

UNIVERSITY OF DELHI

MASTER OF ARTS (M.A. in French Studies)

(Effective from Academic Year 2019-20)

PROPOSED SYLLABUS



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I. About the Department

The Department of Germanic and Romance Studies has its origins in the Department of Modern European Languages which was established in 1948. The Department came into existence in 1988 when the original department was divided into two separate departments. Since the introduction of M.A. programmes in 1988 in French, German and Hispanic Studies, the focus in teaching and research is on cultural studies with an emphasis on an interdisciplinary perspective and a broader European dimension. This focus has been enhanced through the restructuring of the M.A. programmes and the introduction of an MA in Italian Studies in 1995, the restructuring of the M.Phil programmes in 1998 and the introduction of B.A. (Hons) programmes (in French, German, Italian and Spanish) in 2002.

The focus on cultural studies with an interdisciplinary perspective is reflected for example in a theme course for M.A. and M.Phil students focusing each year on a different theme. Themes chosen so far include *India and Europe, Myth and Mythology, Literature and Exile, Romanticism and Modernity, Fin-de-Siècle, Literature and Anthropology, Culture and Globalisation, Literature and Industry, Literature and War, Autobiography, Literature and Travel, Diversity and Unity in Multicultural Societies, Empire and Rebellion, Popular Fiction, The Literary and Historical Imagination, The Tragic and the Comic, Representations of the City, Crime and Literature, Borders, Experiments in Contemporary Literature, Imaginary Homelands*. The course includes a joint student seminar and an interdisciplinary international conference (held every year since 1996).

MA French Studies
German Studies
Hispanic Studies
Italian Studies

All four M.A. Programmes have been designed with a common structure and an interdisciplinary approach. The structure and approach are based on the following understanding:

- that since all the programmes involve the study of culture in general and literature in particular, they have certain common theoretical and methodological concern;
- that all the cultures and literatures to be studied have a certain, though not exclusive, focus on Europe and hence acquired their profiles through historical developments both in and sparked off from Europe;
- that an interdisciplinary approach is important to establish the links which exist between the study of literature and other fields in the humanities and social sciences such as history, linguistics and philosophy;
- that such an approach would stimulate thinking rather than a mere accumulation of knowledge in a particular field;

- that it would encourage the interaction between the study of foreign languages, literatures, cultures and the world in which this study is taking place;
- that it would lay the foundations for undertaking independent research work.

II. Introduction to CBCS (Choice Based Credit System)

Choice Based Credit System:

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations enables the student to move across institutions of higher learning. The uniformity in evaluation system also enable the potential employers in assessing the performance of the candidates.

Definitions:

- (i) 'Academic Programme' means an entire course of study comprising its programme structure, course details, evaluation schemes etc. designed to be taught and evaluated in a teaching Department/Centre or jointly under more than one such Department/ Centre
- (ii) 'Course' means a segment of a subject that is part of an Academic Programme
- (iii) 'Programme Structure' means a list of courses (Core, Elective, Open Elective) that makes up an Academic Programme, specifying the syllabus, Credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme etc. prepared in conformity to University Rules, eligibility criteria for admission
- (iv) 'Core Course' means a course that a student admitted to a particular programme must successfully complete to receive the degree and which cannot be substituted by any other course
- (v) 'Elective Course' means an optional course to be selected by a student out of such courses offered in the same or any other Department/Centre.
- (vi) 'Open Elective' means an elective course which is available for students of all programmes, including students of the same department. Students of other Departments may opt for these courses subject to fulfilling of eligibility of criteria as laid down by the Department offering the course.
- (vii) 'Credit' means the value assigned to a course which indicates the level of instruction; One-hour lecture per week equals 1 Credit, 2 hours practical class per week equals 1 credit. Credit for a practical could be proposed as part of a course or as a separate practical course
- (viii) 'CGPA' is the cumulative grade points calculated for all courses completed by the students at any point of time.

III. MA French Studies Programme Details:

Programme Objectives (POs):

The MA French Studies Programme is a two year programme that is interdisciplinary in nature and involves the study of culture in general and of the literature of France and Francophone countries. The programme brings together courses from a range of disciplines like history, literary and cultural studies, translation studies and didactics. It prepares students for academic careers in French as well as for a wide range of other careers in the field of translation, tourism, among other things. The compulsory dissertation at the end of the programme trains students in academic writing and lays the foundation for independent research work making them eligible for pursuing research programmes.

Programme Structure:

The MA French Studies programme is a two-year course divided into four-semester. A student is required to complete 79 credits for the completion of course and the award of degree.

		Semester	Semester
Part – I	First Year	Semester I	Semester II
Part – II	Second Year	Semester III	Semester IV

Course Credit Scheme

Semester	Core Courses			Elective Course			Open Elective Course			Total Credits
	No. of papers	Credits (L+T)*	Total Credits	No. of papers	Credits (L+T)*	Total Credits	No. of papers	Credits (L+T)*	Total Credits	
I	4	5	4x5=20	-	-	-	-	-	-	20
II	2	5	2x5=10	1	5	1x5=5	1	4	1x4=4	19
III	3	5	3x5=15	1	5	1x5=5	-	-	-	20
IV	2	5	1x5=5 1x8=8	1	5	1x5=5	1	4	1x4=4	22
Total Credits for the Course			58			15			8	81

* Lectures + Tutorials

1. For each Core and Elective Course there will be 4 lecture hours of teaching per week plus 1 tutorial period.
2. Open Electives to the maximum total of 8 credits.

MA French Studies Semester-wise Details

Semester I			
Number of Core Courses	Credits in each Core Course		
	Theory	Tutorial	Credits
Study of a Genre/Shorter Narrative Forms	4	1	5
Themes and Strategies in Literature [1]	4	1	5
Cultural History [1]	4	1	5
Translation: Theory and Practice [1]	4	1	5
Core Courses '4'			
Total credits in Core Courses			20
Number of Elective Courses	Credits in each Elective course		
	Theory	Tutorial	Credits
--	--	--	
Elective Courses			
Total credits in Elective Courses			
Number of Open Electives	Credits in each Open Elective		
	Theory		Credits
Open Elective 1	--		
Total credits in Open Elective			
Total credits in Semester I			20

Semester II			
Number of Core Courses	Credits in each Core Course		
	Theory	Tutorial	Credits
Study of a Genre/Novel	4	1	5
Cultural History [2]	4	1	5
Core courses '2'			
Total credits in Core Courses			10
Number of Elective Courses	Credits in each Elective course		
	Theory	Tutorial	Credits
Elective Course	4	1	5
Elective Courses '1'			
Total credits in Elective Courses			5
Number of Open Electives	Credits in each Open Elective		
	Theory		Credits
Open Elective (Interdisciplinary Course)	4		4
Total credits in Open Electives			4
Total credits in Semester II			19

Semester III			
Number of Core Courses	Credits in each Core Course		
	Theory	Tutorial	Credits
Study of a Genre/Theatre	4	1	5
Translation: Theory and Practice [2]	4	1	5
Perspectives in Theory & Criticism	4	1	5
Core courses '3'			
Total credits in Core Courses			15
Number of Elective Courses	Credits in each Elective Course		
	Theory	Tutorial	Credits
Elective Course	4	1	5
Elective Courses '1'			
Total credits in Elective Courses			5
Number of Open Electives	Credits in each Open Elective		
	Theory		Credits
--			
Total credits in Open Electives			
Total credits in Semester III			20

Semester IV			
Number of Core Courses	Credits in each Core Course		
	Theory	Tutorial	Credits
Study of a Genre/Poetry	4	1	5
Dissertation	-	-	8
Core courses '2'			
Total credits in core courses			13
Number of Elective Courses	Credits in each Elective Course		
	Theory	Tutorial	Credits
1 Elective course	4	1	5
Elective courses '1'			
Total credits in Elective Courses			5
Number of Open Electives	Credits in each Open Elective		
	Theory		Credits
1 Open Elective (Interdisciplinary Course)	4		4
Total credits in Open Electives			
Total credits in Semester IV			22

Overview of Core and Elective Courses

Core Courses		Page
Semester I		
101	Study of a Genre/Shorter Narrative Forms	11
102	Themes and Strategies in French and Francophone Literature [1]	11
103	Cultural History [1]	12
104	Translation: Theory and Practice [1]	13
Semester II		
201	Study of a Genre/Novel	13
203	Cultural History [2]	14
Semester III		
301	Study of a Genre/Theatre	15
303	Translation: Theory and Practice [2]	16
304	Perspectives in Theory & Criticism	17
Semester IV		
401	Study of a Genre/Poetry	17
404	Dissertation	18

Elective Courses		Page
202 302 402	Themes and Strategies in French and Francophone Literature	19
202 302 402	Language of the Media	19
202 302 402	Women's writing	20
202 302 402	Study of an Author	20
202 302 402	Introduction to Foreign Language Teaching	21
202 302 402	Europe and the Colonial Encounter	21
202 302 402	Language of the Arts	22
202 302 402	Critical Issues in French Studies	22
202 302 402	From Manuscripts to Print Editions	23
202 302 402	Introduction to Linguistics	23
202 302 402	Understanding Contemporary Europe	24

Open Electives (<i>Interdisciplinary courses offered by the Department for students of other subjects</i>)		Page
GRS 204 403	European Literature and Society	25
GRS 204 403	Readings in Colonial/Postcolonial Encounters	26

Selection of Elective Courses:

The list of Elective Courses would be announced at the beginning of each semester. Students are to make choices in Semesters II, III and IV.

Teaching

The faculty of the Department is primarily responsible for organizing lecture work for the MA in French Studies Programme. The instructions related to tutorials will be provided by the Department. There shall be 90 instructional days excluding examination in a semester.

All students are expected to write a Dissertation in Semester IV. Students are expected to decide their area of research in Semester III after which the Supervisor will be assigned to them. The role of the Supervisor will be to guide the student through Semester IV in formulating the research question/ hypothesis and in completing the Dissertation in accordance with the guidelines issued by the Department. All students are to make a presentation in a students' seminar before the submission of the Dissertation.

Eligibility for Admissions

Minimum Qualifications for admission to MA in French Studies

Bachelor's Degree in French / Bachelor's Degree in any subject with Advanced Diploma in French or at least B2 level according to the Common European Framework.

Admissions are done in two modes – Merit and Entrance. 50% of the seats are to be filled through Merit and 50% through Entrance Test Mode. Merit mode is for students who have completed their BA Honours in French from Delhi University. Vacant seats, if any, will be transferred to the Entrance Mode of Admission. 50% of the seats will be filled up on the basis of Entrance Exam and Interview.

Students appearing for the Entrance Exam will be tested on language skills and basic knowledge of the literature, history and culture of France and Francophone countries. Model question papers are available on the website.

Assessment of Students' Performance and Scheme of Examinations

French shall be the medium of instruction and examination in all core and elective papers except Paper 303 (Core Course) which will be taught in English to all the students of the Department. The medium of instruction and examination of the Open Electives will be English.

- Assessment of students' performance shall consist of:

Examinations shall be conducted at the end of each Semester as per the Academic Calendar notified by the University of Delhi

The system of evaluation shall be as follows:

- 70% weightage will be given to a written examination at the end of each semester. The duration of the written examination for each paper shall be of 3 hours.
- Examinations for courses shall be conducted only in the respective odd and even Semesters as per the Scheme of Examinations. Regular as well as Ex-Students shall be permitted to appear/re-appear/improve in courses of Odd Semesters only at the end of Odd Semesters and

courses of Even Semesters only at the end of Even Semesters.

Pass Percentage & Promotion Criteria

Minimum marks for passing the examination in each semester shall be 40% in each paper and 45% in aggregate of a semester. However, a candidate who has secured the minimum marks to pass in each paper but has not secured the minimum marks to pass in aggregate may reappear in any of the paper/s of his choice in the concerned semester in order to be able to secure the minimum marks prescribed to pass the semester in aggregate.

Semester to Semester Progression

Admission to Part-II (i.e. Semester III) of the Programme shall be open to only those students who have successfully passed at least 50% papers out of papers offered for the Part-I courses comprising of Semester I and Semester II taken together. However, he/she will have to clear the remaining papers while studying in Part-II of the Programme.

No student would be allowed to avail of more than 3 chances to pass any paper inclusive of the first attempt.

Degree will be granted only on successful completion of all papers.

Conversion of Marks into Grades As per University Examination rules	CGPA Calculation As per University Examination rules
Grade Points Grade point table as per University Examination rules	Division of Degree into Classes As per University Examination rules

Attendance Requirement:

Students are expected to attend classes, tutorials, seminars and other special lectures organised from time to time.

Span Period

No student shall be admitted as a candidate for the examination for any of the Parts/Semesters after the lapse of **four** years from the date of admission to the Part-I/Semester-I of the MA in French Studies Programme.

Guidelines for the Award of Internal Assessment Marks (Semester Wise)

Internal Assessment in each course will carry a weightage of 30% which will be based on continuous evaluation (through classroom participation, assignments, seminars, term papers, tests, etc.).

- Term papers/ class tests/ assignments adding up to a total of 30% weightage will be apportioned to Internal Assessment. Assessment will be based on the Learning Outcomes of the course.
- The Dissertation in Semester IV will be evaluated internally by the Supervisor and an External Examiner from the Department. 30% weightage will be assigned to the pre-submission presentation and 70% weightage to the final submission.

IV Course Details: MA French Studies

Core Courses		
Semester I	101 Study of a Genre (Shorter Narrative Forms)	5 credits
<p>Course Objectives: Study of various shorter narrative forms such as nouvelle, fable, fabliaux, conte, conte fantastique, etc. and the historical developments of these genres.</p>		
<p>Course Learning Outcomes</p> <ol style="list-style-type: none"> 1. Provides knowledge about the various shorter narrative forms. 2. Develops knowledge about the leading writers of these forms and their specificity. 3. Gives an overview of the evolution of these genres across various centuries upto the contemporary period 		
<p>Suggested authors: Marie de France, Rutebeuf, Marguerite de Navarre, Jean de La Fontaine, Charles Perrault, Voltaire, Courtebarbe, Mme de La Fayette, Mme d'Aulnoy, Marmontel, Cazotte, Guy de Maupassant, Gustave Flaubert, Charles Nodier, Alphonse Daudet, Théophile Gautier, E.T.A. Hoffmann, Emile Zola, Marcel Aymé, Marguerite Yourcenar, Georges-Olivier Châteaureynaud, Daniel Boulanger, Raomain Gary, Anna Gavalda, Monique Proulx, Scholastique Mukasonga, Fatou Diome J.M.G. Le Clezio, etc.</p>		
<p>Suggested Readings:</p> <ol style="list-style-type: none"> 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 poesie 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 XVIe siècle, Col. « Bibliothèque de la Pléiade », Gallimard, Paris, 1965. 10. René Godenne, La Nouvelle Française, PUF, Paris, 1974. 11. ____ Études sur la nouvelle de langue française, Éditeur Honoré Champion, Paris, 1993 12. René Pickard, (Ed.), Nouvelles du XVIIe siècle, Col. « Bibliothèque de la Pléiade », Gallimard, Paris, 1997 13. Ruth Finnegan, Oral Poetry, Its nature', significance and social context, Cambridge University Press, 1977. 14. Vladimir Propp, Morphologie du conte, Gallimard, 1970. 15. Tzvetan Todorov, Introduction à la littérature fantastique, Seuil, coll. Points, 1970. 		
Teaching and Learning Activity	Assessment Tasks	
Lectures, tutorials, seminars, class presentations	Internal Assessment (30): written assignments / class presentations / written tests End semester written exam (70) Total marks: 100	
Semester I	102 Themes & Strategies in French Literature [1]	5 credits
<p>Course Objectives: Study of particular themes along with the narrative, cultural, ideological strategies involved. A new theme is chosen every year.</p>		

Course Learning Outcomes	
<ol style="list-style-type: none"> Orients students towards the study of particular themes along with the narrative, cultural & ideological strategies involved. Develop an understanding of the critical issues involved to analyse the theme Enable students to analyse a variety of narrative and generic techniques to represent the theme. 	
Suggested Readings:	
Readings would be suggested on the basis of the theme chosen.	
Teaching and Learning Activity	Assessment Tasks
Lectures, tutorials, seminars, class presentations	Internal Assessment (30): written assignments / class presentations / written tests End semester written exam (70) Total marks: 100

Semester I	103 Cultural History [1]	5 credits
Course Objectives:		
Study of the major social and cultural movements and their reflection in literature and the arts.		
Course Learning Outcomes		
<ol style="list-style-type: none"> The student will develop an understanding of French cultural history. The student will acquire knowledge about the major literary and cultural movements. 		
Suggested Readings:		
<ol style="list-style-type: none"> Antoine de Baecque, Françoise Melonio, Lumières et liberté. Les dix-huitième et dix-neuvième siècles, PTS Histoire, Paris, 2005. Alain Croix, Jean Queniart, De la Renaissance à l'aube des Lumières, PTS Histoire, Paris, 2005 Albert Soboul, La Révolution Française, 2 volumes, Edition sociales, 1981 Bernard Droz and Evelyne Lever, Histoire de la guerre d'Algérie (1954-1962), Seuil, coll. Points, 1983. Georges Duby and Armand Wallon (ed), Histoire de la France rurale, Seuil, 1985. Georges Duby and Armand Wallon (ed), Histoire de la France urbaine, Seuil, 1985. Jacques Sole, La révolution en questions, Seuil, coll. Ponts, 1988. Jean-Pierre Rioux, Marcel Rioux, Jean-François Sirinelli, Histoire culturelle de la France Lumières et liberté. Les XVIIIe et XIXe siècles, PTS Histoire, Paris, 2005. Jean-Pierre Rioux, Marcel Rioux, Jean-François Sirinelli, Le Temps des masses. Le XXe siècle, PTS Histoire, Paris, 2005. Georges Duby, L'Europe au Moyen Age, Arts et métiers graphiques, 1979. Jacques Le Goff, La Civilisation de L'Europe classique médiéval, Arthaud, 1984. Jean Delumeau, La Civilisation de la Renaissance, Arthaud, 1994. J. Tulard et al. Histoire et Dictionnaire de la Révolution française, Robert Laffont, 1987 Pascale Goetschel, Emmanuelle Loyer, Histoire culturelle de la France de la Belle Epoque à nos jours, Armand Colin, Paris 2005. Pierre Chaunu, La Civilisation de L'Europe classique, "Arthaud", 1994. Pierre Chaunu, La Civilisation de L'Europe des Lumières, Arthaud, 1993. Michel Sot, Jean-Patrice Boudet, Anita Guerreau-Jalabert, Le Moyen Âge, PTS Histoire, Paris, 2005. 		
Teaching and Learning Activity	Assessment Tasks	
Lectures, tutorials, seminars, class presentations	Internal Assessment (30): written assignments / class presentations / written tests End semester written exam (70) Total marks: 100	

Semester I	104 Translation: Theory and Practice [1]	5 credits
Course Objectives: Study of the principles of translation, contrastive syntactical structures (French/English), translation of specific text types (French/English, English/French) and some theoretical approaches.		
Course Learning Outcomes		
<ol style="list-style-type: none"> 1. The student will be familiar with the different theoretical approaches to Translation Studies 2. The student will be trained in the practical aspects of translation of different types of texts. 		
Suggested Readings:		
<ol style="list-style-type: none"> 1. Andre Lefevere: Translation: Rewriting and the Manipulation of literary Frame. Routledge: London, 1981. 2. Daniel Gile , Basic Concepts and Models for Interpreter and Translator Training, John Benjamins Publishing, 2009. 3. G. Kelly L., The True Interpreter. A History of Translation Theory and Practice in the West, Oxford: Blackwell, 1979. 4. G. Mounin, Les problèmes théoriques de la traduction, coll. « Bibliothèque des idées », Paris : Gallimard, 1963 ; rééd. coll. « Tel » 1976. 5. —, Les Belles infidèles. Essai sur la traduction, Paris : Cahiers du Sud, 1955 ; rééd. Presses Universitaires de Lille, 1994. 6. H. Meschonnic., Poétique du traduire, Verdier, 1999 ; Poche 2012. 7. Jeremy Munday, Introducing Translation Studies, Theories and Applications, Routledge, New York, 2012 8. Jacqueline Guilleni-Flescher: Syntaxe compare du francais et de l'anglais, Editions Ophrys, 1981. 9. John Bignenet/Rainer Schulte (eds.): The Craft of Translation. The University of Chicago Press: Chicago & London, 1989. 10. J. Ortega Y Gasset, Misère et splendeur de la traduction, éd. Bilingue, trad. Fr. GEAL, coll.« Traductologiques », Paris : Les Belles Lettres, 2014. 11. J.P. Vinay/J. Darbelnet: Stylistique compare du francais et de l'anglais, Didier, 1958. 12. J.-R. Ladmiral, Traduire. Théorèmes pour la traduction, Paris : Gallimard, 1994. 13. —, Sourcier ou cibliste, coll. « Traductologiques », Paris : Les Belles Lettres, 2014. 14. M.Oustinoff, La traduction, coll. « Que sais-je ? », Paris : PUF, 2012. 15. Kirsten Malmaker, Kevin Windle, The Oxford Handbook of Translation Studies, OUP, Oxford, 2011 16. M Launay, Qu'est-ce que traduire ?, coll. « Chemins philosophiques », Paris :Vrin, 2006. 17. Mona Baker, In Other Words. A Course Book in Translation, Routledge, New York, 2011. 18. Peter Newmartz: A Textbook of Translation, New York/London/Toronto, 1988Susan Bassnett-Meguire, Translation Studies, Methuen and Co. 2002. 19. S. Leys, L'Ange et le cachalot, Points Essais, Paris : Seuil, 1998 ; spéc. p. 135-206 : « Traduction (théorie et pratique) ». 		
Teaching and Learning Activity	Assessment Tasks	
Lectures, tutorials, seminars, class presentations	Internal Assessment (30): written assignments / class presentations / written tests End semester written exam (70) Total marks: 100	

Semester II	201 Study of a Genre (Novel)	5 credits
Course Objectives: Study of the novel and its development through a selection of representative authors from the 19 th century till the present day.		
Course Learning Outcomes		

1. The student will develop an understanding of the specificities of the genre.
2. The student will become familiar with the historical evolution of the genre.
3. The student will read the major authors of French literature.

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, Mongo Beti, Tahar Ben Jelloun, Assia Djebar, Alain Mabanckou, Azouz Bégag, Maryse Condé, Ananda Dévi, Gabrielle Roy, etc.

Suggested Readings:

1. Bernard Pingaud, *Expérience Romanesque*, Gallimard, coll. Idées, 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, Londres, 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.

Teaching and Learning Activity

Lectures, tutorials, seminars, class presentations

Assessment Tasks

Internal Assessment (30): written assignments / class presentations / written tests | End semester written exam (70) Total marks: 100

Semester II	203 Cultural History [2]	5 credits
Course Objectives:		
Study of the major social and cultural movements and their reflection in literature and the arts (in continuation of Course 103)		
Course Learning Outcomes		
<ol style="list-style-type: none"> 1. The student will develop an understanding of French and Francophone cultural history. 2. The student will acquire knowledge about the major literary and cultural movements. 		
Suggested Readings:		
<ol style="list-style-type: none"> 1. 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. 		

<ol style="list-style-type: none"> 2. Id., <i>Au bord de la falaise : l'histoire entre certitudes et inquiétude</i>, Paris, Albin Michel, 1998 Lynn Hunt (ed.), <i>The New Cultural History</i>, Berkeley, Los Angeles et Londres, University of California Press, 1989. 3. 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 4. ORY, Pascal, « Pour une histoire culturelle du contemporain », <i>Revue d'histoire moderne et contemporaine</i>, n° spécial, 39-1, janvier-mars 1992, pp. 3-147. 5. <i>L'Histoire culturelle</i>, Paris, PUF, coll. « Que sais-je ? », 2004. 6. Philippe Poirrier, <i>Les Enjeux de l'histoire culturelle</i>, Paris, Points Seuil, 2004. 7. «Regards sur l'histoire culturelle», <i>Cahiers du centre de recherches historiques, EHES</i>, n° 31, avril 2003. 8. Jean-Pierre Rioux, et Jean-François Sirinelli (dir.), <i>Pour une histoire culturelle</i>, Paris, Le Seuil, 1997. 	
Teaching and Learning Activity	Assessment Tasks
Lectures, tutorials, seminars, class presentations	Internal Assessment (30): written assignments / class presentations / written tests End semester written exam (70) Total marks: 100

Semester III	301 Study of a Genre (Theatre)	5 credits
Course Objectives:		
Study of theatre as a genre and its development through a selection of representative authors from the Enlightenment till the present day.		
Course Learning Outcomes		
<ol style="list-style-type: none"> 1. The student will develop an understanding of the specificities of the genre. 2. The student will become familiar with the historical evolution of the genre. 3. The student will read the major authors of French literature. 		
Suggested Authors: Racine, Corneille, Molière, Marivaux, Beaumarchais, Musset, Hugo, Claudel, Cocteau, Genet, Giraudoux, Beckett, Ionesco, Sartre, Jarry, Artaud, Pagnol etc.		
Suggested Readings:		
<ol style="list-style-type: none"> 1. Michel Corvin, <i>Dictionnaire encyclopédique du théâtre</i>, première édition en 1991 chez Bordas, dernière réédition Larousse 2008. 2. Michel Vinaver, <i>Écritures dramatiques</i>, essai d'analyse de textes de théâtre, Actes Sud collection Babel, 1993. 3. Monique Borie, Martine de Rougemont, Jacques Scherer, <i>Esthétique théâtrale textes de Platon à Brecht</i>, SEDES, 1982. 4. Romain Fohr, <i>Du décor à la scénographie</i>, anthologie commentée de textes sur l'espace scénique, Éditions l'Entretemps, 2014. 5. Patrick Pavis, <i>Dictionnaire du théâtre</i>, première édition en 1987 chez Messidor/Éditions sociales, dernière réédition Armand Colin 2002. 6. Patrice Pavis, <i>L'Analyse des spectacles</i>, Armand Colin, dernière édition 2016 7. Etienne Souriau, (sous la direction de), <i>Vocabulaire d'esthétique</i>, PUF, 1990 8. <i>Scénographes en France 1975 - 2015</i>, Actes Sud, 2013. 		
Teaching and Learning Activity	Assessment Tasks	
Lectures, tutorials, seminars, class presentations	Internal Assessment (30): written assignments / class presentations / written tests End semester written exam (70) Total marks: 100	

Semester III	303 Translation: Theory and Practice [2]	5 credits
Course Objectives: Study of the principles of translation, contrastive syntactical structures (French/English), translation of specific text types (French/English, English/French) and theoretical approaches in continuation with Course 104.		
Course Learning Outcomes 1. The student will be familiar with the different theoretical approaches to Translation Studies 2. The student will be trained in the practical aspects of translation of different types of texts.		
Suggested authors:		
Suggested Readings:		
<ol style="list-style-type: none"> 1. Andre Lefevere: Translation: Rewriting and the Manipulation of literary Frame. Routledge: London, 1981. 2. Daniel Gile , <i>Basic Concepts and Models for Interpreter and Translator Training</i>, John Benjamins Publishing, 2009. 3. G. Kelly L., <i>The True Interpreter. A History of Translation Theory and Practice in the West</i>, Oxford: Blackwell, 1979. 4. G. Mounin, <i>Les problèmes théoriques de la traduction</i>, coll. « Bibliothèque des idées », Paris : Gallimard, 1963 ; rééd. coll. « Tel » 1976. 5. —, <i>Les Belles infidèles. Essai sur la traduction</i>, Paris : Cahiers du Sud, 1955 ; rééd. Presses Universitaires de Lille, 1994. 6. H. Meschonnic., <i>Poétique du traduire</i>, Verdier, 1999 ; Poche 2012. 7. Jeremy Munday, <i>Introducing Translation Studies, Theories and Applications</i>, Routledge, New York, 2012 8. Jacqueline Guilleni-Flescher: <i>Syntaxe compare du francais et de l'anglais</i>, Editions Ophrys, 1981. 9. John Bignenet/Rainer Schulte (eds.): <i>The Craft of Translation</i>. The University of Chicago Press: Chicago & London, 1989. 10. J. Ortega Y Gasset, <i>Misère et splendeur de la traduction</i>, éd. Bilingue, trad. Fr. GEAL, coll.« Traductologiques », Paris : Les Belles Lettres, 2014. 11. J.P. Vinay/J. Darbelnet: <i>Stylistique compare du francais et de l'anglais</i>, Didier, 1958. 12. J.-R. Ladmiral, <i>Traduire. Théorèmes pour la traduction</i>, Paris : Gallimard, 1994. 13. —, <i>Sourcier ou cibliste</i>, coll. « Traductologiques », Paris : Les Belles Lettres, 2014. 14. M.Oustinoff, <i>La traduction</i>, coll. « Que sais-je ? », Paris : PUF, 2012 15. Kirsten Malmaker, Kevin Windle, <i>The Oxford Handbook of Translation Studies</i>, OUP, Oxford, 2011 16. M Launay, <i>Qu'est-ce que traduire ?</i>, coll. « Chemins philosophiques », Paris :Vrin, 2006. 17. Mona Baker, <i>In Other Words. A Course Book in Translation</i>, Routledge, New York, 2011. 18. Peter Newmartz: <i>A Textbook of Translation</i>, New York/London/Toronto, 1988Susan Bassnett-Meguire, <i>Translation Studies</i>, Methuen and Co. 2002. 19. S. Leys, <i>L'Ange et le cachalot</i>, Points Essais, Paris : Seuil, 1998 ; spéc. p. 135-206 : « Traduction (théorie et pratique) » 		
Teaching and Learning Activity	Assessment Tasks	
Lectures, tutorials, seminars, class presentations	Internal Assessment (30): written assignments / class presentations / written tests End semester written exam (70) Total marks: 100	

Semester III	304 Perspectives in Theory and Criticism	5 credits
Course Objectives: Study of the major theoretical and critical approaches to literature and culture.		
Course Learning Outcomes		

1. The student will become familiar with the different literary and cultural theoretical approaches.
2. The student will be trained in the theoretical tools of analysis.

Suggested Readings:

1. Aristotle, *Poetics*. Trans. and ed. by Anthony Kenny. Oxford: Oxford University Press, 2013.
2. Barthes, Roland. 'The Death of the Author', in *Image-Music-Text*. Trans. Stephen Heath. New York: Noonday Press, 1977.
3. Bennett, Andrew, and Nicholas Royle. *An Introduction to Literature, Criticism and Theory*. Harlow: Pearson Education Limited, 2009.
4. Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford: OUP, 2011.
5. Eagleton, Terry. *Literary Theory: An Introduction*. Oxford: Blackwell, 2008.
6. Preminger, Alex, Leon Golden et al, eds. *Classical Literary Criticism: Translations and Interpretations*. New York: Frederick Ungar Publishing, 1974.
7. Waugh, Patricia. *Literary Theory and Criticism: An Oxford Guide*. Oxford: OUP, 2006

Teaching and Learning Activity**Assessment Tasks**

Lectures, tutorials, seminars, class presentations

Internal Assessment (30): written assignments / class presentations / written tests | End semester written exam (70) Total marks: 100

Semester IV	401 Study of a Genre (Poetry)	5 credits
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Course Objectives:

Study of poetry as a genre and its development through a selection of representative authors from the Middle Ages till the present day.

Course Learning Outcomes

1. The student will develop an understanding of the specificities of the genre.
2. The student will become familiar with the historical evolution of the genre.
3. The student will read the major authors of French literature.

Suggested authors: Charles d'Orleans, François Villon, Pierre de Ronsard, Louise Labé, Marguerite de Navarre, J. du Bellay, Agrippa D'Aubigny, Nicholas Boileau, Victor Hugo, Alfred de Musset, Alfred de Vigny, Alphonse de Lamartine, Gérard de Nerval, Théophile Gautier, Charles Baudelaire, Stéphane Mallarmé, Paul Verlaine, Arthur Rimbaud, Apollinaire, Paul Valéry, André Breton, Paul Eluard, Louis Aragon, Francis Ponge, Jacques Prévert, Michel Deguy, Blaise Cendrars, Aimé Césaire, Leopold Sédar Senghor, Jacques Rabemananjara, etc.

Suggested Readings:

1. André Breton, *Position politique du Surréalisme*, (1935), Reed. Gonthier, Paris 1972
2. Clause Abastado, *Mythes et rituels de l'écriture*, Editions Complexe, Paris, 1979.
3. C. Zilberberg, *Raison et poétique du sens*, Presses Universitaires de France, 1988
4. Daniel Delas, *Guide méthodique poésie*, Nathan, Paris, 1990.
5. G. Genette, *Figures II "Langage poétique, poétique du langage"*, Seuil, Paris, 1972
6. G. POULET *Etudes sur le temps humain* [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.
8. Henri Mechonnic, *Les états de la poétique*, Presses Universitaires de France, Paris 1985.
9. Jean Rousset, *Anthologie de la poésie baroque française*, Tome I et II, Armand Colin, Paris, 1968.
10. J.M. Adam, *Pour lire le poème*, De Boeck-Duculot, Paris, 1985.
11. J.L. Joubert, *La poésie*, Armand Colin, Paris, 1988.
12. J.-P Richard, *Poésie et Profondeur* [Baudelaire, Rimbaud, Verlaine], Seuil, Paris, 1965
13. J Mazaleyrat, *Éléments de métrique française*, A. Colin, Paris, 1974

14. Michel Patillon, <i>Précis d'analyse littéraire : décrire la poésie</i> , Nathan	
Teaching and Learning Activity	Assessment Tasks
Lectures, tutorials, seminars, class presentations	Internal Assessment (30): written assignments / class presentations / written tests End semester written exam (70) Total marks: 100

Semester IV	404 Dissertation	8 credits
Course Objectives: A research project in the form of a dissertation of not more than 10,000 words on a topic of choice.		
Course Learning Outcomes		
<ol style="list-style-type: none"> 1. The student will develop a basic understanding of the process of independent research. 2. The student will become familiar with various aspects of academic writing including formulation of a research question, hypothesis 		
Suggested Readings:		
Reading list will be provided by the Supervisor depending on the choice of topic		
Teaching and Learning Activity	Assessment Tasks	
Workshop on the Process of Dissertation Writing. Regular scheduled meetings with the supervisor.	An oral presentation to be made in English at a dissertation seminar held towards the end of the semester. Final submission to be evaluated by the supervisor and an External Examiner from the Department	

Elective Courses

Semester II III IV	202 302 402 Themes & Strategies in French Literature [2][3][4]	5 credits
Course Objectives: Study of particular themes along with the narrative, cultural, ideological strategies involved. A new theme is chosen every year.		
Course Learning Outcomes		
<ol style="list-style-type: none"> 1. Orients students towards the study of particular themes along with the narrative, cultural & ideological strategies involved. 2. Develop a better understanding of the critical issues involved to analyse the theme 3. Enable students to analyse a variety of narrative and generic techniques to represent the theme. 		
Suggested Readings:		
Readings would be suggested on the basis of the theme chosen.		
Teaching and Learning Activity	Assessment Tasks	
Lectures, tutorials, seminars, class presentations	Internal Assessment (30): written assignments / class presentations / written tests End semester written exam (70) Total marks: 100	

Semester II III IV	202 302 402 Language of the Media	5 credits
Course Objectives: The course will introduce the representational and communicative practices developed in different forms of the media, i.e. cinema / electronic and print media.		
Course Learning Outcomes		
<ol style="list-style-type: none"> 1. The student will develop an understanding of the evolution of the various forms of the media 2. The student will become familiar with the print media practices. 3. The student will become familiar with the electronic media and cinema. 		
Suggested Readings:		
<ol style="list-style-type: none"> 1. Kolker, Robert: Media Studies: An Introduction. Malden, MA : Wiley-Blackwell, 2009 2. Nelmes, Jill (ed.): An Introduction to Film Studies. 4th edition, London, New York: Routledge, 2007 3. Stam, Robert; Miller, Toby (eds.): Film and Theory: An Anthology, Oxford: Blackwell Publishers, 2000 4. Badley, Linda; Palmer, R. Barton; Schneider, Steven Jay: (eds.): Traditions in World Cinema. Edinburgh: Edinburgh University Press, 2006 5. Long, Paul; Wall, Tim: Media Studies: Texts, Production and Context. Harlow, Essex, New York: Pearson Longman, 2009 		
Teaching and Learning Activity	Assessment Tasks	
Lectures, tutorials, seminars, class presentations	Internal Assessment (30): written assignments / class presentations / written tests End semester written exam (70) Total marks: 100	

Semester II III IV	202 302 402 Women's writing	5 credits
Course Objectives: The course will focus on a selection of texts by women writers, locating and analyzing major trends, issues, themes and debates in the light of various critical perspectives formulated by the gender studies.		
Course Learning Outcomes		
<ol style="list-style-type: none"> 1. The student will develop an understanding of women writers and major trends 2. The student will become familiar with the works of major women writers 3. The student will be able to analyze the literary texts in the light of various perspectives of gender theory. 		
Suggested authors: Christine de Pizan,, Marguerite de Navarre, Madame de Lafayette, Madame de Sévigné, Madame de Staël, George Sand, Marguerite Yourcenar, Nathalie Sarraute, Françoise Sagan, Collette, Simone de Beauvoir, Marguerite Duras, Julia Kristeva, Luce Irigaray, Hélène Cixous, Ananda Dévi, Natacha Appanah, Maryse Condé, Assia Djebar, Fatou Diome, Ken Bugul, Scholastique Mukasonga, Hélé Béji, Malika Mokedem, Véronique Tadjo, Agota Kristof, Monique Proulx, Susanne Jacob, Corinna Bille, Gabrielle Roy, Antonine Maillet, Marie Gevers etc.		
Suggested Readings:		
<ol style="list-style-type: none"> 1. Simone de Beauvoir, <i>Le deuxième sexe</i>, Paris : Les éditions du Champion, 2004. 2. Lucille Frackman Becker, <i>Twentieth-Century French Women Novelists</i>. Boston: Twayne World Authors Series, 1989. 3. Maryse Condé, <i>La Parole des femmes: Essai sur des romancières des Antilles de langue française</i>, Paris: L'Harmattan, 1979. 4. Shoshana Felman, <i>What Does A Woman Want? Reading and Sexual Difference</i>, Baltimore: Johns Hopkins U. P., 1993. 5. Luce Irigaray, <i>Parler n'est jamais neutre</i>, Paris, Editions de Minuit, 1985 6. Luce Irigaray, <i>Le Temps de la différence. Pour une révolution pacifique</i>, Le Livre de poche, 1989 7. Madeleine Lazard, <i>Images littéraires de la femme de la Renaissance</i>, Paris: PUF, 1985 8. Paula Gilbert Lewis,, ed. <i>Traditionalism, Nationalism, and Feminism: Women Writers of Quebec</i>, Westport, Conn.: Greenwood Press, 1985. 9. Kembe Milolo, <i>L'Image de la femme chez les romancières de l'Afrique noire francophone</i>, Fribourg, Suisse: Éditions universitaires, 1986. 10. Toril Moi, ed., <i>French Feminist Reader</i>, Oxford/New York: Blackwell, 1987. 11. Elaine Showalter, ed., <i>The New Feminist Criticism: Essays on Women, Literature and Theory</i>, New York: Pantheon, 1985. 12. Mary Jean Green, ed., <i>Postcolonial Subjects: Francophone Women Writers</i>, Minneapolis: U. Minnesota Press, 1995. 13. Evelyne Sullerot, <i>Histoire et mythologie de l'amour: Huit siècles d'écrits féminins</i>, Paris: Hachette, 1974. 14. Evelyne Wilwerth, <i>Visages de la littérature féminine</i>, Bruxelles: Pierre Mardaga, 1987. 		
Teaching and Learning Activity	Assessment Tasks	
Lectures, tutorials, seminars, class presentations	Internal Assessment (30): written assignments / class presentations / written tests End semester written exam (70) Total marks: 100	

Semester II III IV	202 302 402 Study of an Author	5 credits
Course Objectives: 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.		
Course Learning Outcomes		
<ol style="list-style-type: none"> 1. The student will develop an understanding of the author in question through her/his works. 		

2. The student will become familiar with the questions and issues raised in the works studied.

Suggested Readings:

1. Compagnon, A.: *Le démon de la théorie. Littérature et sens commun*, Paris, Editions du Seuil, 1998
2. Foucault, M.: «Qu'est-ce qu'un auteur» (1969), *Dits et Ecrits*, Paris, Gallimard, 1994, t.1.
3. Barthes R.: «La mort de l'auteur», *Le Bruissement de la langue*, Paris, Editions du Seuil, 1968.
4. Barthes, R.: *Le degré zéro de l'écriture suivi de Nouveaux essais critiques*, Paris, Editions du Seuil, 1953, and 1972.
5. 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.

Teaching and Learning Activity

Lectures, tutorials, seminars, class presentations

Assessment Tasks

Internal Assessment (30): written assignments / class presentations / written tests | End semester written exam (70) Total marks: 100

Semester II | III | IV **202 | 302 | 402 Introduction to Foreign Language Teaching-** **5 credits**

Course Objectives:

The course focuses on establishing a theoretical basis and introducing students to the practical aspects of Foreign Language Education.

Course Learning Outcomes

1. The student will develop an understanding of the theoretical framework behind the various methodologies of foreign language teaching/ learning.
2. The student will become familiar with the practical aspects of foreign language teaching/ learning.

Suggested Readings:

1. Moirand S.: *Enseigner à communiquer en langue étrangère*, Ed; Hachette, Paris,1982.
2. Germain C.: *Evolution de l'enseignement des langues: 5000 ans d'histoire*, CLE International, Paris 1993.
3. Conseil de l'Europe: *Cadre européen commun de référence pour les langues*, Ed. Didier, Paris 2001.
4. Stern, H. H.: *Fundamental Concepts of Language Teaching*, OUP, Oxford, 1983.
5. Cuq, J.P.: « Dictionnaire du Didactique du Français Langue Etrangère et Seconde », CLE International, Paris 2003.

Teaching and Learning Activity

Lectures, tutorials, seminars, class presentations

Assessment Tasks

Internal Assessment (30): written assignments / class presentations / written tests | End semester written exam (70) Total marks: 100

Semester II | III | IV **202 | 302 | 402 Europe and the Colonial Encounter** **5 credits**

Course Objectives:

The course will focus on issues and debates in writings arising out of the colonial encounter between Europe and other parts of the world.

Course Learning Outcomes

1. The student will develop an understanding of the colonial encounters and representations of other cultures through a study of selected texts
2. The student will be able to develop a critical perspective of issues in post-colonial theories

Suggested Readings:

1. Pascale Casanova, *La République mondiale des lettres*, Le Seuil, 1999.
2. Marc Ferro, *Histoire des colonisations, des conquêtes aux indépendances (XIIIe-XXe siècle)*, Paris, Le Seuil, 1994.

3. Jean-Marc Mourra, <i>La Littérature Des Lointains: Histoire De L'Exotisme Européen Au XX</i> , Paris: Editions Honore Champion, 1998.	
4. Bernard Muralis, <i>L'illusion de l'altérité</i> , Paris: Editions Honore Champion, 2007.	
5. Le Bris, Michel, and Rouaud, Jean, <i>Pour une littérature-monde</i> , Paris, Gallimard, 2007.	
Teaching and Learning Activity	Assessment Tasks
Lectures, tutorials, seminars, class presentations	Internal Assessment (30): written assignments / class presentations / written tests End semester written exam (70) Total marks: 100

Semester II III IV	202 302 402 Language of the Arts	5 credits
Course Objectives: The course will introduce the specific artistic practices of various art forms such as visual, performing and other arts. Within the framework of this course, various art forms such as, visual art, performing art etc. will be studied.		
Course Learning Outcomes		
<ol style="list-style-type: none"> 1. Provides knowledge of various art movements developed in France, representative artists and their art works, analysis of major themes, techniques, forms, styles and medium of artistic expressions prevalent in different centuries 2. Equips students with relevant terminologies related to art and art forms, developing critical perspectives to study artworks. 		
Suggested Readings:		
<ol style="list-style-type: none"> 1. Adams, Laurie Schneider: <i>The Methodologies of Art: An Introduction</i>, NY: Westview Press, 1996. 2. Arnason, H. H.: <i>History of Modern Art: Painting, Sculpture, Architecture, Photography</i>, New York: Prentice Hall, 2003. 3. Boime, Albert: <i>A Social History of Modern Art, Volumes 5</i>, Chicago: University of Chicago Press, 1990. 4. Hopkins, David: <i>After Modern Art 1945-2000 (Oxford History of Art)</i>, NY: OUP, 2000. 5. Read, Herbert: <i>Meaning of Art</i>, London: Faber & Faber, 1984. 		
Teaching and Learning Activity	Assessment Tasks	
Lectures, tutorials, seminars, class presentations	Internal Assessment (30): written assignments / class presentations / written tests End semester written exam (70) Total marks: 100	

Semester II III IV	202 302 402 Critical Issues in French Studies	5 credits
Course Objectives: The course will engage with specific issues in the study of literature that have emerged in discussions in cultural studies (Eg. e.g. alterity, memory, emotions, utopia, popular culture, technology, hyperreality, etc.). Specific readings would be suggested on the basis of the issues / areas selected.		
Course Learning Outcomes		
<ol style="list-style-type: none"> 1. The student will develop an understanding of the specific issues and their representations. 2. The student will be familiar with some literary and theoretical texts around the issues. 3. 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. 		
Suggested Readings:		
<ol style="list-style-type: none"> 1. Bessière Jean, <i>Principes de la théorie littéraire</i>, PUF, Paris, 2005. 2. Williams, Raymond: <i>Keywords: A Vocabulary of Culture and Society</i>. New York: Oxford University Press, 1983. 3. Bennett, Tony; Grossberg, Lawrence; Morris, Meaghan: <i>New Keywords: A Revised Vocabulary of Culture and Society</i>, Malden, MA: Blackwell Publishing, 2005. 		

4. Bourdieu, Pierre: <i>The Field of Cultural Production</i> . New York: Columbia University Press, 1993	
5. Eco, Umberto: <i>On Literature</i> . London: Vintage, 2006.	
Teaching and Learning Activity	Assessment Tasks
Lectures, tutorials, seminars, class presentations	Internal Assessment (30): written assignments / class presentations / written tests End semester written exam (70) Total marks: 100

Semester II III IV	202 302 402 From Manuscripts to Print Editions	5 credits
Course Objectives: The course will provide an introduction to publishing, providing a brief history of books and publishing, looking at the editorial, production, sales and marketing aspects, going through contracts, copyright, royalties and provides hands on exercises for preparation of publishing proposals, marketing strategies and rights sales.		
Course Learning Outcomes		
<ol style="list-style-type: none"> 1. The student will develop an understanding of the Publishing industries 2. It will equip the students with various processes involved in editing, publishing, marketing 		
Suggested Readings:		
<ol style="list-style-type: none"> 1. Unwin, Stanley: <i>The Truth About Publishing</i>, Guilford, Connecticut: The Lyons Press, 1995 2. Darnton, Robert: <i>The Case for Books: Past, Present, and Future</i>. New York: PublicAffairs, 2010 3. Israel, Samuel: <i>Indian Book Publishing 1947-1980: Contemporary Reviews and Appraisals</i>. Delhi: Mosaic Books, 2000 4. Israel, Samuel: <i>A Career in Book Publishing</i>, New Delhi: National Book Trust, 1996, 2nd edition 5. Malhotra, D.N.: <i>50 Years of Book Publishing in India Since Independence</i>, New Delhi: Federation of Indian Publishers, 1998 		
Teaching and Learning Activity	Assessment Tasks	
Lectures, tutorials, seminars, class presentations	Internal Assessment (30): written assignments / class presentations / written tests End semester written exam (70) Total marks: 100	

Semester II III IV	202 302 402 Introduction to Linguistics	5 credits
Course Objectives: The focus of this paper is not only on general linguistics but applied linguistics as well. The topics being dealt with will include: General Linguistics: What is linguistics? What are the different branches of linguistics? What is a sign? Synchrony, diachronic linguistics, Difference between “langue and parole,” 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), Sociolinguistics, Concepts: Speech Acts, performance, competence, enunciation, Jakobson’s model of communication and Learner Corpora.		
Course Learning Outcomes		
<ol style="list-style-type: none"> 1. The student will have an understanding of the structure and components of language and the fundamental concepts of linguistic inquiry. 2. Students will be able to transfer theory to practice in their own language acquisition process. 		
Suggested Readings:		
<ol style="list-style-type: none"> 1. Baylon et Fabre: <i>Initiation à la linguistique</i>. 2. Vaissiere J. <i>La Phonétique: Que sais-je?</i> PUF, 2007. 3. Perrot J. : <i>La linguistique : Que sais-je ?</i> N 0 570, PUF 2010. 4. Guiraud P : <i>La sémantique : Que sais-je ?</i> N 0 655, PUF 1991. 5. Calvet J.L. <i>La sociolinguistique : Que sais-je ?</i> N 0 655, PUF 1999. 6. Callies M et Gotz S : <i>Learner corpora in language testing and assessment</i>, John Benjamins 		

Publishing company, Amsterdam.	
7. André Martinet, <i>Elements de linguistique générale</i> , Colin, Paris, 1984	
8. Maingueneau, <i>Approche de l'énonciation en linguistique française</i> , Hachette, Paris, 1981	
9. E. Benveniste, <i>Problèmes de linguistique générale</i> , Gallimard, Paris, 1966	
10. De Saussure, <i>Cours de Linguistique générale</i> , Payot, Paris, 1974G. Mounin, <i>Clefs pour la linguistique</i> . Paris, Seghers, 1969	
11. John Langshaw Austin, <i>Quand dire, c'est faire</i> (version anglaise: <i>How to do things with words</i> : 1962), Points, 1970	
12. Oswald Ducrot, <i>Dire et ne pas dire</i> . Principes de sémantique linguistique, Coll. Savoir, Hermann, Paris, 1972	
13. Pierre Bourdieu, <i>Langage et pouvoir symbolique</i> , Seuil, coll. Points, Paris 2001	
14. R. Jakobson, <i>Essais de linguistique générale</i> , coll. Points, Seuil, 1970.	
Teaching and Learning Activity	Assessment Tasks
Lectures, tutorials, seminars, class presentations	Internal Assessment (30): written assignments / class presentations / written tests End semester written exam (70) Total marks: 100

Semester II III IV	202 302 402 Understanding Contemporary Europe	5 credits
Course Objectives:		
The course aims to provide insights into contemporary Europe. It is conceived in three sections. The first, Introduction to Europe through its Films, will deal with a selection of recent films that draw attention to a range of current issues, both social and political. The second, Fascist Challenge in Europe and Post World War II Reconstruction, will entail a study of European history and politics during the post-war years from the perspective of their role in the formation of a common European identity (the founders of Europe, Europe as an idea and an ideal). The third, Europe Today, will engage with the implications of the construction of the European Union (shift from nationalism to transnationalism) and its institutions; its policy on immigration, industry and the arts and culture.		
Course Learning Outcomes		
<ol style="list-style-type: none"> The student will develop an understanding of contemporary Europe. The student will become familiar with the major issues and debates in the area. 		
Suggested Readings:		
<ol style="list-style-type: none"> Gaddis, John Lewis <i>The Cold War, A New History</i>. Penguin Books, 2006 Jenkins, Brian. Sofos, Spyros. <i>Nation and Identity in Contemporary Europe</i>. Routledge, 1996 Galt, Rosalind. <i>The New European Cinema</i>. NY: Columbia University Press, 2006 Holmes, Diana. Smith, Alison. <i>100 Years of European Cinema</i>. Manchester University Press, 2000 Paul Cooke <i>Contemporary German Cinema</i>. Manchester University Press, 2012 Sassoon, Donald. <i>The Culture of the Europeans</i>. HarperCollins UK, 2006 Lloyd, John. Marconi, Cristina. <i>Reporting the EU, News Media and the European Institutions</i>. I.B.Tauris, 2014 Catanzaro, Raimundo. <i>The Red Brigades and Left Wing Terrorism in Italy</i>. Palgrave Macmillan, 1991 Aust, Stefan. <i>The Baader Meinhof Group: The Inside Story of a Phenomenon</i>. The Bodley Head, 1987 Kepel, Gilles. <i>The War for Muslim Minds</i>. Belknap Press, 2006 Mazierska, Ewa. Rascaroli, Laura. <i>From Moscow to Madrid: Postmodern Cities, European Cinema</i>. I.B.Tauris, 2002 Kingsley, Patrick. <i>The New Odyssey. The Story of Europe's Refugee Crisis</i>. Guardian Faber Publishing, 2016 Carr, Matthew. <i>Fortress Europe</i>. The New Press, 2016 		
Teaching and Learning Activity	Assessment Tasks	
Lectures, tutorials, seminars, class presentations	Internal Assessment (30): written assignments / class presentations / written tests End semester written exam (70) Total marks: 100	

Open Elective Courses

Semester II IV	GRS-204 / 403: European Literature and Society	4 credits
Course Objectives:		
<p>The course will deal with English translations of a range of literary works originally written in French, German, Italian and Spanish. The course will involve the study of a selection of four texts - one from each language - drawn from the reading list provided below, and will focus on a relevant theme or issue. The course thus aims to read these works from the perspective of their historical and social moorings and their literary innovations.</p>		
Course Learning Outcomes		
<ol style="list-style-type: none"> 1. Students will discover a series of well-known writers from the medieval till contemporary period from France, Germany, Spain and Italy. 2. The student will develop an understanding of the historical context in which these works were written. 3. The student will become familiar with some literary and theoretical debates around the texts studied. 		
Suggested Readings:		
Reading List in French		
<ol style="list-style-type: none"> 1. Voltaire, <i>Candide</i> (1759), <i>Zadig</i> (1748) and <i>Selected Stories</i>, trans. Donald M. Frame, Afterword by Thaisa Frank, UK: Signet Classics, 2009. 2. Victor Hugo, <i>Hunch Back of Notre-Dame</i> (1831), trans. Catherine Liu, Modern Library, 2007. 3. Charles Baudelaire, <i>Flowers of Evil</i> (1857), trans. Johnathan Culler and James McGowen, USA: OUP, 2008. 4. Jules Verne, <i>Around the World in 80 days</i> (1873), UK: Penguin Books Ltd., 2008. 5. Emile Zola, <i>L'Assommoir</i> (1877), trans. by Margaret Mauldon, OUP, 2009. 6. Gustave Flaubert, <i>Three Tales</i> (1877), trans. A. J. Krailsheimer, USA: Oxford World's Classics, 2009. 7. Eugène Ionesco, <i>The Lesson</i> (1951), USA: Penguin Books Limited, 2007. 8. Simone de Beauvoir, <i>Memoires of a Dutiful Daughter</i> (1958), UK: Penguin Modern Classics, 2001. 9. Albert Camus, <i>First Man</i> (1995), trans. David Hapgood, NY: Penguin Classics, 2001. 10. Guy de Maupassant, <i>Best of Guy de Maupassant</i>, Rupa Classics, 2003. 		
Reading List in German		
<ol style="list-style-type: none"> 1. Johann Wolfgang Von Goethe. <i>West-East Divan: The Poems with "Notes and Essays": Goethe's Intercultural Dialogues</i>. Trans. Martin Bidney. Binghamton, N.Y. : Global Academic Pub., 2010. 2. Heinrich Heine: <i>The complete poems of Heinrich Heine</i>. trans. Hal Draper. Cambridge, MA: Suhrkamp/Insel, and Oxford: Oxford University Press, 1982 [selected poems]. 3. Georg Büchner: <i>Woyzeck</i>, trans. John MacKendrick. London: Eyre Methuen, 1979. 4. Franz Kafka: <i>The Complete Stories</i>. Ed. Nahum N. Glatzer, trans. Willa and Edwin Muir. New York: Schocken Books, 1995 [selected stories]. 5. Alfred Doeblin. <i>Berlin Alexanderplatz. The Story of Franz Biberkopf</i>, trans. Eugene Jolas. In: <i>Early 20th Century German Fiction</i>, ed. Alexander Stephan. New York: Continuum, 2003, pp. 68-113 [novel excerpt]. 6. Thomas Mann: <i>Felix Krull</i>. In: <i>Thomas Mann: Death in Venice and Seven Other Stories</i>, trans. H.T. Lowe-Porter. New York: Vintage Books, 1989. 7. Irmgard Keun: <i>The Artificial Silk Girl</i>, trans. Kathie von Ankum. New York: Other Press, 2002. 8. Bertolt Brecht: <i>Short Stories, 1921–1946</i>. Ed. John Willett and Ralph Manheim. Trans. Yvonne Kapp, Hugh Rorrison and Antony Tatlow. London and New York: Methuen, 1983 [selected stories]. 9. Heinrich Böll: <i>The Lost Honor of Katharina Blum</i>. trans. Leila Vennewitz. Harmondsworth: 		

Penguin, 1978.

10. Christa Wolf: *Cassandra: A Novel and Four Essays*. Trans. Jan van Heurck. London: Virago, 1984
OR *Medea. A Modern Retelling*. Trans. John Cullen. London: Virago Press, 1998.

Reading List in Spanish

1. Anonymous, *The Life of Lazarillo de Tormes and his Fortunes and Adversities* (1554), Digireads.com, 2009.
2. Cervantes, Miguel de, *Exemplary Novels* (1613), Echo Books, 2007.
3. Zayas y Sotomayor, Maria de, *Exemplary Tales of Love and Disillusion* (1637 and 1647), University of Chicago Press, 2009.
4. Zorilla, Jose de, *Don Juan Tenorio: A Religious Fantasy Drama in two parts* (1844), Juan de la Cuesta - Hispanic Monographs, 2012.
5. Unamuno, Miguel de, *Saint Emmanuel, the Good Martyr* (1930), Gateway Editions, 1996.
6. Unamuno, Miguel de, *Mist* (1914), University of Illinois Press, 2000.
7. Garcia Lorca, Federico, *The House of Bernarda Alba* (1936), Nick Hern Books, 2000.
8. Cela, Camilo Jose, *The family of Pascual Duarte* (1942), Dalkey Archive Press, 2004.
9. Martin Gaité, Carmen, *The Back Room* (1978), City Lights Edition, 2001.
10. Cercas, Javier, *Soldiers of Salamis* (2001), Bloomsbury Publishing, 2004.

Reading List in Italian

1. Dante Alighieri, *The Divine Comedy*, trans. John Ciardi, Penguin, 2003
2. Giovanni Boccaccio, *The Decameron: Selected Tales/Decameron Novelle Scelte*, trans. Robert Blaisdell, Dover publications, 2011
3. Ludovico Ariosto, *Orlando Enraged* (1591), trans. David R. Slavitt, Belknap Press of Harvard University Press, 2009
4. Giacomo Leopardi, *The Moral Essays: Operette Morali* (1827), trans. by Patrick Creagh, Columbia University Press, 1983 OR *The Canti - With a selection of His Prose* (1831), trans. JG Nicholas, Routledge, 2003
5. Alessandro Manzoni, *The Betrothed* (1827), trans. Bruce Penman, Nabu press, 2010.
6. Giovanni Verga, *Sicilian Stories. A Dual Language Book* (1883), trans. by Stanley Appelbaun, Dover publications, 2002.
7. Luigi Pirandello, *Six Characters in Search of an Author* (1921), trans. Edward Storer, E P Dutton, 1922 OR *The Late Mattia Pascal* (1904), trans. by William Weaver, Marsilio publishers, 1995
8. Italo Svevo, *Zeno's Conscience* (1923), trans by William Weaver, Penguin Classics, 2002
9. Italo Calvino, *Our Ancestors* (1960), trans. Archibald Colquhoun, Vintage Classics, 1992.
10. Eugenio Montale, *Collected Poems 1920-1954*, trans Jonathan Gallassi; Farrar, Straus and Giroux, 2000.

Teaching and Learning Activity

Lectures as per requirement

Assessment Tasks

2 written assignments on topics decided by the teacher

Semester II | IV

GRS-204 | 403:: Readings in Colonial/ Postcolonial Encounters

4 credits

Course Objectives:

The course will deal with English translations of literary works from Latin America, Africa, the Indian Ocean, the Caribbean and Europe originally written in French, German, Italian and Spanish. Students will discover a series of responses to colonial/postcolonial encounters from the 16th century till the contemporary context of immigration and Diaspora. The course will involve the study of a selection of four texts - one from each language - drawn from the reading list provided below, and will focus on a relevant theme or issue. The course thus aims to read these works from the perspective of their historical and social moorings and their literary innovations.

Course Learning Outcomes

1. Students will discover a series of well-known writers from the postcolonial world and texts originally written in French, Spanish, German and Italian.
2. Develop an understanding of the historical context in which these works were written.
3. Become familiar with some literary and theoretical debates around the texts studied.

Suggested authors:

Suggested Readings:**Reading List in French**

1. Mongo Beti, *Mission to Kala* (1957), trans. version, MN: Mallory International Limited, 2008.
2. Assia Djebar, *Children of the new world* (1962), trans. Marjolijn de Jager, Cuny: The Feminist Press, 2005.
3. Edouard Glissant, *The Fourth Century*, trans. Betsy Wing, Lincoln, NE: University of Nebraska Press, 2001.
4. Azouz Begag, *Shanty Town Kid* (1986), trans. Alec G. Hargreaves and Naima Wolf, NE: University of Nebraska Press, 2007.
5. Patrick Chamoiseau, *Texaco*, trans. Rose Myriam Réjouis and Val Vinokurov, NY: Vintage, 1998.
6. Abdourahman A. Waberi, *The Land without Shadows* (1994), trans. Jeanne M. Garane and Nuruddin Farah, VA: University of Virginia Press, 2005.
7. Aime Cesaire, *Notebook of a Return to the Native Land* (Wesleyan Poetry Series) edited by Annette Smith, trans. Clayton Eshleman, US: Wesleyan University Press, 2001.
8. Amadou Kourouma, *Allah is not obliged* (2002), trans. Frank Wynne, NY: Anchor Books, 2007.
9. Nathacha Appanah, *The Last Brother* (2007), trans. Geoffrey Strachan, Minneapolis: Graywolf Press, 2011.
10. Dany Laferriere, *The Return* (2009), trans. David Homel, Vancouver BC: Douglas & McIntyre, 2011.

Reading List in German

1. Heinrich von Kleist: *Betrothal in St. Domingo*. In: *Heinrich von Kleist: The Marquise of O and Other Stories*. Ed. and Trans. by David Luke and Nigel Reeves. New York: Penguin Books, 1978.
2. Heinrich Heine: *The Slave Ship*. In: *The Complete Poems of Heinrich Heine: A Modern English Version* by Hal Draper, Boston: Suhrkamp/Insel Publishers, 1982.
3. Franz Kafka: *A Report to an Academy*. In: *Franz Kafka: The Complete Stories*. Ed. Nahum N. Glatzer. New York: Schocken Books, 1995.
4. Peter Weiss: *Two Plays: Song of the Lusitanian Bogey and Discourse on Viet Nam*. New York: Atheneum, 1970.
5. Uwe Timm: *Morenga*. Trans. Breon Mitchell. New York: New Directions, 2003.
6. Heiner Müller: *The Mission: Memory of a Revolution*. In: Marc von Henning (Ed.): *Heiner Müller: Theatremachine*. Faber and Faber Limited. London, 1995.
7. Jakob Arjouni: *Happy Birthday, Turk!* Trans. Anselm Hollo. Brooklyn, N.Y.: Melville House, 2011.
8. Günter Grass: *1900*. In: *Günter Grass: My Century*. Trans. Michael Henry Heim. New York: Harcourt Brace, 1999.
9. Emine Sevgi Özdamar: *The Bridge of the Golden Horn*. Transl. Martin Chalmers. London: Serpent's Tail, 2007.
10. Rafik Schami: *Damascus Nights*. Trans. Philip Boehm. New York: Simon & Schuster, 1995.

Reading List in Spanish

1. Carpentier, Alejo, *The Kingdom of this world* (1949), Farrar Straus and Giroux, 2006.
2. Neruda, Pablo, *Heights of Macchu Picchu* (1950), Farrar Straus and Giroux, 1967.
3. Ortega, Julio and Fuentes, Carlos, *The Vintage Book of Latin American Stories*, Knopf Doubleday Publishing Group, 2000.
4. Julio Cortazar, *Blow-up and other stories*, Doubleday Publishing Group, 1985.
5. Allende, Isabel, *Stories of Eva Luna* (1990), Penguin Books, 2011.
6. Valenzuela, Luisa, Clara (1966), Latin American Literary Review Press, 1999.

7. Giaconda Belli, *The Inhabited Woman* (1988), University of Wisconsin Press, 2004.
8. Stavans, Ilan, *The FSG Book of Twentieth Century Latin American Poetry*, Farrar, Straus and Giroux, 2011.
9. Correas Zapata, Celia, *Short Stories by Latin American Women*, Random House Publishing Group, 2003.
10. Rey Rosa, Rodrigo, *The Good Cripple*, New Directions Publishing Corporation, 2004.
11. Castellanos Moya, *The She-Devil in the Mirror*, New Directions Publishing Corporation, 2009.
12. Skarmeta, Antonio, *The Postman* (1985), W. W Norton and Co., 2008.

Reading List in Italian

11. Ennio Flaiano, *A Time to Kill*(1947), trans. Stuart Hood, The Marlboro Press, 1994.
12. Safiya Hussayini Tungar Tudu, *I Safiya*, trans. Raffaele Masto, Sperling & Kupfer, Macmillan, 2003.
13. Laila Wadia, *Curry al pollo* (2005), trans. in www.smith.edu/metamorphoses/issues/links/wadi-achicken.html
14. Pap Kouma, *I was an Elephant Salesman: Adventures Between Dakar, Paris, and Milan*(1990), trans. Graziella Parati, Rebecca Hopkins, Indiana University Press, 2010
15. Amara Lakhous, *Divorce Islamic Style* (2005), trans. Ann Goldstein, Europa Editions, 2012.
16. Amara Lakhou, *Clash of Civilizations Over an Elevator in Piazza Vittorio* (2006), trans Ann Goldstein, Europa Editions, 2008.
17. Pier Paolo Pasolini, *The Scent of India* (1962), trans. David Clive Price, Olive Hill House, 1984.
18. Antonio Tabucchi, *Indian Nocturne* (1984), trans. by Tim Parks, New Directions, 1989.

Teaching and Learning Activity

Lectures as per requirement

Assessment Tasks

2 written assignments on topics decided by the teacher