



Job Description and selection criteria

FACULTY OF MEDIEVAL AND MODERN LANGUAGES

Job title	Departmental Lecturer in 17 th century French
Division	Humanities Division
Department	Faculty of Medieval and Modern Languages in association with Trinity College
Location	41/47 Wellington Square
Grade and salary	Grade 7: £32,817 - £40,322 (with discretionary range to £44,045) per annum
Hours	Full-Time
Contract type	Fixed-term (12 months) 1 September 2021 to 31 August 2022
Reporting to	Chair of the Medieval and Modern Languages Faculty Board
Vacancy reference	150748



The role

This fixed-term post is to provide replacement teaching for Professor Katherine Ibbett while she takes on a Leverhulme Research Fellowship.

The post will involve advanced teaching and independent academic research in French.

The successful candidate will contribute to the teaching of early modern and especially seventeenth-century French within the Sub-Faculty of French by offering 16 hours of lectures or seminars on the seventeenth century over the course of the year. (About half of these lectures can be on topics of the candidate's choice, but half need to provide coverage on the 'prescribed' authors Racine and Madame de Lafayette.)

They will also be responsible for providing an average of 8 contact hours a week of undergraduate tuition in French language and literature at Trinity College.

The successful candidate will be expected to give tutorials (small-group teaching, typically of 2-3 students), seminars, and language classes to first-, second- and fourth-year undergraduates. The undergraduate literature teaching involves tutorials and seminars on the set texts for the first-year examinations (Prelims papers III and IV); for the second years and finalists, it involves teaching on a range of topics within the period 1530-1800 (FHS paper VII), on some of the authors prescribed for paper X for the second-years and finalists, and potentially supervising extended essays and 'bridge' essays for students working between history and literature. There are also opportunities for teaching early modern material (e.g. accounts of the early Americas, Huguenot memoirs) to final year students on FHS paper XII 'Travel, Exile, Migration,' if this suits the candidate's interests, and for the teaching and supervision of MSt students.

The undergraduate language teaching involves translation into English for second years and finalists, and/or work on the essay in French (FHS paper 1) for second years and finalists. (Descriptions of the relevant modules - called 'papers' in the Oxford syllabus - can be found in the Appendix.)

Responsibilities

- To give 16 lectures in the course of the academic year in the area of seventeenth-century French;
- To give an average of 8 contact hours over 24 teaching weeks in the academic year to cover topics in French language and literature as specified above. (The average of eight contact hours allows for between 2 or 3 students in tutorials and up to 8 students in small classes);
- To share responsibility for organising the teaching of Modern Languages within Trinity College, including arranging teaching for each student in each term;
- To provide the academic oversight of the students reading French at Trinity College, including advice and guidance to students relating to coursework, exams, the year abroad also including the setting and marking of internal practice exams at the start of each term (known as 'collections'), and liaising with the other tutors in Modern Languages and the Senior Tutor as necessary;

- Providing academic pastoral support to students reading French (including referring matters to the Wellbeing Adviser and other members of the College's wellbeing and welfare team, as appropriate);
- To act as college adviser for graduate students in Modern Languages at Trinity College, as required;
- To engage in assessment and university examining where required;
- To participate in the undergraduate and graduate student admissions processes for the College and the Faculty;
- To undertake advanced academic study and publish independent research in French which will underpin lectures and class teaching; and as a secondary commitment alongside teaching, to participate in the Faculty's research-related activities;
- To co-operate in the administrative work of the Faculty and Colleges and contribute to access and outreach activities.

Selection criteria

Essential

1. The candidate should possess a good undergraduate degree, normally in French.
2. They should also possess a Ph.D. or D.Phil. in French in the field of early modern French literature and culture.

The selection committee will, in exceptional cases, consider applications from those still to complete their doctorate, provided that they will have submitted it by the start of the post.

3. Evidence of the ability to teach undergraduate (and graduate) students across a range of topics in French early modern literature and culture at the highest level in the medium of English, whether through lectures, seminars or tutorials.
4. Evidence of the ability to produce high quality research within the field of French early modern studies. Such evidence should include publicly available peer-reviewed research.
5. Exceptional fluency in French, and the ability to teach it at undergraduate levels within the Oxford course.
6. Exceptional fluency in English.
7. Evidence of the interpersonal skills for, and a willingness to undertake, the pastoral academic support of undergraduate students.
8. Sufficient depth and breadth of knowledge in the subject to develop teaching materials and research proposals.

Desirable

- Some experience of graduate teaching and supervision.
- Ability to contribute to the French Special Subject (Paper XII) course on 'Travel, Exile, Migration'.

Pre-employment screening

Standard checks

If you are offered the post, the offer will be subject to standard pre-employment checks. You will be asked to provide: proof of your right-to-work in the UK; proof of your identity; and (if we haven't done so already) we will contact the referees you have nominated. You will also be asked to complete a health declaration so that you can tell us about any health conditions or disabilities for which you may need us to make appropriate adjustments.

Please read the candidate notes on the University's pre-employment screening procedures at: <https://www.jobs.ox.ac.uk/pre-employment-checks>

About the University of Oxford

Welcome to the University of Oxford. We aim to lead the world in research and education for the benefit of society both in the UK and globally. Oxford's researchers engage with academic, commercial and cultural partners across the world to stimulate high-quality research and enable innovation through a broad range of social, policy and economic impacts.

We believe our strengths lie both in empowering individuals and teams to address fundamental questions of global significance, while providing all our staff with a welcoming and inclusive workplace that enables everyone to develop and do their best work. Recognising that diversity is our strength, vital for innovation and creativity, we aspire to build a truly diverse community which values and respects every individual's unique contribution.

While we have long traditions of scholarship, we are also forward-looking, creative and cutting-edge. Oxford is one of Europe's most entrepreneurial universities and we rank first in the UK for university spin-outs, and in recent years we have spun out 15-20 new companies every year. We are also recognised as leaders in support for social enterprise.

Join us and you will find a unique, democratic and international community, a great range of staff benefits and access to a vibrant array of cultural activities in the beautiful city of Oxford.

For more information, please visit www.ox.ac.uk/about/organisation.

Humanities Division

The Humanities Division is one of four academic divisions in the University of Oxford, bringing together the following faculties: Classics; English; History; Linguistics, Philology and Phonetics; Medieval and Modern Languages; Music; Oriental Studies; Philosophy; Theology and Religion; the Ruskin School of Art. The Division has over 500 members of academic staff, approximately 4,100 undergraduates (more than a third of the total undergraduate population of the University), 1,000 postgraduate research students and 720 students on postgraduate taught courses.

The Division offers world-class teaching and research, backed by the superb resources of the University's libraries and museums, including the famous Bodleian Libraries, with their 11 million volumes and priceless early book and manuscript collections, and the Ashmolean Museum of Art and Archaeology. Such historic resources are linked to cutting-edge agendas in research and teaching, with an increasing emphasis on interdisciplinary study. Our faculties are among the largest in the world, enabling Oxford to offer an education in Arts and Humanities unparalleled in its range of subjects, from music and fine art to ancient and modern languages.

The Humanities Division has embarked on a major building project on the Radcliffe Observatory Quarter, following the recent announcement of the £150 million gift to create the [Stephen A. Schwarzman Centre for the Humanities](#).

The Schwarzman Centre will serve as a dynamic hub dedicated to the Humanities. The building will bring together seven Humanities faculties, the Humanities Divisional Office, a new library and significant cultural and public engagement spaces in a space designed to encourage experiential learning and bold experimentation through cross-disciplinary and collaborative study. The Faculty of Medieval and Modern Languages will move to the Schwarzman Centre upon the completion of the project.

For more information please visit: www.humanities.ox.ac.uk

Faculty of Medieval and Modern Languages

The Faculty is one of the leading centres for the study of European language, literature, and culture world-wide, offering expertise in the entire chronological range from the earliest times to the present day, and with specialists in film studies, cultural studies, history of the book, and cultural history as well as languages and literatures. The Faculty offers expertise in French, German, Italian, Modern Greek, Spanish, Portuguese, Russian, Polish and Czech, as well as in a range of other languages spoken in Europe. Colleagues across the various languages work together in various interdisciplinary projects and research centres, which bring specialists in language and literature together with historians, philosophers, and social studies scholars.

The Faculty is partly college-based, and partly housed in University buildings in Wellington Square, where some academic staff and the Faculty's administrative staff have offices, and at the Taylor Institution in St Giles' where some teaching takes place and the main Faculty and research library is based. The Taylor Institution, a fine nineteenth-century building sharing with the Ashmolean Museum a commanding site on St Giles', contains both the Taylorian Library, the largest and best resourced Modern Languages library in the country, and the Faculty's largest teaching rooms.

The Faculty is divided into seven sub-faculties: French, German, Italian, Portuguese, Russian and other Slavonic Languages, Spanish and Modern Greek. There are 81

permanent postholders, including 9 established professorships as well as 26 individuals with the title of professor. The colleges, which are responsible for undergraduate admissions and undergraduate tutorial teaching, admit a total of about 270 students a year to read for the Honour School of Modern Languages and its joint schools with Classics, English, History, Philosophy, Oriental Studies, and in the near future, Linguistics. The Modern Languages Faculty Board is responsible for the admission and supervision of graduate students. There are about 50 graduates taking taught Masters degrees, and about 120 research students.

For more information please visit: www.mod-langs.ox.ac.uk

Sub-Faculty of French

Overall Profile

The Sub-Faculty of French is the largest French department in the UK, and one of the largest in the world. It has one statutory professor, 30 associate and full professors, and a senior instructor. It also benefits from the presence of a number of colleagues who support the teaching of the permanent postholders, and enhance the research profile of the Sub-Faculty. These include some tutors employed solely by colleges, research fellows, college lectrices/lecteurs, and some academic librarians. The total membership of the Sub-Faculty is over 60.

The average annual intake of undergraduates to read French is 160. The Sub-Faculty teaches students a command of grammatically correct and idiomatic spoken and written French, the ability to write accurately and idiomatically in both French and English and to translate into and out of both languages with precision and sensitivity to a range of registers and styles. The curriculum allows students either to study a broad range of literary and other materials, to focus their studies on the medieval period, the early modern period, or the modern period up to the present day, or to concentrate on options in Linguistics. The emphasis in finals is very much on students' choice, and the main papers are supplemented by options ranging widely from sixteenth-century poetry to European Cinema, Women's Writing, Literature and the Visual Arts, or Discourses of Race.

Graduates reading French can study either for a research degree (DPhil or MLitt) or follow a taught Master's course in Modern Languages of one or two years' duration (MSt and MPhil respectively). There are also a number of other taught courses in which French can form a component (for example, in Women's Studies, Medieval Studies, and General Linguistics and Comparative Philology). The Sub-Faculty has an excellent record in supplying graduates for university posts both in the UK and across the world.

Further information will be found on the Faculty's web site: www.mod-langs.ox.ac.uk

Trinity College

Trinity College is one of 38 self-governing and independent colleges at Oxford. The Colleges give both academic staff and students the benefits of belonging to a smaller, interdisciplinary community as well as to a large, internationally-renowned institution.

The collegiate system fosters a strong sense of community, bringing together leading academics and students across subjects, and from different cultures and countries. The College, founded in 1555, occupies a fine position in the centre of the City. It currently admits approximately 90 undergraduates and 50 graduate students each year, with a balance between Arts and Science disciplines, and there are approximately 400 students in residence at any one time. The College prides itself on combining the highest academic standards with a particularly friendly sense of community.

There are currently twenty-eight Tutorial Fellows, fourteen Professorial and other Fellows, six Junior Research Fellows and one Senior Research Fellow, and some 30 Lecturers. Trinity prides itself on its strong support for all its early-career academics. Further information about the College is available at <http://www.trinity.ox.ac.uk>.

Trinity normally admits seven or eight undergraduates each year to read for Modern Languages, including for the Joint Schools in Modern Languages and Linguistics, Classics and Modern Languages, English and Modern Languages, History and Modern Languages, and Philosophy and Modern Languages. There are approximately 30 undergraduates reading Modern Languages at any one time. The postholder will be expected to work closely with Dr Guadalupe Gerardi (Departmental Lecturer in Spanish, currently covering a secondment of Trinity's Spanish Tutorial Fellow, Dr María Blanco); with the Fellows in Classics, English, History and Philosophy; and with the College's Lecturers in German, Linguistics and Portuguese.

Trinity also accepts graduate students (pgt and pgr) in Modern Languages. The Departmental Lecturer will act as a College Adviser to some of these students. The College Adviser provides general guidance and support independently of the Faculty supervisor.

How to apply

Applications are made through our e-recruitment system and you will find all the information you need about how to apply on our Jobs website <https://www.jobs.ox.ac.uk/how-to-apply>.

Your application will be judged solely on the basis of how you demonstrate that you meet the selection criteria stated in the job description.

To retrieve the relevant 'Job Details' page, search for ID ref (150748) at: www.jobs.ox.ac.uk or go to: https://my.corehr.com/pls/uoxrecruit/erg_jobspec_details_form.jobspec?p_id=150748

Please ask two referees to submit a reference for you to recruitment@mod-langs.ox.ac.uk by the closing date of the post. Please ensure the reference quotes the vacancy ID ref 150748.

You will be asked to upload a CV and a supporting statement. The supporting statement must explain how you meet each of the selection criteria for the post using examples of your skills and experience. This may include experience gained in

employment, education, or during career breaks (such as time out to care for dependants)

Please upload your CV and supporting statement **as PDF files** with your name and the document type in the filename.

All applications must be received by **midday** on Monday 17 May 2021.

Shortlisting is expected to be held on Friday 28 May 2021.

Interviews are expected to be held on Tuesday 8 June 2021 via Microsoft teams.

Further information about the post is available from: katherine.ibbett@mod-langs.ox.ac.uk

Further information about the recruitment process is available from recruitment@mod-langs.ox.ac.uk

Information for priority candidates

A priority candidate is a University employee who is seeking redeployment because they have been advised that they are at risk of redundancy, or on grounds of ill-health/disability. Priority candidates are issued with a redeployment letter by their employing department(s).

If you are a priority candidate, please ensure that you attach your redeployment letter to your application (or email it to the contact address on the advert if the application form used for the vacancy does not allow attachments).

If you need help

Help and support is available from: <https://hrsystems.admin.ox.ac.uk/recruitment-support>

If you require any further assistance please email recruitment.support@admin.ox.ac.uk.

To return to the online application at any stage, please go to: www.recruit.ox.ac.uk.

Please note that you will receive an automated email from our e-recruitment system to confirm receipt of your application. **Please check your spam/junk mail** if you do not receive this email.

Important information for candidates

Data Privacy

Please note that any personal data submitted to the University as part of the job application process will be processed in accordance with the GDPR and related UK data protection legislation. For further information, please see the University's Privacy Notice for Job Applicants at: <https://compliance.admin.ox.ac.uk/job-applicant-privacy-policy>. The University's Policy on Data Protection is available at: <https://compliance.admin.ox.ac.uk/data-protection-policy>.

The University's policy on retirement

The University operates an Employer Justified Retirement Age (EJRA) for all academic posts and some academic-related posts. The University has adopted an EJRA of 30 September before the 69th birthday for all academic and academic-related staff in posts at **grade 8 and above**. The justification for this is explained at: <https://hr.admin.ox.ac.uk/the-ejra>

For **existing** employees, any employment beyond the retirement age is subject to approval through the procedures: <https://hr.admin.ox.ac.uk/the-ejra>
There is no normal or fixed age at which staff in posts at **grades 1–7** have to retire. Staff at these grades may elect to retire in accordance with the rules of the applicable pension scheme, as may be amended from time to time.

Equality of opportunity

Entry into employment with the University and progression within employment will be determined only by personal merit and the application of criteria which are related to the duties of each particular post and the relevant salary structure. In all cases, ability to perform the job will be the primary consideration. No applicant or member of staff shall be discriminated against because of age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, or sexual orientation.

Benefits of working at the University

Employee benefits

University employees enjoy 38 days' paid holiday, generous pension schemes, travel discounts, and a variety of professional development opportunities. Our range of other employee benefits and discounts also includes free entry to the Botanic Gardens and University colleges, and discounts at University museums. See

<https://hr.admin.ox.ac.uk/staff-benefits>

University Club and sports facilities

Membership of the University Club is free for all University staff. The University Club offers social, sporting, and hospitality facilities. Staff can also use the University Sports Centre on Iffley Road at discounted rates, including a fitness centre, powerlifting room, and swimming pool. See www.club.ox.ac.uk and <https://www.sport.ox.ac.uk/>.

Information for staff new to Oxford

If you are relocating to Oxfordshire from overseas or elsewhere in the UK, the University's Welcome Service website includes practical information about settling in the area, including advice on relocation, accommodation, and local schools. See

<https://welcome.ox.ac.uk/>

There is also a visa loan scheme to cover the costs of UK visa applications for staff and their dependents. See <https://staffimmigration.admin.ox.ac.uk/visa-loan-scheme>

Family-friendly benefits

With one of the most generous family leave schemes in the Higher Education sector, and a range of flexible working options, Oxford aims to be a family-friendly employer. We also subscribe to My Family Care, a service that provides practical advice and support for employees who have caring responsibilities. The service offers a free telephone advice line, and the ability to book emergency back-up care for children, adult dependents and elderly relatives. See <https://hr.admin.ox.ac.uk/my-family-care>

The University has excellent childcare services, including five University nurseries as well as University-supported places at many other private nurseries.

For full details, including how to apply and the costs, see

<https://childcare.admin.ox.ac.uk/>

Disabled staff

We are committed to supporting members of staff with disabilities or long-term health conditions. For further details, including information about how to make contact, in confidence, with the University's Staff Disability Advisor, see

<https://edu.admin.ox.ac.uk/disability-support>

Staff networks

The University has a number of staff networks including the Oxford Research Staff Society, BME staff network, LGBT+ staff network and a disabled staff network. You can find more information at <https://edu.admin.ox.ac.uk/networks>

The University of Oxford Newcomers' Club

The University of Oxford Newcomers' Club is an organisation run by volunteers that aims to assist the partners of new staff settle into Oxford, and provides them with an opportunity to meet people and make connections in the local area. See www.newcomers.ox.ac.uk.

Appendix

THE PRELIM COURSE – FIRST YEARS

'Papers' or modules to be covered in this post (adapted from the student handbooks)

Paper III Short Texts

This paper will introduce you to the techniques of close reading through the study of four short works

- Michel de Montaigne, 'Des Cannibales' from *Essais*, vol. 1 (recommended edition: *Essais: 'Des cannibales' et 'Des coches'*, ed. by Tarpinian, Éditions Ellipses, 1994)
- Jean Racine, *Phèdre* (recommended edition by Raymond Picard, Gallimard 'Folio', 2015)
- Paul Verlaine, *Romances sans paroles* (recommended edition : *Romances sans paroles*, ed. Arnaud Bernadet, 2e édition, GF-Flammarion, 2018 [2012])
- Marie NDiaye, *Papa doit manger* (recommended edition Éditions de Minuit, 2003)

This paper is examined by critical commentary. One passage is set from each of the texts and you have to write on three passages. You will certainly need to show that you know the texts well by establishing the context of the passages, but the skill is to show that you can comment pertinently and in detail on the words and ideas in front of you. When commenting on texts written in verse, you are required to show an awareness of the author's use of versification.

Paper IV French Narrative Fiction

This paper introduces you to four narrative texts written between the Middle Ages and the twentieth century:

La Chastelaine de Vergy

Choderlos de Laclos, *Les Liaisons dangereuses*

George Sand, *Indiana*

Maryse Condé, *La traversée de la mangrove*

This paper will be examined only by essay. There is a choice of two essay questions on each text, and you are required to answer three questions, each on a different text. You will need to show that you can construct a clear, relevant, and interestingly written argument, supported at every stage by detailed knowledge of the text. If your argument can be enhanced or sharpened by making comparisons between texts, you are positively encouraged to do so, though you are not penalised for not doing so.

Lectures are provided in Michaelmas Term on the short texts, setting them in context and showing how passages from them might be commented on in detail. There are also lectures introducing you to the techniques of versification. In subsequent terms there are lectures on the longer narrative texts. Throughout the year you will be required to read and write about the prescribed texts for your tutor in college who will discuss your work with you in a series of tutorials or seminars. Lecturers will offer bibliographical advice, as will your tutors.

FINAL HONOUR SCHOOL IN FRENCH – SECOND AND FINAL YEARS

‘Papers’ or modules to be covered in this post

Paper I An essay of between 1000 and 1500 words to be written in French from a range of questions on literary, linguistic and general cultural topics

Paper II A Translation from modern French

The passage for translation *from* French is taken from a post-1800 text. Passages will be in contrasting styles or registers (e.g. narrative, descriptive, analytical, reflective or journalistic).

PAPER VII: FRENCH LITERATURE 1530 TO 1800

1. Course Content

The period 1530-1800 sees French culture developing as a dominant force in Europe and in the world. The period embraces major cultural movements (e.g. Renaissance humanism, baroque, classicism, and the Enlightenment), genres such as tragedy, comedy, and the novel, and such major writers as Rabelais and Montaigne from the sixteenth century, Corneille, Pascal, Molière and Racine from the seventeenth, and Voltaire, Diderot and Rousseau from the eighteenth. The object in preparing this paper is to study texts not only for their individual merits, but also in relation to each other within the broad framework of the period’s cultural developments. You can follow the development of literary genres: drama, poetry or the novel. You can explore thematic similarities between texts, such as the treatment of social class or gender, attitudes to authority, responses to the natural world, representations of the self. You can also consider texts for their contribution to the history of ideas, such as political and social reform, philosophical trends, religious faith and scepticism. There are no prescribed texts or authors; you are positively encouraged to develop your own interests and to read authors and explore topics of your choice.

2. Teaching

Each year there are courses of lectures on authors, genres or cultural movements within the period. You should attend lectures on this paper in both your second and your final years. In addition, you will normally have 8 tutorials, which encourage you to build up a breadth of reading to write from different critical points of view. You can come to a relatively full understanding of one part of the period by concentrating on texts that fall within closely circumscribed chronological limits; alternatively, you may study texts across a broad time-scale, and so appreciate change and diversity within the period.

Examination

Candidates sitting the examination in 2023 must answer two essay questions in three hours. The paper includes a wide range of questions. Most are of a general nature, relating to genres, themes, and other topics in the writings of the period. Some relate to specific parts of the period,

but no questions are about named authors. Questions typically invite candidates to respond with reference to one or more appropriate authors; but the general rubric of the paper requires candidates, in at least one of their answers, to refer to two or more authors. A satisfactory minimum range of reference within one answer might be two longer texts (e.g. two substantial novels) or four shorter texts (e.g. four plays). Examiners welcome a wider range of reference, but look primarily for evidence of first-hand knowledge of the texts. Candidates offering both Paper VII and Paper VIII in French may only draw on material from the period 1715-1800 in answering questions in *either* Paper VII *or* Paper VIII.

PAPER X: MODERN PRESCRIBED AUTHORS I

(It's usual to be prepared to teach somewhere between two and four of these authors; it's most likely that Racine, Lafayette and Molière will form the bulk of the teaching for this paper for the Departmental Lecturer.)

Candidates choose any two of:

1. Rabelais (c. 1494-c. 1553)

1. Course Content

The five books of Rabelais's chronicles of Gargantua and Pantagruel (1532-64) present the author's enormous range of intellectual interests within a framework of coarse humour and wild fantasy. Reading Rabelais is challenging, fascinating and rewarding. He opens perspectives on his own times, the Renaissance and Reformation. He creates thought-provoking comedy out of topics as diverse as learning and ignorance, war and peace, marriage and cuckoldry, as well as medical, legal and theological issues. His whole work raises questions about language and literature, meaning and interpretation, laughter and seriousness. The books prescribed for special study are *Gargantua* and the *Quart Livre*.

2. Teaching

Students typically have four tutorials on this author, producing written work for each, and lectures are offered annually.

2. Montaigne (1533-92)

1. Course Content

The three books of Michel Eyquem de Montaigne's *Essais* (1580-1595) are a unique literary representation of a journey of self-exploration. Montaigne's self-portrait reveals his life, his appearance, his likes and dislikes, but above all the workings of his mind as he experiments with different topics. The titles of the chapters prescribed for special study give an idea of these topics: *Que philosopher c'est apprendre à mourir* (I 20), *De la Coutume* (I 23), *De l'Institution des enfants* (I 26), *De l'Exercitation* (II 6), *De la praesumption* (II 17), *Du Repentir* (III 2), *Sur des Vers de Virgile* (III 5) and *De l'Experience* (III 13). The chapter-titles often playfully conceal the subject matter: *Sur des Vers de Virgile* is about men, women, sex and marriage; *Des Coches* is about Spanish colonialism. You will be able to study the diversity of topics in the *Essais*,

Montaigne's individual manner of writing and his work in relation to its intellectual and cultural background: Renaissance, Reformation and the French religious wars.

2. Teaching

Students typically have four tutorials on this author, producing written work for each, and lectures are offered annually.

3. Pascal (1623-1662)

1. Course Content

During his lifetime Blaise Pascal published ferocious political and religious polemic as well as scientific and philosophical treatises; he also invented the first calculator. After his death, his family gathered together the bundles of notes, mini-treatises, and snippets of dialogue he had written dealing principally with the relation between God and humankind, which have become known as the *Pensées*. We'll approach Pascal's work by taking on questions about editorial transmission, textual instability, and the significance of imaginative inquiry for exploring what it means to be human in an infinite universe. Studying Pascal means exploring fundamental questions about the relation between texts and their histories, and about the public and private dimensions of authorship. It also means thinking through the boundaries between disciplines – philosophy, literature, theology, psychology, geometry, grammar, rhetoric, informatics – as well as the histories of those disciplines themselves.

The texts for special study are, *Les Provinciales, Pensées et opuscules divers*, éd. G. Ferreyrolles et P. Sellier, in *La Pochothèque* (Livres de poche/Classiques Garnier), with a special study of *Pensées*, 1-414; 419-671; 680-690; 694-695; 697-717; 742-769 and *De l'esprit géométrique et de l'art de persuader*. You will also be able to draw relevant parallels with other *Opuscules*.

2. Teaching

Students typically have four tutorials on this author, producing written work for each, and lectures are offered annually.

4. Molière (1622-73)

1. Course Content

Molière remains one of the most popular French writers, popular among producers and theatre-goers as well as among students and critics. He not only wrote plays, he also produced them and starred in them, creating in the process his own individual brand of comedy. His output is very varied, changing to suit the different needs of the audiences at court and in the public theatre in Paris. He is noted for introducing issues of burning topical importance into stock plots played out by stock character types, and he thereby transforms the tradition out of which his comedy grows. Molière can be credited with the invention of the comédie-ballet, a highly successful combination of comedy, dance, and music. All these aspects of his work can be seen in the plays prescribed for special study: *L'Ecole des femmes*, *Le Tartuffe*, *Dom Juan*, *Le Misanthrope*, *Les Fourberies de Scapin* and *Le Malade Imaginaire*.

2. Teaching

Students typically have four tutorials on this author, producing written work for each, and lectures are offered annually.

5. Lafayette (Mme de) (1634-1693)

1. Course Content

Marie-Madeleine Pioche de la Vergne, comtesse de Lafayette, is not only a canonical author, the greatest novelist of her period, but also a writer whose works open up critical perspectives on the canon and on authorship itself. Lafayette's historical fiction was central to seventeenth-century debates about *vraisemblance*, the nature and purpose of fiction, and the relation of literature to historical events. She has been hailed as the inventor of at least two genres, the *nouvelle historique* and the psychological novel; she was an important figure at court, and the way in which she ensured the wider circulation and publication of her work reveals much about gender and public life in this period; film adaptations of her work also have much to tell us about our understanding of the past. In reading Lafayette's fiction alongside her *Histoire(s)*, we both learn about court life and engage critically with what it means to be a woman writing in, and about, intimacy, politics, and public space.

The texts prescribed for special study are *La Princesse de Clèves*; *La Princesse de Montpensier*; *Histoire de madame Henriette d'Angleterre*. You should also read *Zaïde*, *La Comtesse de Tende*.

2. Teaching

Students typically have four tutorials on this author, producing written work for each, and lectures are offered annually.

6. Racine (1639-99)

1. Course Content

Jean Racine is the author of eleven tragedies and one comedy. His tragedies are often seen as the high point of French tragic drama and are still highly successful on stage. They explore the frequently fatal and always disorderly consequences of human passion in a most elegant and stylized form. The main characters are kings, queens and emperors; they are deployed in historical or mythological settings; for the most part, they use elevated vocabulary and speak in alexandrines. But they are susceptible to moments of aching sexual desire, excruciating jealousy, uncontrolled anger, and painful hopelessness that make them like all other human beings. You will have the opportunity to explore the sense of the tragic in his work and to sample the diverse critical readings to which his plays have given rise (among them, rhetorical, theatrical, structuralist, psychoanalytical, Marxist). You will be expected to acquire detailed knowledge of the six prescribed tragedies: *Andromaque*, *Britannicus*, *Bérénice*, *Bajazet*, *Iphigénie*, and *Athalie* in *Théâtre complet*, ed. J. Rohou (Pochothèque, Livre de Poche, 1998), but also to read his other plays.

7. Voltaire (1694-1778)

1. Course Content

Dramatist, satirist, historian, *philosophe*, polemicist, poet, Voltaire is (with Diderot and Rousseau) one of the three major writers of the French Enlightenment. The texts prescribed for

special study are his *Lettres philosophiques* (1734), one of his earliest and most trenchant satires, and some of his *contes* in prose and verse written in mid- and late career (*Zadig*, *Paméla* (pp.138-96), *Candide*, *Contes de Guillaume Vadé* (pp.339-453), *La Princesse de Babylone*, *Les Lettres d'Amabed*, *Le Taureau blanc*). In addition to these texts, you will study a selection of his other writings, chosen from among his histories (e.g. *Le Siècle de Louis XIV*), tragedies (e.g. *Zaïre*, *Mahomet*, *Mérope*) philosophical and polemical works (e.g. *Dictionnaire philosophique*, *Traité sur la tolérance*).

2. Teaching

Students typically have four tutorials on this author, producing written work for each, and lectures are offered annually.

8. Diderot (1713-84)

1. Course Content

Probably the most varied and original of the Enlightenment writers, Diderot is a particularly stimulating author. The texts prescribed for special study give some idea of the wide range of his intellectual activity: novels (*Jacques le Fataliste*, ed. Belaval, Folio), satire (*Le Neveu de Rameau*, ed. Varloot, Folio), philosophical dialogue (*Le Rêve de d'Alembert*, ed. Chouillet, Livre de Poche), art criticism (*Le Salon de 1765*, ed. Bukdahl and Lorenceau, Hermann). In addition to these texts, you might expect to read other works in these same genres, or to explore other areas, e.g. his contributions to the *Encyclopédie*, his theatre and dramatic theory (*Le Fils naturel*, *Le Père de famille* and the associated theoretical writings), or his short stories. Owing to the complex publishing history of *Le Neveu de Rameau*, we recommend students to use one of the following editions: ed. Marian Hobson (Droz, 2013); ed. Michel Delon (Folio [édition dérivée de la Bibliothèque de la Pléiade], 2006).

2. Teaching

Students typically have four tutorials on this author, producing written work for each, and lectures are offered annually.

PAPER XII: SPECIAL SUBJECTS

Travel, Exile, Migration (team-taught)

(the applicant is welcome to contribute two early modern sessions to this paper, but is not obliged to do so)

1. Course Content

This paper will explore histories of travel, exile, and migration to and from France, and around the world, from the seventeenth century to the present. From early colonial enterprises to the migration movements of the twenty-first century, French culture has encountered and been permeated by other cultures through experiences of travel to and from the metropole. In the light of these sometimes violent encounters and movements, the paper will examine works that raise

questions about sovereignty and national frontiers, about cultural identity and exchange, and about the politics as well as the poetics of migration.

2. Teaching

In Michaelmas Term there will normally be lecture courses on related issues. In Hilary weeks 1-5 there will be a series of five seminars. In exploring the early modern Americas, for example, we will consider how encounters with indigenous people shaped European conceptions of racial difference, and how disputes over American territories sustained and reshaped the European debates about sovereignty that would come to underwrite later colonial projects. In Europe itself, we will also explore the border-crossing literature produced by Protestant refugees of the late seventeenth century, alongside texts which describe the proper comportment of the refugee: what did it mean to be a 'good immigrant' in the seventeenth century? Moving on to the nineteenth century, we will see how travel writing was shaped by the drive towards expansion and the heyday of the modern French colonial period, but also how writers critique the genre itself. Two sessions on twentieth and twenty-first century material will then explore the impact of postcolonialism and globalisation on more recent conceptions of migration and border-crossing. We will analyse texts reflecting on travel to and from the Caribbean to think through the complex intertwining of the search for rootedness with the embrace of a diasporic consciousness. Finally, we will read a set of texts focusing specifically on travel between France and the Maghreb in the twenty-first century and on the uneasy transition zone of the Mediterranean.

3. Introductory Reading

Since this paper covers a range of historical ground, indications given here are only preliminary, and your seminar leaders will give more detailed instructions once you've signed up.

Sample of primary reading

-Louis Hennepin, *Nouvelle découverte d'un très grand pays dans l'Amérique* (1697) (available online at <https://archive.org/details/ned-kbn-all-00003774-001/page/n13>); Jacques Fontaine, *Mémoires d'une famille huguenote victime de la révocation de l'édit de Nantes*, ed. Bernard Cottret (1992); Charles Baudelaire, 'Le Voyage' (1859) in *Les Fleurs du mal* (from 1861 edition onwards); compare to 'Un Voyage à Cythère'; 'Les Projets' in *Petits poèmes en prose*; Gérard de Nerval, *Voyage en Orient* (1851); Victor Segalen, *Équipée: Voyage au Pays du Réel* (1929); Edouard Glissant, *Poétique de la Relation* (Paris: Gallimard, 1990); Gisèle Pineau, *L'Exil selon Julia* (Paris: Stock, 1996); Maryse Condé, *Désirada* (Paris: Robert Laffont, 1997); Dany Laferrière, *L'Enigme du retour* (Paris: Grasset et Fasquelle, 2009); Nina Bouaroui, *Garçon manqué* (Paris: Stock, 2000)

Secondary reading

Lauren Benton, *A Search for Sovereignty: Law and Geography in European Empires, 1400-1900* (Cambridge: Cambridge University Press, 2010); Nicolas Terpstra, *Religious Refugees in the Early Modern World: An Alternative History of the Reformation* (CUP, 2015); Edward Said, *Orientalism* (1978); J. Michael Dash, *The Other America: Caribbean Literature in a New World Context* (University Press of Virginia, 1998); Edwige Tamalet Talbayev, *The Transcontinental Maghreb: Francophone Literature Across the Mediterranean* (Fordham University Press, 2018)