manuel de journalisme web : Blogs, réseaux sociaux, multimédia, info mobile, Paris : Eyrolles
6. Yvan, A., Brisson, P., Parent, A., Maltais, R. (2021). L'écriture journalistiques sous toutes ses formes, Montréal : Les Presses de l'université de Montréal.

Additional material may be provided by the department.

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

## SBC 2: Academic Writing

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Academic Writing	02	02	01	01	As per the admission criteria	B2 Level in French

**Learning Objectives:**

- To familiarize students with various forms of academic writing such as research papers, monographs, conference presentations, academic essays, book reviews, literature reviews, dissertations, etc.
- To enable students to conduct clearly structured academic research in the field of literary, cultural, translation or didactic studies.
- To improve academic and idiomatic vocabulary and expressions.
- To equip students with tools to report, document, and present research findings, observations, analysis and arguments clearly in an academic format.

**Learning Outcomes:**

At the end of the semester, students will:

- be able to structure and write an academic writing project following the standard norms and conventions of academic writing.
- be able to produce coherent argumentative/persuasive texts in order to present and defend her/ his point of view.

**Syllabus:**

**UNIT I: Structure of Academic Writing**

**8 hours**

<ul style="list-style-type: none"><li>• Introduction that includes research questions and hypothesis</li><li>• Objective, methodology and plan of the academic paper/dissertation</li><li>• Development: How to divide the key arguments/findings in subparts/chapters</li><li>• Conclusion: How to synthesise arguments/observations/findings and conclude</li></ul>	
<b>UNIT II: Stylistic and Ethical aspects of argumentative texts</b>	<b>7 hours</b>
<ul style="list-style-type: none"><li>• Difference between claims and justifications</li><li>• How to present arguments based on evidence</li><li>• How to use connectors to produce coherent texts</li><li>• Incorporate scholarly research and counterarguments</li><li>• Ethical Issues in research</li></ul>	
<b>Practical Component</b>	<b>30 hours</b>
<ul style="list-style-type: none"><li>• Preparing bibliography using various styles of references such as APA, MLA, Chicago etc.</li><li>• Writing a sample paper with references in the form of in-text citations, footnotes.</li><li>• Managing software for editing and detecting plagiarism.</li><li>• Managing AI tools and their use.</li></ul>	
<p>Suggested Readings:</p> <ol style="list-style-type: none"><li>1. Jacques Garneau, (2016), <i>Pour réussir un texte argumentatif</i>, Montréal : Trécaré Pierre Mongeau, (2009) <i>Réaliser son mémoire ou sa thèse</i>, Québec : Presses de l’Université du Québec</li><li>2. Pierre N’Da, (2016), <i>Initiation aux méthodes de recherche, aux méthodes critiques De l’analyse des textes, et aux méthodes de rédaction en lettres, littératures et sciences humaines et sociales</i>, Paris : Connaissances et Savoirs.</li><li>3. Sylvie Garnier, Alan D. Savage, (2011), <i>Rédiger un texte académique en français</i>, Canada : Editions Ophrys</li></ol> <p><b>Additional material may be provided by the Department.</b></p>	
<p><b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b></p>	

Semester II

DSC- 4: Engaging with Themes

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Engaging with Themes	04	3	1	0	As per the admission criteria	B2 Level in French

<b>Learning Objectives:</b> <ul style="list-style-type: none"><li>• To study of a particular theme along with the narrative, cultural and literary strategies</li></ul>
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involved. A new theme is chosen every year.	
<ul style="list-style-type: none"> <li>To develop analytical skills to study a literary theme.</li> <li>To develop the capacity to distinguish between theme and motif in Literature.</li> <li>To develop an understanding of critical issues related to the chosen theme.</li> </ul>	
<b>Learning Outcomes:</b> At the end of the semester, students: <ul style="list-style-type: none"> <li>will be able to understand the particular theme along with the narrative, cultural and ideological strategies involved.</li> <li>will be able to critically engage with various aspects involved to analyse the theme.</li> <li>will be able to analyse a variety of narrative and generic techniques to represent the same theme.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>9 hours</b>
Study of the theoretical questions related to the theme	
<b>UNIT II</b>	<b>12 hours</b>
Study and analysis of literary texts that are based on the theme	
<b>UNIT III</b>	<b>12 hours</b>
Study of the formal devices deployed to depict the theme	
<b>UNIT IV</b>	<b>12 hours</b>
Comparative analysis of the studied texts	
<b>Suggested themes:</b> Autobiography, Travel and Migration, Diversity and Unity in Multicultural Societies, Narrative Spaces, Popular Fiction, Literature and history, Urban spaces and cityscapes, India in other Literature, Experimental Literature, Imaginary Homelands, Life Writing, Places in Literature, Literary Islands, Corporeality, or other similar themes. The theme will be announced at the beginning of the academic year.	
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>Bennett, Andrew, and Nicholas Royle. <i>An Introduction to Literature, Criticism and Theory</i>. Harlow: Pearson Education Limited. 2009</li> <li>Barthes, R., Kayser, W., Booth, W., Hamon, P. <i>Poétique du récit</i>, Editions du Seuil, Paris, 1977.</li> <li>Escarpit Robert et al., <i>Le littéraire et le social</i>, Flammarion, 1970.</li> <li>Patillon, Michel, <i>Précis d'analyse littéraire : structures de la fiction</i>, Nathan, 1974</li> <li>Waugh, Patricia. <i>Literary Theory and Criticism: An Oxford Guide</i>. Oxford: OUP, 2006</li> </ol> Readings would be suggested by the Department on the basis of the theme chosen.	
<b>Additional material may be provided by the Department.</b>	
<b>Evaluation:</b> 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"> <li>Assignments/Presentations.</li> <li>Literature review</li> <li>Book review</li> <li>Project activity (group)</li> <li>Research cum presentation</li> <li>Term Paper writing</li> <li>Group discussion</li> </ul>	
<b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b>	

## DSC-5: Evolution of a Genre – Novel

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Evolution of a Genre - Novel	04	3	1	0	As per the admission criteria	B2 Level in French

#### Learning Objectives:

- 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:

At the end of the semester, students:

- will develop an understanding of the specificities of the genre.
- will become familiar with the historical evolution of the genre.
- will read the major authors of French and Francophone literature.
- will be able to identify and analyse themes depicted in novels.

#### Syllabus:

<b>UNIT I</b>	<b>9 hours</b>
Theories of the Novel and various sub-genres of novel	
<b>UNIT II</b>	<b>12 hours</b>
Origins of the novel from the Renaissance to the 18 <sup>th</sup> century	
<b>UNIT III</b>	<b>12 hours</b>
Novels of the 19 <sup>th</sup> Century	
<b>UNIT IV</b>	<b>12 hours</b>
Novels of the 20 <sup>th</sup> and 21 <sup>st</sup> Centuries	

#### Suggested Readings:

1. Bernard Pingaud, *Expérience Romanesque*, Gallimard, coll. Idees, 1983.
2. Dorothy J. Hale, *Social Formalism: The Novel in Theory from Henry James to the Present*, Stanford University Press, California, 1998.
3. Georg Lukàcs, *The Historical Novel*, University of Nebraska Press, 1983.
4. Gérard Genette, *Figures III*, Seuil, Paris, 1972.
5. \_\_\_\_\_ *Nouveau discours du récit*, Seuil, Paris, 1983, J.-M Adam, *Le récit*, Col. « Que Sais-je? », PUF, Paris, 1984.
6. \_\_\_\_\_ *Le Texte narratif*, Nathan, Paris, 1985.
7. Jean Ricardou, *Problèmes du nouveau roman*, Seuil, coll. Tel Quel, 1976.
8. 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.
9. Lucien Goldmann, *Pour une sociologie du roman*, Gallimard, Paris, 1964.

10. Maurice-Jean Lefebvre, *Structure du discours de la poésie et du récit*, Éditions de la Baconnière, Neuchatel, 1971.
  11. M.M Bakhtine., *Esthétique et théorie du roman*, trad. Par Dara Olivier, Gallimard, Paris, 1978
  12. Michel Zérafra, *Roman et Société*, Presses Universitaires de France, Paris, 1971.
  13. Michel Patillon, *Précis d'analyse littéraire : structures de la fiction*, Nathan, 1974 Robert Escarpit et al., *Le littéraire et le social*, Flammarion, 1970.
  14. R Barthes, W. Kayser, W. Booth, P. Hamon., *Poétique du récit*, Editions du Seuil, Paris, 1977.
  15. Susan Sniader Lanser, *The Narrative Act: Point of View in Prose Fiction*, Princeton University Press, Princeton, New Jersey, 1981.
  16. Wallace Martin, *Recent Theories of Narrative*, Cornell University Press, Ithaca, 1986.
  17. 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.

## DSC-6: Cultural History of France and French-Speaking Countries -2

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Cultural History of France and French-Speaking Countries-2</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>As per the admission criteria</b>	<b>B2 Level in French</b>

#### Learning Objectives:

- To study the major social and cultural movements and their reflection in literature and the arts.
- To learn about the major cultural movements in France and Francophone Countries.

#### Learning Outcomes:

At the end of the semester, students:

<ul style="list-style-type: none"> <li>• will develop an understanding of the cultural history of France and Francophone Countries from the French Revolution to the contemporary period.</li> <li>• will have studied about the major cultural movements of France and Francophone Countries.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>9 hours</b>
French Revolution and the 1 <sup>st</sup> Empire Restoration and the July Revolution	
<b>UNIT II</b>	<b>12 hours</b>
The 2 <sup>nd</sup> Republic, 2 <sup>nd</sup> Empire and Industrial Revolution Formation and the Challenges of the III Republic	
<b>UNIT III</b>	<b>12 hours</b>
2nd world war and the IV Republic	
<b>UNIT IV</b>	<b>12 hours</b>
The Vth Republic and the European Union France its Colonies and Decolonisation and the emergence of Francophonie	
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>1. Jean-Pierre Rioux, et Jean-François Sirinelli (dir.), <i>Pour une histoire culturelle</i>, Paris, Le Seuil, 1997. Roger Chartier, « L’histoire culturelle aujourd’hui », <i>Genèses</i>, 15, mars 1994, pp. 115-129</li> <li>2. 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</li> <li>3. <i>L’Histoire culturelle</i>, Paris, PUF, coll. « Que sais-je ? », 2004.</li> <li>4. Lynn Hunt (ed.), <i>The New Cultural History</i>, Berkeley, Los Angeles et Londres, University of California Press, 1989.</li> <li>5. Philippe Poirrier, <i>Les Enjeux de l’histoire culturelle</i>, Paris, Points Seuil, 2004.</li> <li>6. 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</li> <li>7. 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.</li> <li>8. « Regards sur l’histoire culturelle », <i>Cahiers du centre de recherches historiques</i>, EHESS, n° 31, avril 2003.</li> </ol> Additional readings may be provided by the Department.	
<b>Evaluation:</b> 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"> <li>• Assignments/Presentations.</li> <li>• Literature review</li> <li>• Book review</li> <li>• Project activity (group)</li> <li>• Research cum presentation</li> <li>• Term Paper writing</li> <li>• Group discussion</li> </ul>	
<b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

## DSE 7: Advanced Study of an Author

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Advanced Study of an Author</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>As per the admission criteria</b>	<b>B2 Level in French</b>

#### Learning Objectives:

- To study a selection of writings of a specific author 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.
- Understanding how the writings of an author evolve by engaging with his/her works through a comparative approach.

#### Learning Outcomes:

At the end of the semester, students:

- will develop an understanding of the author's writing styles through her/his works through a comparative approach.
- will become familiar with the questions and issues raised in the works studied.
- will develop a critical overview on the works produced by the author.

#### Syllabus:

<b>UNIT I</b>	<b>12 hours</b>
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Critical questions raised by the author and the historical context

<b>UNIT II</b>	<b>12 hours</b>
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Writing styles of the author

<b>UNIT III</b>	<b>12 hours</b>
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Formal characteristics of her/his works

<b>UNIT IV</b>	<b>9 hours</b>
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Reception of the works

#### Suggested Authors:

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 amongst others prescribed by the department.

#### Suggested Readings:



1. Bakhtin M., *Problems of Dostoevsky's Poetics*, Manchester University Press, 1984
2. Barthes R., «La mort de l'auteur», *Le Bruissement de la langue*, Paris, Editions du Seuil, 1968.
3. Barthes, R., *Le degré zéro de l'écriture suivi de Nouveaux essais critiques*, Paris, Editions du Seuil, 1953, and 1972.
4. Bessiere, Jean, *Qu'est-il arrivé aux écrivains français? D'Alain Robbe-Grillet à Jonathan Littell*, Loverval (Belgique), Editions Labor/Espaces de Libertés, coll. «Liberté j'écris ton nom», 2006.
5. Compagnon, A, *Le démon de la théorie. Littérature et sens commun*, Paris, Editions du Seuil, 1998
6. Foucault, M, «Qu'est-ce qu'un auteur» (1969), *Dits et Ecrits*, Paris, Gallimard, 1994, t.1.
7. Said, E., *The World, the Text and the Critic*, Vintage, London, 1983

Additional readings would be suggested by the Department on the basis of the author 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.**

## DSE 8: Understanding the Arts

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Understanding the Arts	04	3	1	0	As per the admission criteria	B2 Level in French

#### Learning Objectives:

- 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:

At the end of the semester, students:

- will develop an overview of important European Art Movements, representative painters,

and their artworks: Spanish Baroque, Flemish School, French Impressionists, Spanish Surrealists, Italian Baroque, etc. <ul style="list-style-type: none"> <li>• will develop an understanding of structures and perspectives of everyday life as seen by painters.</li> <li>• will be equipped with tools to analyse artworks</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>9 hours</b>
Analysing an artwork: Introduction to Methods and Approaches	
<b>UNIT II</b>	<b>12 hours</b>
Elements of Art	
<b>UNIT III</b>	<b>12 hours</b>
Components of Art	
<b>UNIT IV</b>	<b>12 hours</b>
Evolution of various artistic movements in France and Francophone Countries	
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>1. Adams, Laurie Schneider, (1996), <i>The Methodologies of Art: An Introduction</i>, NY: Westview Press.</li> <li>2. Arnason, H. H. (2003), <i>History of Modern Art: Painting, Sculpture, Architecture, Photography</i>, New York: Prentice Hall.</li> <li>3. Boime, Albert (1990) <i>A Social History of Modern Art</i>, Volumes 5, Chicago: University of Chicago Press,</li> <li>4. Burckhardt, Jacob. (2004). <i>The Civilization of the Renaissance in Italy</i> (1855), New York: Penguin</li> <li>5. 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.</li> <li>6. Hopkins, David, (2000), <i>After Modern Art 1945-2000 (Oxford History of Art)</i>, NY: OUP.</li> <li>7. Patrick Weber, (2017), <i>Histoire de l'art et des styles: Architecture, peinture, sculpture, de l'Antiquité à nos jours Poche</i>, Paris : Libro.</li> <li>8. Read, Herbert (1984), <i>Meaning of Art</i>, London: Faber &amp; Faber.</li> <li>9. Xavier Barral, I. Altet, (2013), <i>Histoire de l'art</i>, Paris : PUF</li> </ol> Additional material may be provided by the Department	
<b>Evaluation:</b> 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"> <li>• Assignments/Presentations.</li> <li>• Literature review</li> <li>• Book review</li> <li>• Project activity (group)</li> <li>• Research cum presentation</li> <li>• Term Paper writing</li> <li>• Group discussion</li> </ul>	
<b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

## DSE 9: Engaging with Critical Issues in French and Francophone Literature

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Engaging with Critical Issues in French and Francophone Literature</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>As per the admission criteria</b>	<b>B2 Level in French</b>

#### Learning Objectives

- To engage with specific issues related to Hispanic literary and cultural studies (Ex. alterity, memory, emotions, utopia, popular culture, technology, hyperreality, ecology, postcoloniality and decoloniality, migration, displacement, exile, marginalisation etc.) in the study of literature
- To understand the debates around the issue selected

#### Learning Outcomes

At the end of the semester, students:

- will develop an understanding of the specific issue and its representation in French and Francophone Literature.
- will be familiar with some literary and theoretical texts around the issue.
- will become familiar with one issue and its theoretical and literary underpinnings.

#### Syllabus:

<b>UNIT I</b>	<b>12 hours</b>
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Theoretical framework in order to understand and analyse the specific issue

<b>UNIT II</b>	<b>12 hours</b>
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Study and analysis of the issue through selected texts

<b>UNIT III</b>	<b>12 hours</b>
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Developing a comparative approach to engage with the issue.

<b>UNIT IV</b>	<b>9 hours</b>
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Contemporary debates related to the selected critical perspective

#### Suggested Readings:

1. Mignolo, Walter. D.: *The Idea of Latin America*, Blackwell Publishing, 2005.
2. Williams, Raymond: *Keywords: A Vocabulary of Culture and Society*. New York: Oxford University Press, 1983
3. Bennett, Tony; Grossberg, Lawrence; Morris, Meaghan: *New Keywords: A Revised Vocabulary of Culture and Society*, Malden, MA: Blackwell Publishing, 2005
4. Bourdieu, Pierre: *The Field of Cultural Production*. New York: Columbia University Press, 1993
5. Eco, Umberto: *On Literature*. London: Vintage, 2006

Additional readings would be suggested by the Department on the basis of the issue 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.

## DSE 10: Critical Issues in Comparative Literature

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Critical Issues in Comparative Literature</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>As per the admission criteria</b>	<b>B2 Level in French</b>

#### Learning Objectives

- To learn about various approaches to comparative Literature
- To study various frames of comparison
- To understand the debates around comparative Literature

#### Learning Outcomes

At the end of the semester, students:

- will develop a basic understanding of the field of Comparative Literature
- will develop the capacity to compare literary texts based on a frame of comparison
- will be equipped with analytical tools to compare literary works.

#### Syllabus:

##### UNIT I

**9 hours**

Comparative literature: Definition, scope and methods

##### UNIT II

**12 hours**

Contemporary critical issues in Comparative Literature: Weltliteratur/World Literature, Comparative Literature and Cultural Studies (with special attention to the Indian context), Multilingualism and Comparative Literature.

##### UNIT III

**12 hours**

Intertextuality, Interdisciplinarity, Translation Zone	
<b>UNIT IV</b>	<b>12 hours</b>
Comparative Literature in the Global South with focus on India Postcolonial and decolonial perspectives of comparative Literature	
<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Apter, Emily, <i>The Translation Zone: A New Comparative Literature</i>, Princeton University Press, 2006</li> <li>2. Owen Aldridge: <i>Comparative Literature: matter and method</i>, Urbana, University of Illinois Press, 1969</li> <li>3. Bassnett, Susan: <i>Comparative Literature: A Critical Introduction</i>, Blackwell Publishing, 1993.</li> <li>4. Damrosch, David: <i>What is World Literature?</i>, Princeton University Press, 2003.</li> <li>5. Giulia De Gasperi &amp; Joseph Pivato (eds.): <i>Comparative Literature for the New Century</i>, Montreal: McGill-Queen's U.P., 2018.</li> <li>6. Dasgupta, Shubha "The German School of Comparative Literature." <i>Comparative Literature: Theory and Practice</i>. Ed. Amiya Dev and Sisir Kumar Das. Shimla: Indian Institute of Advanced Study, 1989.</li> <li>7. Das, Sisir Kumar, "Comparative Literature in India: A Historical Perspective." <i>Aspects of Comparative Literature: Current Approaches</i>. Ed. Chandra Mohan. New Delhi: India Publishers &amp; Distributors, 1989.</li> <li>8. Dev, Amiya. "Comparative Literature in India." <i>CLCWeb: Comparative Literature and Culture</i> 2.4 (2000)</li> <li>9. Guillén, Claudio, <i>The Challenges of Comparative Literature</i>, trans by Cola Franzen, Cambridge University Press, 1993.</li> <li>10. Majumdar, Swapan, <i>Comparative literature: Indian dimensions</i>, Calcutta, India: Papyrus, 1987</li> <li>11. Marina Grishakova, Lucia Boldrini, and Matthew Arnolds (eds.): "New Work in Comparative Literature in Europe" in <i>Special Issue CLCWeb: Comparative Literature and Culture</i>, 15.7 (2013).</li> <li>12. Spivak, Gayatri Chakravorty: <i>Death of a Discipline</i>, Columbia University Press, 2003.</li> <li>13. Steven Tötösy de Zepetnek and Tutun Mukherjee: <i>Companion to Comparative Literature, World Literatures, and Comparative Cultural Studies</i>, New Delhi: Cambridge University Press India, 2013.</li> </ol> <p>Additional material may be provided by the Department.</p>	
<p><b>Evaluation:</b> 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"> <li>• Assignments/Presentations.</li> <li>• Literature review</li> <li>• Book review</li> <li>• Project activity (group)</li> <li>• Research cum presentation</li> <li>• Term Paper writing</li> <li>• Group discussion</li> </ul> <p><b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b></p>	

## DSE 11: Europe and the Postcolonial World

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Europe and the Postcolonial World	04	3	1	0	As per the admission criteria	B2 Level in French

#### Learning Objectives:

- To study a selection of postcolonial writings.
- To understand the historical context of colonization.
- To study the literary and theoretical debates about postcoloniality and decoloniality.

#### Learning Outcomes:

At the end of the semester, students:

- will develop an understanding of the writings of contemporary writers from Europe and the postcolonial world to understand the historical context of colonization.
- will become familiar with the literary and theoretical debates about postcoloniality and decoloniality.

#### Syllabus:

##### UNIT I: Colonial Histories and its critic

**9 hours**

- The rise and expansion of European empires.
- The impact of colonialism on indigenous societies and cultures.

##### UNIT II: Postcolonial Theories

**12 hours**

- Introduction to postcolonial studies and key theorists (e.g., Edward Said, Gayatri Spivak, Homi Bhabha, Partha Chatterjee, Dipesh Chakravorty etc.)
- Concepts like Orientalism, hybridity, Liminality etc.

##### UNIT III: Decolonization, Independence Movements and its Aftermath

**12 hours**

- The process of decolonization in Asia, Africa, and the Americas.
- Case studies of independence movements and their leaders.
- The remnants of colonialism in modern Europe and former colonies.
- Migration, multiculturalism, and identity in postcolonial societies.
- Economic and political relationships between Europe and the Global South

##### UNIT IV: Contemporary Issues

**12 hours**

- The impact of globalization on former colonies.
- Discussions on neocolonialism and its manifestations in the modern world.
- Decolonial philosophies and Cultural Production
- The role of cultural and literary narratives in shaping decolonial identities.

#### Suggested Readings:

1. Bernard Muralis, *L'illusion de l'altérité*, Paris: Editions Honore Champion, 2007.
2. Blaut, J.M. *The Colonizer's Model of the world: Geographical Diffusions and Eurocentric History*, New York, Guilford Press, 1993.
3. Hardt, Michael and Negri, Antoni, *Empire*, Harvard University Press.
4. *History of Conquest & Oppression in the Western World*, Santa Fe, Clear Light Publishers,

2000.

5. Jean-Marc Mourra, *La Littérature Des Lointains: Histoire De L'Exotisme Européen Au XX*, Paris: Editions Honore Champion, 1998.
6. Le Bris, Michel, and Rouaud, Jean, *Pour une littérature-monde*, Paris, Gallimard, 2007
7. Marc Ferro, *Histoire des colonisations, des conquêtes aux indépendances (XIIIe-XXe siècle)*, Paris, Le Seuil, 1994.
8. Mignolo, Walter. D.: *The Idea of Latin America*, Blackwell Publishing, 2005
9. Pascale Casanova, *La République mondiale des lettres*, Le Seuil, 1999.
10. Stephen Greenblatt, *Marvellous Possessions, the World of the New World*, University of Chicago Press, 1991
11. Tony Ballantyne and Antoinette Burton, *Bodies in Contact: Rethinking Colonial Encounters in the World History*, Duke University Press, Durham, London, 2005.

Additional readings would 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.

## DSE 12: Engaging with XX Century Literature-1

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Engaging with XX Century Literature-1	04	3	1	0	As per the admission criteria	B2 Level in French

#### Learning Objectives:

- To introduce students to major literary movements that emerged in the first half of the 20<sup>th</sup> Century (1900-1950)
- To develop an understanding of the political, historical and social contexts in which these works emerged
- Developing an understanding of the innovations and changes brought by the 20th-century



writers.	
<b>Learning Outcomes:</b> At the end of the semester, students: <ul style="list-style-type: none"> <li>• will be able to identify the basic characteristics of each literary movements that emerged in the first half of the 20<sup>th</sup> century</li> <li>• will be able to relate the literary works to the historical, political and cultural contexts that shaped these movements.</li> <li>• will be able to understand the similarities and differences of each literary movement.</li> <li>• will be equipped with analytical tools to study the literary works of this century.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>9 hours</b>
Fin de siècle, Dadaism and Surrealism	
<b>UNIT II</b>	<b>12 hours</b>
<ul style="list-style-type: none"> <li>• Stream of Consciousness</li> <li>• Existentialism</li> </ul>	
<b>UNIT III</b>	<b>12 hours</b>
<ul style="list-style-type: none"> <li>• Théâtre de l'absurde</li> </ul>	
<b>UNIT IV</b>	<b>12 hours</b>
<ul style="list-style-type: none"> <li>• The New Novel</li> <li>• Négritude</li> </ul>	
<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• <i>Du Moyen-âge au XXe siècle, 3 volumes</i>, (1988) <i>Itinéraires littéraires</i>, collection dirigée par G. Décole, Paris : Hatier.</li> <li>• Ferroudja Allouache, Nicole Blondeau, (2019), <i>Littérature progressive du français - Niveau avancé</i>, Paris : CLE International</li> <li>• Ferroudja Allouache, Nicole Blondeau, (2020) <i>Littérature progressive de la francophonie</i>, Paris : CLE International.</li> <li>• Françoise Ploquin, Laurent Hermeline, Dominique Rolland, (2000), <i>Littérature française :les textes essentiels</i>, Paris : Hachette</li> <li>• Jean-Louis Joubert, (1997), <i>Litterature Francophone Anthologie</i>, Paris : Cideb.</li> <li>• Michel Laurin, Laurin, Marie-Elaine Philippe, (2013), <i>Anthologie littéraire de 1800 à aujourd'hui 3<sup>ème</sup> édition</i>, Québec : Beauchemin.</li> <li>• 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.</li> </ul> Additional readings would be suggested by the Department.	
<b>Evaluation:</b> 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"> <li>• Assignments/Presentations.</li> <li>• Literature review</li> <li>• Book review</li> <li>• Project activity (group)</li> <li>• Research cum presentation</li> <li>• Term Paper writing</li> <li>• Group discussion</li> </ul>	



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

## DSE 13: Life Writing

### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Life Writing	04	3	1	0	As per the admission criteria	B2 Level in French

#### Learning Objectives:

- To study various form of life writing – autobiographies, memoirs, testimonio, autofiction.
- To study the relation between the self and the other.

#### Learning Outcomes:

At the end of the semester, students:

- will develop an understanding of the different genres of life writing.
- will become familiar with the questions and issues raised in the works studied.

#### Syllabus:

<b>UNIT I: Introduction to Life Writing</b>	<b>12 hours</b>
<ul style="list-style-type: none"> <li>• Definition and scope of life writing.</li> <li>• Sub-genres: autobiography, autofiction, biography, memoir, diary, letters, and travel writing.</li> <li>• Evolution of life writing as a literary form.</li> </ul>	
<b>UNIT II: Techniques and Styles</b>	<b>12 hours</b>
<ul style="list-style-type: none"> <li>• Narrative structure and storytelling in different forms of life writing.</li> <li>• Characterization of self and others.</li> <li>• Use of memory, imagination, and sensory details.</li> </ul>	
<b>UNIT III: Themes and Perspectives</b>	<b>12 hours</b>
<ul style="list-style-type: none"> <li>• Subjectivity, truth, and authenticity in life writing.</li> <li>• Cultural, historical, and social contexts.</li> <li>• Representation of marginalized voices and postcolonial narratives.</li> </ul>	
<b>UNIT IV: Ethical Considerations</b>	<b>9 hours</b>
<ul style="list-style-type: none"> <li>• Balancing privacy and public interest.</li> <li>• Addressing biases and ethical dilemmas in representing real lives.</li> </ul>	

#### Suggested Readings:

1. De Botton, Alain. *The Art of Travel*, Vintage; Reprint edition (May 11, 2004) Marc Augé, Jean-Paul Colley, *L'anthropologie*, PUF, Coll. Que sais-je ? (2009).
2. Derrida, Jacques. *The Ear of the Other Autobiography, Transference, Translation* University of Nebraska (1988).

3. Lejeune, Philippe. *Je est un autre : L'autobiographie*, de la littérature aux médias, Seuil, 1980.
  4. Lejeune, Phillipe. *On Autobiography*, University of Minnesota Press, 1989.
  5. Lejeune, Philippe. *On Diary*. Biographical Research Centre. 2009
  6. Geertz, Clifford. *The Interpretation of Cultures*. New York: Basic Books (1973).
  7. Geertz, Clifford. *Local Knowledge*. New York: Basic Books (1983).
  8. Geertz, Clifford. *Works and Lives: The Anthropologist as Author*. Stanford: Stanford University Press (1989).
  9. Vincent Colonna, *Autofiction et autres mythomanies littéraires*, Tristram (2004).
  10. Whitlock, Gillian. *Postcolonial Life Narratives*. Oxford University Press, 2015.
- Additional readings would be suggested 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.**

### SBC 3: Interpretation (Consecutive and Simultaneous)

#### Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Interpretation (Consecutive and Simultaneous)	02	01	0	01	As per the admission criteria	B2 Level in French

#### Learning Objectives:

- To introduce learners to different types of interpretation like consecutive, simultaneous etc.
- To impart knowledge of various areas where interpretation is required.

#### Learning Outcomes:

At the end of the semester, students will:

- have acquired basic skills in consecutive and simultaneous interpretation.
- be introduced to the basic practical aspects of interpreting.
- be familiar with the ethical and professional aspects of interpreting, such as confidentiality and impartiality.
- develop specialised vocabulary in specific areas.

<b>Syllabus:</b>	
<b>UNIT I</b>	<b>7 hours</b>
<ul style="list-style-type: none"><li>• Introduction to interpretation vis a vis translation</li><li>• History and evolution of interpretation</li><li>• Importance and relevance of interpretation</li><li>• Types of interpretation (dialogue/escort, consecutive, and simultaneous)</li><li>• Qualities of an interpreter and the ethics of the profession</li><li>• Fields of specialisation, such as conference, legal, media, medical, travel and tourism etc.</li></ul>	
<b>UNIT II</b>	<b>8 hours</b>
<ul style="list-style-type: none"><li>• Global comprehension of a given speech</li><li>• Understanding the content of a speech</li><li>• Recognising words and phrases</li><li>• Diction and register</li><li>• Articulating and expressing speech</li><li>• Intonation</li><li>• Breathing techniques and pauses</li></ul>	
<b>Practical Component</b>	<b>30 hours</b>
Practicing consecutive interpretation <ul style="list-style-type: none"><li>• Active listening and memory exercises</li><li>• Analysing and prioritising information</li><li>• Note-taking</li><li>• Reproducing</li></ul> Practicing simultaneous interpretation <ul style="list-style-type: none"><li>• Shadowing</li><li>• Noting down numbers, names, and longer passages</li><li>• Predicting a word or phrase, rephrasing</li><li>• Reproducing</li></ul>	
<b>Suggested Readings:</b> <ol style="list-style-type: none"><li>1. Gandrillon, D. (2006), <i>Vocabulaire thématique anglais-français</i>, Paris : Elipses.</li><li>2. Gillies, A. (2013), <i>Conference interpreting: A student's practice book</i>. New York: Routledge.</li><li>3. Gillies, A. (2017), <i>Note-taking for consecutive interpreting: A short course</i>. New York: Routledge.</li><li>4. Nolan, J. (2005), <i>Interpretation: Techniques and exercises</i>. Multilingual Matters, 2005.</li><li>5. Puchała-Ladzińska, K. (2024), <i>Interpreting: an Art, a Craft or a Superpower?</i>. V&amp;R Unipress.</li><li>6. Seleskovitch, D., Lederer, (1989) M., <i>Pédagogie raisonnée de l'interprétation</i>, Bruxelles-Luxembourg : Didier Erudition, OPOCE.</li><li>7. Tipton, R., Olgierda F. (2016), <i>Dialogue interpreting: A guide to interpreting in public services and the community</i>. London: Routledge</li></ol> Additional material may be provided by the Department.	
<b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b>	

**SBC 4: Approaches and Methodologies of Teaching French as a Foreign Language**

**Credit Distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Approaches and Methodologies of Teaching French as a Foreign Language	02	01	0	01	As per the admission criteria	B2 Level in French

**Learning Objectives:**

- To familiarize students with recent developments in teaching methodologies for French as a foreign language.
- To Introduce the Common European Framework of Reference (CEFR) and its application in language teaching.

**Learning Outcomes:**

At the end of the semester, students will:

- be able to design and implement effective lesson plans.
- be able to select language teaching techniques and approaches based on learners' needs.
- be able to develop innovative classroom activities and teaching strategies integrating the Four skills.
- develop skills to address the cultural and linguistic diversity of the Indian classroom.

**Syllabus:****UNIT I: Classroom Management****10 hours**

- Learn strategies for managing a French language classroom effectively in the Indian context
- Integration of Intercultural and Co-cultural Competences
- How to integrate the four skills, namely Listening Comprehension, Reading Comprehension, Oral production and Written Production in the foreign language classroom.

**UNIT II: Assessment and use of ICT****5 hours**

- Understanding different ways to assess students' language proficiency, including formative and summative assessments.
- Introduction to Descriptors proposed by CECR
- Explore the use of technology in French language teaching, such as online resources, software, and multimedia, AI
- Introduction to Flipped Classrooms

**Practical****30 hours**

- Classroom Observation
- Develop lesson plans using the Task-Based approach incorporating different teaching tasks, activities and Project Works
- Teaching a class focusing on integrating the four skills

**Suggested Readings:**

1. Pierre Martinez, *La didactique des langues*, Presses Universitaires de France (2014).
2. Dominique Maingueneau, *Initiation aux methodes de l'analyse du discours. Problemes et perspectives*, Hachette (1979).
3. Moirand S.: *Enseigner à communiquer en langue étrangère*, Ed; Hachette, Paris, 1982.

4. 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.
<b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b>

SBC 3: Functional Translation

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Functional Translation	02	01	0	01	As per the admission criteria	B2 Level in French

<b>Learning Objectives</b> <ul style="list-style-type: none"><li>To familiarize students with translation techniques.</li><li>To enable students with translation tools (including machine translation)</li></ul>	
<b>Learning Outcomes</b> <p>At the end of the semester, students will:</p> <ul style="list-style-type: none"><li>be able to prepare word glossaries of different fields.</li><li>be able to recognise the limits and uses of machine translation.</li><li>have read prepared translation of short texts</li></ul>	
<b>Syllabus:</b>	
<b>UNIT I: Techniques of Translation</b>	<b>8 hours</b>
<ul style="list-style-type: none"><li>Introducing the students to the techniques of translation.</li><li>Making of word glossaries in different fields.</li></ul>	
<b>UNIT II: Machine Translation and its limits</b>	<b>7 hours</b>
<ul style="list-style-type: none"><li>Machine translation and its limitations.</li><li>Ethics and accountability in translation.</li></ul>	
<b>Practical Component</b>	<b>30 hours</b>
<ul style="list-style-type: none"><li>Preparing glossaries</li><li>Translating short texts from different fields</li><li>Using machine translation and understanding its limitations.</li></ul>	
<b>Suggested Readings:</b> <ol style="list-style-type: none"><li>Ballard, Michel. (2005). <i>La traduction de l'anglais au français</i>, Colin Armand</li><li>Bassnett, S. (2002). <i>Translation Studies</i>. New York: Routledge.</li><li>Gile, Daniel. (2009). <i>Basic Concepts and Models for Interpreter and Translator Training</i>. Amsterdam: John Benjamins Publishing.</li><li>Baker, Mona. (2011). <i>In Other Words. A Course Book in Translation</i>. New York: Routledge.</li><li>Jones, Michele H. (2014). <i>The Beginning Translator's Workbook</i>. New York. Toronto: University Press of America.</li><li>Vinay, J.-P., &amp; Darbelnet, J. (2004). <i>Stylistique comparée du français et de l'anglais</i>. Didier. Didier Scolaire</li></ol>	

7. Additional material may be provided by the Department.
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<b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b>
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