French 111-1 is the first course of a three-quarter sequence (Fall, Winter and Spring) for beginners. This course covers grammar, vocabulary, reading, writing, conversation and culture. The aim of the course is to learn and develop skills in speaking, understanding, reading, writing and cultural competence. Class meets four times a week and will be conducted in French.
French 115-1 is the first course of a two-quarter sequence (Fall and Winter) that covers the same material as the three-quarter sequence of French 111, but which assumes some prior knowledge of the language. The aim of the course is to review and develop skills in speaking, understanding, reading, writing and cultural competence.
French 121-1 is the first quarter of a three-quarter course for students who have completed French 111-3 or have been placed in that course by the French department. The aim of the course is to develop students’ communication skills and cultural knowledge. Class meets four times a week. No P/N allowed.
French 125-2 is the second quarter of a three-quarter course for students who have completed French 125-1 or been placed in the course upon taking the French Placement Test.

The primary goal of this course is to strengthen oral and written communication skills by immersing students in authentic cultural contexts and language. A review of essential grammar will reinforce linguistic foundations. Class meets online three times a week and will be conducted in French.
Development of fluency, accuracy, and creativity in speaking, comprehension, reading, and writing French; introduction to social, cultural, and literary topics. Prerequisite: 121-3 or department placement.
This online course is designed to develop and improve writing skills through a variety of classroom activities: discussion, writing, editing. Students will learn how to write a college-level analytical paper. Selected grammar points will be discussed in class, and course content will be provided by a novel and two films. Homework will include short writing exercises and compositions as well as the preparation of grammar exercises related to the writing objectives. This course serves as prerequisite for most other 200 and 300-level French classes.
This course is designed to build fluency in speaking and understanding French. Classes will concentrate on increasing listening comprehension through viewing of videos and films, building vocabulary and idiom use, and enhancing oral communication skills. One group project based on a play.
An introduction to French culture through study and analysis of major themes, issues, and debates that characterize or preoccupy contemporary French thought and society, this course helps students understand French society and culture in today’s world. We explore the challenges posed to the traditional republican notion of French national identity by colonial history, decolonization, immigration, and globalization by studying a wide range of documents, texts, and films that portray individual and collective experiences. Drawing on the notion of “la France en mutation / changing France,” we study how historical events and French institutions (especially the state and the school) shape identities. Students gain an understanding of questions relating to social inequalities and diversities from a “French Global” perspective, while focusing on French definitions and experiences of (in)equality and diversity, and how these play out in terms of race and ethnicity, gender, class, and sexual orientation. Conducted entirely in French, this course is designed to increase students’ ability to speak, read, and write in French, and improve their aural comprehension. Students also learn techniques of close reading and detailed critical analysis through class discussion and presentations, the creative/reflective assignment, the analytical essay, and the practice of annotation.
This course will introduce students to important aesthetic, political, and philosophical issues in modern and contemporary French culture, from the late eighteenth century to present. Focusing on the French art of “flânerie,” or the act of strolling aimlessly, this course will explore the intersection between the city walker and the evolving urban environments that he or she navigates on foot. Both a commonplace pedestrian activity and a profound aesthetic and philosophical mode of being in the city, the practice of “flânerie” provides a unique perspective on the role and place of public space in the construction of urban modernity in France. This class adopts an explicitly class-, race-, and gender-critical approach to the study of “flânerie”—an able-bodied practice that is traditionally associated with privileged, white men—asking: Who has the right to linger and be seen in public space? How does the act of strolling aimlessly intersect with other forms of societal privilege, and when and where can wandering become a means of protest or subversion? By tracing the itineraries and embodied geographies that are traversed by these city strollers, this course aims to create a map of social mobility and urban modernity in modern and contemporary French culture.
This introduction to the French novel from the 18th to the 20th century aims to familiarize students with key periods in the history of the French novel as well as help them develop skills in literary reading, analysis and interpretation. While introducing students to various genres and periods (the philosophical and epistolary novel, Romanticism, Realism, the Fantastic, the roman beur and migrant Québécois literature), we will focus on the question of identity and the roles of the “other” (race, gender, class, colonial, im/migrant) in the narrative in order to reflect on the relationships between the novel, culture, politics and history. In this course, we will further develop the techniques of close reading and detailed critical analysis through class discussion and presentations, the creative/reflective assignment, the analytical essay, the use of pedagogical editions, and the practice of annotation (using the digital tool LacunaStories).
This online course focuses on the systematic development of written expression in French, organized according to language functions (describing, summarizing, persuading, hypothesizing, etc.) and communicative needs. Emphasis is placed on developing vocabulary, ease of expression, and especially an awareness of appropriate styles of writing. Writing practice will be carried on: portrait, summary, review of film or performance, explication de texte, correspondence, interview, editorial, documentary research and creative writing. Grammar will be reviewed as needed.
Michel de Montaigne was one of the most important writers and philosophers of the early modern period; his *Essais* continues to be a book to live by. This seminar explores Montaigne’s writings in depth, along with those of his most important interlocutors, in the context of the emergence of modern subjectivity in the period we call “Renaissance”. Placing the distant past into conversation with the present, we will consider a set of problems relative to the constitution of the self, of the body, of cultural and gender identity, educational ideals, and political freedom. We will explore the rise of cultural norms surrounding death, love, friendship, faith, and violence. Montaigne’s writings are a gateway into a turbulent and transformative period of history, one which has much to say to our own.
This course focuses on the relationship between authority, in its diverse forms, and storytelling. We will begin with one of the classics of world literature, A Thousand and One Nights, whose multi-pronged history and authorship allow us to consider the relationship between works of literature and the institution of authorship and authority. We will be able to examine this question not only through the work’s form and its history but also through the play of authority, power, and storytelling as its content.

In the second segment of the course, we will explore the legacies of 1001 Night in contemporary literature, in particular war literature.
This introduction to women’s writing extends from Beauvoir’s groundbreaking 1949 essay, *Le Deuxième Sexe* to the first decade of the 21st century and Chlöe Delaume’s riveting engagement with a childhood trauma. Central to our concerns are three overlapping forms of feminist thought and writing that emerged in postwar France—existentialist, psychoanalytic and marxist, and their shared view, articulated by Beauvoir, that one is not born a woman, but becomes one. Our questions include: how does a given author conceptualize ‘woman’ and ‘becoming woman’? what are the implications of that process for women’s lived existence? how does that understanding of the social construction of gender shape an author’s conception of the political potential of writing? In addition to the literary works with which we begin, we will read numerous critical writings related to these concerns by authors including Cixous and Wittig.
In French 391, we will develop and apply a translation methodology to French and English texts. We will begin with prose and poetry, then expand our scope to graphic novels, the performing arts (theater and opera), cinema, and advertising. Translating such a wide variety of texts will familiarize us with abstract, idiomatic, highly technical, and colloquial French, and it will enhance our cultural and linguistic competence by teaching us to capture intended implications, judgments, subtleties and nuances.

To complement our examination of the issues pertaining to each genre or medium, we will read translation theory and criticism, and we will evaluate published translation works.