

Department of French and European Studies



The Department of French and European Studies offers two Postgraduate Master Degrees:

- a) Master in Teaching French as a Foreign Language and*
- b) Master in European Studies*

It also offers two Postgraduate Programmes at a Ph.D. level in:

- a) French Studies and*
- b) European Studies*

MASTER DEGREE IN TEACHING FRENCH AS A FOREIGN LANGUAGE

The Master Programme in Teaching French as a Foreign Language is designed to give students academic knowledge (for example: a theoretical framework, awareness of modern methodologies), professional skills (for example: practise teaching, gaining experience in teaching in schools), and familiarity with educational administration. More specifically, the programme provides students with the theoretical background required to analyse teaching situations as well as the practical tools they will need in their professional careers.

The Master Degree in Teaching French as a Foreign Language is suitable for teachers who are currently working in the public or private sector in Cyprus and who are seeking for further specialization on their subject, as well as for future teachers or those who wish to specialize in the French language for other professional reasons. It is also addressed to holders of an undergraduate degree (usually, but not necessarily, in the French language or Linguistics) awarded by the University of Cyprus or by any other accredited University seeking for specialization in teaching French as a Foreign Language in combination with educational leadership and administration skills. In terms of academics, the programme will educate its students in accordance with the latest requirements of Teaching French as a Foreign Language and according to the current needs of the labor market of Cyprus and abroad. In terms of research, the programme aims to prepare graduates to undertake high- level academic research in this field.

In addition to preparing its graduates for employment as teachers of French as a Foreign Language, the programme also qualifies its graduates for many other professional opportunities such as becoming Foreign Language Inspectors, Directors of Francophone and Foreign Private Schools, Directors of Language Centres and Private Institutes, Instructors of Pedagogical Institutes, Inspectors of French as a Foreign Language, future Francophone Cultural Attaché, writers of Francophone manuals, Consultants or Specialists in the francophone world, Consultants or Experts in Multilingualism, Expert Advisors to NGOs active in the francophone world (Asia, Africa, etc.), Consultants and

Officers of Francophone Programmes, Consultants and Officers in Linguistic Programming and Policy, Consultants and Practitioners in the field of Language Services, Francophone Curricula Designers, Translators/ Interpreters.

Terms of Admission

Criteria for admission to the programme include: a) a first degree in any of the areas of Social Sciences or the Humanities, with an overall average of 7/10, an equivalent grade and/or proven research abilities, and/or teaching experience; b) good knowledge of the French language (indicative level B2); c) basic knowledge of another international language, sufficient for passive comprehension of literature relevant to the programme. The Departmental Postgraduate Committee reserves the right to require any selected candidates it deems necessary to take courses outside the programme of studies that might be missing from their academic background but are considered vital (e.g., a French language course, Research Methodology, etc.). The credit for these courses will not affect the total number of ECTS of the postgraduate programme since the grade will be in the form Pass/Fail and therefore, will not contribute to the assessment level of the students.

Application

The application should be submitted electronically and must include: a) a letter of interest with a statement of research and/or professional goals and interests of the candidate (500 words), in French; b) a Curriculum vitae, in French; c) a copy of the undergraduate degree accompanied by the Diploma Supplement (DS) or the official transcript; d) a writing sample, such as teaching material, a brief article, an excerpt of academic work, etc. (optional); e) two letters of recommendation to be directly submitted by the referees via the electronic application system of the University.

Applications will be examined by the Departmental Postgraduate Committee. If the Committee deems it necessary, the selected candidates will/might be invited for a personal interview or an interview via videoconference. The Committee's list of selected candidates will be submitted for a final approval to the Board of the Department of French and European Studies.

Postgraduate Scholarships

There is a limited number of scholarships available, and these are not available every year. Upon acceptance into the programme, all students are eligible to apply. The deadline for submission of applications and the selection criteria will be announced on the Department's website.

Programme Duration

The Programme extends over three semesters during which the physical presence of the students at the University is required. However, students can spend the maximum permitted time by the regulation of the University of Cyprus in institutions abroad through the ERASMUS+ Programme. The possibility of a joint Master dissertation supervision as a part of the exchange and cooperation programmes between the University of Cyprus and Departments, Laboratories or Research Institutes abroad, is viewed positively.

Programme Structure

The programme extends over three semesters and requires successful completion of a minimum of 90 ECTS. It concludes in the awarding of the title of Magister Artium. The programme of study per semester is distributed as follows:

		ECTS
First Semester		
FES 730	Methodologies in Teaching French as a Foreign Language	10
FES 731-738	Course from the indicative list of the Department of French and European Studies	10
EDU or PSY	Course from the indicative list of the Department of Education or the Department of Psychology	-
Total		30
Second Semester		
FES 731-738	Course from the indicative list of the Department of French and European Studies	10
FES 731-738	Course from the indicative list of the Department of French and European Studies	10
EDU or PSY	Course from the indicative list of the Department of Education or the Department of Psychology	-
Total		30
Third Semester		
FES 746	Thesis <i>or</i>	
FES 747	Internship	30
Grand Total		90

The Department of French and European Studies will select the courses offered each semester apart from the compulsory FES 730, Methodologies in Teaching French as a Foreign Language. (See below the indicative list of courses offered by the Department of French and European Studies.)

The courses in the Department of Education are credited with 12 ECTS. The courses in the Department of Psychology are credited with 7.5 ECTS. Students who select courses from the Department of Psychology may

fulfil the remaining credit requirements with the Research Methodology course offered by the Department of French and European Studies and/or by seminars offered by the collaborating Departments.

Conferences, workshops and lectures organized by the collaborating departments on topics related to the curriculum are an important complement to the programme. Students may be required to submit written reports associated with these activities.

Thesis (30 ECTS): the Master's dissertation is prepared under the supervision of a faculty member of the Department of French and European Studies, or under the co-supervision of a faculty member of the Department of French and European Studies and a faculty member from one of the collaborating departments (EDU or PSY), after consultation with the student's primary supervisor. The thesis must be original and approximately 12,000-15,000 words long. Students must choose their supervisor and a thesis topic before the end of the second semester of their studies. At the end of the third semester, the thesis is examined and evaluated by a Supervising Committee consisting of the supervisor and one other faculty member. The thesis must be submitted to the Department by the date specified.

Internships can be undertaken by students who wish to gain professional experience along with theoretical training. The internship's venue, which must be relevant to the Master's programme, is either proposed by the Supervisor, or suggested by the student. The internship programme (approx. 300 hours in total) is approved and defined by the supervising Professor and the Manager of the Institution where the internship is going to take place. If an Internship Agreement is drafted, it has to be signed by both of them and the graduate student. The internship is considered to be completed with the submission of a comprehensive written report of approximately 8,000-10,000 words describing the student's activities.

In exceptional circumstances, and after approval by the Departmental Graduate Studies Committee, students may substitute one course from the Master's curriculum with another course offered in another postgraduate programme at the University of Cyprus provided it is related to the subject of their thesis and carries an equivalent number of credits.

Working languages

The courses are taught mainly in French except for those offered by the Department of Education and the Department of Psychology, which courses are taught in Greek. The bibliography for the seminars will be the same as the language in which they are offered. The subject of

the thesis must be relevant to Teaching French as a Foreign Language and it can be written in French or Greek.

Scholarships

Upon acceptance into the programme, students are eligible to apply for a limited number of scholarships, provided that scholarships are available that year. The deadline for submission of applications and the selection criteria will be announced on the Department's website.

Course Descriptions (indicative list)

FES 730 Methodologies in Teaching French as a Foreign Language

Through an interdisciplinary approach that requires students' critical thinking, the course outlines the principles governing the design of the teaching and learning process. It defines the current theoretical framework of the discipline of Teaching

French as a Foreign Language and Culture and outlines the fundamentals of designing and planning a course curriculum. The course discusses the basic principles of differentiated pedagogy, which aims to create incentives and thus to improve the teaching and learning practice. More specifically, the course suggests ways of developing methodological skills, including: identification and selection of teaching and learning objectives, selection and adaptation of learning material, development of teaching material through lesson plans, the use of interactive whiteboards, lesson planning and classroom management. It also seeks to familiarize students with current issues in the domain of teaching French as a Foreign Language for example, how to teach speaking and writing skills, literary texts and grammar through the four skills of the Common European Framework of Reference for Languages. Finally, the course examines the methodologies of design and realization of curricula (goals, needs, capabilities, performance, teaching materials, course implementation, evaluation practices within the policy and methods of teaching French as a Foreign Language.

FES 731 Information and Communication Technology in Teaching French as a Foreign Language

The course will familiarize students with methods of teaching French as a Foreign Language using information technologies and communication technologies. The use of new technologies as teaching tools will enrich the teacher's educational approaches and practices and enhance the student's learning horizons. The first part of the course examines the use of computer technology in teaching languages and in digital learning environments (for instance, Computing Applications with Multimedia, Hypermedia and Internet). The second part studies Computer-mediated Communication (English: CMC, French: CMO), Distance Learning (synchronous and asynchronous education), Hybrid Education and Tele-teaching.

FES 732 Acquisition of Language Skills in Oral and Written Communication of French as a Foreign Language

The course will present the theories of learning and particularly the theoretical principles underlying speaking and writing competency in the acquisition of French as a Foreign Language. In this context, we consider the use of various methodologies in teaching a language in its spoken and written form; important

among these are the Communicative Approach, the Application of Text Linguistics to Teaching / Learning Foreign Languages, the Use of Comprehension Activities as well as written activities. The course also looks at ways of coping with learning difficulties in the production of spoken and written language (blocking, emotion, anxiety, self-esteem, motivation, formative self-assessment).

FES 733 Sociolinguistics and Teaching French as a Foreign Language

The course analyzes the relationship between teaching and learning the French language within a wide range of contexts including social, political, cultural, psychological and interpersonal frameworks. More specifically, the course aims to familiarize and sensitize students with issues which are part of the broad interplay of language and society, namely in the field of Sociolinguistics. The focus will be on becoming aware of issues that deal with Language Diversity, language change, language contact and Language Policies as well as the influence of the principles and conclusions of Modern Sociolinguistics regarding the educational practice.

FES 734 Teaching the Grammar of French as a Foreign Language

The course examines modern ways of teaching grammar. The way to teach grammatical structures and the rules of the French language is, especially at novice levels, inductive and starts with examples taken from texts (i.e., it is contextualized, as required by modern, communication-oriented language teaching). Grammar is not an independent discipline but it is a part of the language course as one of the components that make communication possible (for example, vocabulary, production and understanding of spoken language, etc.). Grammar is presented as a structure that functions as a means of effecting communication, as well as a means of stylistic differentiation, of textual cohesion and a mechanism of textual modulation.

FES 735 Teaching with Francophone Literary Texts

In this course literature is viewed as a means of acquiring cognitive tools that can enhance the learning of the French language. The aim of this course is to enable students to use a francophone literary text in the context of communication and action. More specifically, through contemporary and classic French-language literary texts we approach the French language and grammar, idiomatic expressions and specific structures and their function in linguistic and textual environments. Finally and through a literary perspective, data offers answers to the following questions: How can one include the literary discourse in the process of building the communicative competence? How can one articulate literature and linguistic, socio-cultural as well as pragmatic skills with discourse skills? How can reading skills be developed through literacy texts?

FES 736 Strategies for Learning the French language: Analysis and Evaluation of Errors

The course will help students analyze mistakes that learners make when studying French as a Foreign Language. More specifically, it focuses on identifying, recording and interpreting frequent errors that appear in the writing of Greek-speakers who are learning French. The teacher who knows the language elements with a high frequency of error knows what to focus on. The study and analysis of errors can also help teachers understand the cognitive and linguistic processes involved in learning the language. Finally, students will consider the importance of analyzing errors from a communication perspective: What is evaluation? What is to be evaluated? When? How and why?

FES 738 The Action-oriented Approach in Teaching French as a Foreign Language

The course presents a new technique of learning French as a Foreign Language, which mainly focuses on the role of experience in the process of learning. Through the action-oriented approach, the teacher stimulates the student, coordinates and monitors the learning process while he emphasizes on the importance of active involvement in language learning. This method also reinforces the relevance between the classroom, the daily lives of the students and the reality of the Francophone society. Students participate in a variety of activities such as research, observation, interviews, simulations, creative compositions, etc. Within this framework, the course seeks to enhance communication and cooperation between the learner and the teacher in order to develop knowledge in francophone environments.

FES 762 The Discourse of Culture in Europe, from Plato to Popper

Plato's *'Politeia'* (Republic) is a challenging text concerning upbringing and education (*'paideia'*), and one that has greatly influenced the European mentality/way of thinking throughout the ages. In his quest for justice, Plato proposed the tripartite distinction of the human soul (*'logikon'*-the logical, *'thymoeides'*-the high-spirited and *'epithymitikon'*-the appetitive) as well as the theory of the four virtues (wisdom, courage, reason and justice). Furthermore, he believed that Pedagogy ought to include Philosophy, the Sciences and the Fine Arts. Europe's later on pedagogues developed their own theories based on these Platonic preconditions. For example, the pedagogical texts of Castiglione, More, Rousseau, Schiller and Karl Popper among others, all include Plato's positions, either directly or indirectly, in their research. This theoretical perspective, which contains elements taken from Anthropology, Psychology, Theory of the State and the Philosophy of History, broadens the concept of Pedagogy.

FES 746 Internship

Students are required to experience hands-on teaching through their attendance and involvement in one of the following: a public or private school, a Language Centre or the French Institute (Alliance Francaise). In this way students will become familiar with the school /classroom environment, school life, and the demands of everyday educational practice.

FES 747 Thesis

The thesis is the student's individual project. The subject of the thesis is to be discussed with and approved by the student's Advisor.

Indicative List of Courses of the Department of Education

(See Descriptions in the Department of Education)

- EDU 603 Comparative Education
- EDU 610 Evaluation of Educational Programmes
- EDU 617 Management in Education and Change Management
- EDU 620 Introductions to Educational Administration
- EDU 621 Exploitation and Development of Human Resources
- EDU 622 School Organization and Administration
- EDU 623 Observation and Evaluation of Teaching and Educational Personnel
- EDU 624 Planning and Decision Making in Education

EDU 625 The Application of New Technologies in Educational Administration
 EDU 627 Introduction of Innovations in Education
 EDU 628 Political Aspects of Education
 EDU 629 Pedagogical Leadership
 EDU 630 Financial Aspects of Education
 EDU 631 Effectiveness and School Improvement
 EDU 649 Educational Management in Europe
 EDU 642 Basic Principles of Measurement and Evaluation in Education
 EDU 635 Organizational Behaviour and Leadership

Indicative List of Courses of the Department of Psychology

(See descriptions in the Department of Psychology)

PSY 605 Psychometrics
 PSY 610 Psychology in Education
 PSY 616 Mental Representations
 PSY 617 Counselling Psychology
 PSY 620 Learning and Cognition
 PSY 630 Contemporary Theories of Human Development
 PSY 637 Social Development and Social Settings
 PSY 701 Psychology of Instruction
 PSY 707 Family and Child Development
 PSY 712 Cognitive Science
 PSY 715 Language Development and Language Disorders

MASTER DEGREE IN EUROPEAN STUDIES

The Master degree in European Studies is offered by the Department of French and European Studies of the University of Cyprus in Greek and other International Languages however, its courses are usually taught in English. According to the linguistic profile of students, some courses can occasionally be taught in Greek or French. The aims of the Master's programme can be summarized as follows:

From an academic point of view, the programme aims to cover an obvious gap between the programmes offered internationally in the field of Postgraduate European Studies. More specifically, it aims to move away from the usual frame of such programmes which are usually based on a dominant politico-economic approach.

Thus, the postgraduate programme aims to investigate specific issues related to cultural Europe and to see how these issues relate to the philosophical, literary, visual and other cultural narratives. The programme puts forward ways of studying European cultural phenomena in a synthetic way, combining a specific European conjuncture with its diachronic depth.

From a research point of view, the aim of the programme is for its graduates to be able to carry out Doctoral Studies in specific fields of European Cultural Studies,

combining them with European Literature Studies, Comparative Literature, Visual and Art Studies, European History, Sociology, Anthropology and Political Sciences.

Conditions of Admission

To be eligible, candidates must fulfil the following criteria:

1. A first degree in one of the wider fields of the Humanities and Social Sciences with an average of 7/10, or equivalent grade, and/or certified skills in research, and/or previous experience in European-related Institutions.
2. Satisfactory knowledge of at least one International Language (indicative Common European Framework of Reference for Languages level: B2).
3. Basic knowledge of a second international language, sufficient for elementary comprehension of relevant literature.

The Department has the right, if it deems necessary, to ask the selected students to attend courses outside of the programme (e.g. Research Methodology) in case weaknesses are noted in their training. The credit for these courses will not affect the total number of ECTS of the Postgraduate Programme since the grade will be in the form of Pass/Fail and therefore, will not contribute to the assessment level of the students.

Application

The application is to be submitted electronically and should include:

1. A letter of intent with a brief report stating the research and/or career targets and interests of the candidate (500 words in an International Language).
2. A Curriculum Vitae in an International Language.
3. A copy of the Undergraduate Degree accompanied by a Diploma Supplement (DS) or an Analytical Assessment Report.
4. A sample of written work such as a brief article, excerpt from University work, etc. (optional).
5. Two reference letters.

Applications will be examined by the Departmental Postgraduate Committee. If the Committee deems it necessary, the selected candidates will be invited to a personal interview or will be interviewed via videoconference. The Committee's proposal will be submitted for final approval to the Board of the Department of French and European Studies of the University of Cyprus.

Programme Duration

The programme extends over three semesters during which the physical presence of the students at the University is required. However, students can spend the maximum permitted time by the regulation of the University of Cyprus in institutions abroad through the ERASMUS+ Programme. As part of the exchange and cooperation programmes between the University of Cyprus and departments, laboratories or research institutes abroad, the possibility of a joint master dissertation supervision is viewed positively.

Programme Structure

The programme extends over three semesters and requires a minimum of 90 ECTS. It concludes in the awarding of a Magister Artium. The programme of study per semester is distributed as follows:

	ECTS
First Semester	
FES 761-790 Course from the indicative list of the Department of French and European Studies	10
FES 761-790 Course from the indicative list of the Department of French and European Studies	10
FES 761-790 Course from the indicative list of the Department of French and European Studies	10
Total	30
Second Semester	
FES 761-790 Course from the indicative list of the Department of French and European Studies	10
FES 761-790 Course from the indicative list of the Department of French and European Studies	10
FES 761-790 Course from the indicative list of the Department of French and European Studies	10
Total	30
Third Semester	
FES 777 Internship or	
FES 780 Thesis	30
Grand Total	90

The compulsory courses that the students of the programme need to take are announced before each semester begins.

Students may substitute one course from the Master's curriculum with another course offered in another postgraduate programme at the University of Cyprus, provided that it is related to the subject of their thesis and carries an equivalent number of credits.

Conferences, workshops and lectures organized by the University on topics related to the curriculum are an important complement to the programme as their content may be the subject of evaluated written exercises.

Thesis: The Master's dissertation is an original work on a solid research project or an extended analysis of a topic undertaken under the supervision of a member of the Academic Staff of the Department. The second evaluator is chosen among the members of the Department or, if justified by the subject of the Master's thesis, he/she may be chosen from another Department of the UCY. The dissertation should be approximately 12,000-15,000 words in length. Students should select their subject and supervisor(s) by the end of the second semester of their studies. The dissertation is assessed by a Committee assembled at the beginning of the programme's third semester and consists of the supervisor or one of the supervisors, and another member of the Academic Staff. According to relevant regulations, the dissertation should be submitted before the viva voce examination, which occurs at the end of the third semester. In exceptional cases, justified by the subject of the Master's thesis, and after approval by the Departmental Board, the second evaluator may belong to another University.

Internships may be undertaken by students who wish to gain professional experience along with theoretical training. The internship's venue, which must relate to the Master's programme, is either proposed by the Supervisor, or suggested by the student. The internship programme (approx. 300 hours in total) is approved and defined by the supervising Professor and the Manager of the Institution where the internship is to take place. If an Internship Agreement is drafted, it is to be signed by them and the graduate student. The internship is completed with the submission of a comprehensive written report of approximately 8,000-10,000 words describing the student's activities.

Working Languages

The programme's seminars are delivered in Greek and/or in an international language which needs to be specified each time depending on the language skills of the participating students. The bibliography of the seminars is in Greek and/or in an international language. Seminar work is written in a language to be agreed each time between the instructors and the students. The Postgraduate Dissertation is to be carried out in an International Language.

Scholarships

Upon acceptance into the programme, students are eligible to apply for a limited number of scholarships, provided that scholarships are available that year. The deadline for submission of applications and the selection criteria will be announced on the Department's website.

Course Descriptions (indicative list)

FES 761 Elusive Definition(s) of Europe

In antiquity, the term 'Europe' referred to Zeus' beautiful lover as far as mythology was concerned, but geographically speaking it also denoted an entire continent. Later on, the word Europe was associated with a closed space hosting a common culture shared by many people. For example, after the Fall of Constantinople (1453), the term appears in the confrontation of the West with the Ottomans, noted in the speeches of Enea Silvio Piccolomini. From the 15th century and onwards, the meaning of the term develops rapidly. Humanists and people of the Enlightenment such as Erasmus, Bodin, Comenius, Grotius, Leibniz, Shaftesbury, Bolingbroke, Montesquieu, Locke, Hume, Voltaire, Rousseau, Kant and Novalis develop the idea of Europe in their political and cultural theories while at the same time they perceive Islam as a challenge as far as the re-examination of the relationship between Judaism, Islam and Christianity is concerned. It is due to their work that the secular meaning of the term prevailed: the various models of tolerance arise, the fear of the stranger as well as the image of the 'other' begins to be discussed. In the same framework, human rights, minority rights and gender rights become ideas worth struggling for. In the 19th century the term 'Europe' is used in order to combat various nationalisms. Finally, after the two World Wars of the last century, political theory perceived Europe as a great leap towards establishing an Ecumenical Community (Habermas). These changes in Europe's character demand a constant revision of it.

FES 762 The Discourse of Culture in Europe, from Plato to Popper

Plato's *Politeia* (*Republic*) is a challenging text concerning the rearing and education (*paideia*) of people, which had a great effect on the European mentality throughout the ages. In his quest for justice, Plato proposed the tripartite distinction of the human soul (the *logikon*-logical, the *thymoeides*-the high spirited and the *epithymitikon*-the appetitive) as well as the theory of the four virtues (wisdom, courage, reason and justice). Furthermore, he combined the Theory of *Paideia* with the Philosophy of the State, the Theory of Science and the sharp viewing of Fine Arts. Europe's later pedagogues developed their own theories based on these Platonic preconditions. For example, the pedagogical texts of Castiglione, More, Rousseau, Schiller, Karl Popper and others, all discuss Plato's positions either directly or indirectly. This theoretical lesson allows a wider accessibility to Pedagogy, which contains elements taken from Anthropology, Psychology, Theory of the State and the Philosophy of History.

FES 763 Tragedy in Europe and Europe in Tragedy

Although tragedy is a Greek invention it however, came to be a common cultural asset of the European culture as a whole, since it was developed in England (Marlowe, Shakespeare), Spain (Calderón, Lope de Vega), France (Racine, Voltaire), Germany (Goethe, Schiller, Kleist) and Scandinavia (Ibsen, Strindberg). Tragedy allows for social problems and tensions to be enacted and analyzed. From directing to the theatrical adaptation of a tragedy a close relation with the public is developed. Its initial ritual dimension (the interchange between dialogue and chorus and reference to myth) is presented in increasingly more modern forms. From the wide range of tragedy material, cultural conflict and wartime experiences are investigated (e.g. Aeschylus, 'The Persians'), as well as the problems of political power (e.g. Shakespeare, King Lear), social conflicts (e.g. Büchner, Woyzeck), the battle between the two genders (e.g. Ibsen, Hedda Gabler) and more recently, criticism of the Bourgeois Society (e.g. Brecht,

The Threepenny Opera) come to light. Towards the end of the module, themes such as the special meaning and the possible interpretations of tragedy in Europe's modern societies are investigated, based on the Short Organum (Brecht) and the Théâtre de la cruauté (Artaud).

FES 766 From Europe's Abduction to Huntington's Clash: Models of Cultural Interpenetration

This seminar examines various European and non-European models of cultural co-existence, which are usually articulated around binary opposites such as rejection vs. assimilation, or in terms of binary pairs such as separation and integration. The models studied will include the following: A) Models of Constructive Isolation. Isolation models include not only religious or nationalist discourses of distinction or superiority, but also the marking-off of certain bounded spaces both in and beyond Europe. As examples of such boundaries, we could cite, firstly, the Roman *limes Germanicus*, the *fossatum Africae*, the Antonine wall, the Great Wall of China, the Berlin and Nicosia walls or the Jerusalem 'fence'. Secondly, natural boundaries such as mountains, rivers and seas, like those mapping the Utopias envisioned by writers such as More, Campanella and Bacon. Thirdly, the construction of homogeneous and tautological concepts of (supra)national identity (for example, the Aristotelian hellenocentricity, medieval allegories of superiority, modern nation-states). B) *Polemos*: Titanomachy, Abductions and their Variations. *'Bellicism'* is an unfortunate but very real model of cultural interpenetration. It appears in many guises such as the Titanomachy that could serve as a metaphor for today's World Wars. Also known as the Battle of the Gods or as the Titan War, it was fought to decide who would become the rulers of Mount Olympus and to an extent the rulers of the Universe. Other aggressive models of interrelation take the form of revenge or abduction narratives (for example, Helen's abduction and the ensuing Trojan War) or the form of narratives of Discovery and Exploration, such as those that accompanied the European colonial expansionism. C) Models of Peaceful Interaction. Non-bellecist models of interaction include mythological narratives of marriage (Europe's abduction portrayed as an elopement rather than a rape) and various discourses of cosmopolitan idealism (Zeus, Xenos, Diogenes, 18th to 21st-century philosophers: Kant, Derrida, Levinas, Appiah, Sen, Thich Nhat Han), as well as contemporary narratives of peaceful interaction such as the recently agreed European Neighborhood Policy.

FES 767 Cultural Hegemonies in European Space

Although art is generally subversive, it has also been used to serve absolute conformism. In its supposedly civilising manifestations, art – whether Pharaonic, Greek, Roman or Napoleonic – served to disseminate the image of a specific culture and/or a 'purely' cultural image of a civilisation. However, European history also offers many examples of the association of cultural hegemony in the Gramscian sense by promoting a dominant power, empire or ideology and by imposing an authoritarian or totalitarian political regime. Cultural hegemony has thus been deployed in order to glorify certain leaders, to encourage propaganda or even to impose a particular belief system. As a consequence of the points mentioned above, European art has often been on the side of the powerful. This course examines several examples of the mobilisation of art in the service of hegemony: for example, the modern or ancient architecture of the city (the Greek agora, theatres and baths; the Roman circus and forum; Olympic stadia and football stadia); civil engineering infrastructure (avenues, bridges and viaducts); religious edifices where religion serves to demonstrate power and to enable intercity competition for

architectural prestige (for instance, Greek temples, Gothic Cathedrals or the Vatican's Basilica of Saint Peter, the most significant Roman Catholic edifice in Europe); protestant painting as used to promote both the new reformed faith as well as the financial power of the bourgeoisie (for example, post-reformation portraits of bankers and moneylenders). Also relevant to this context are the plans for (unfinished) megalomaniac projects such as Germania, Hitler's would-be new capital city and political posters promoting the cult of personality. Further evidence of art in the service of hegemony is provided by the instrumentalised status of certain Artistic Institutions: for instance, Louis XIV's Royal Academy of Fine Arts or the corporate organisation of the Imperial Chamber of Culture (Reichskulturkammer), instituted by Goebbels as a means of promoting 'Aryan art'.

FES 768 The Critique of Justice in European Culture

Europe could be described as a Space of Law. However, from very early on the founding texts of a society aspiring to the highest ideals of justice (Aeschylus, Sophocles, Solon) were accompanied by the intellectual skepticism of writers questioning both the theory and practice of the Law. As a result, we have the numerous indictments in European culture both of the legal profession (Molière, Dickens, Hugo, Dostoyevsky, Brecht) and of the Law itself and its aspirations towards an ideal Justice illustrated by Heraclitus, Shakespeare, Kafka, Nietzsche, Camus and many more. The Law appears in many forms in the European culture and it speaks in many different idioms. Yet, from Aeschylus to Brecht, from 'ύβρις' to Utopia and from philosophy to satire (Swift, Montesquieu, Voltaire, Orwell), from sculpture to cinema (Tavernier, Van Diem, Costa-Gavras) and even caricature (Daumier), the critique of the Law and of its servants is an important part of Europe's permanent re-evaluation of the very idea of justice.

FES 769 Paris – Second Empire, Berlin – Weimarer Republik, Europe – État de Siège

Benjamin's works on Baudelaire and Paris of the Second Empire are inspired by the historical experience of the Weimarer Republik and the rise of the Nazis. Why would a critical thinker read today Benjamin who is reading Baudelaire? In the context of the European crisis, Benjamin's conception of the "jump of the tiger", the "dialectic jump out of the continuum" to past revolutionary moments, is a moral stimulant for rewriting the story of the oppressed in the actual present (Jetztzeit). Linear progress towards moral and social perfection of the humankind sounds like a fairytale that has nothing to do with the nightmare in which Walter Benjamin was trying to awake. Auguste Blanqui depicted human flow of events as the return of the eternally same: oppression. How can the materialist thinker adapt the point of view of the oppressed and not follow the "phantasmagorical" drug of the oppressors? For Benjamin the history of the oppressed is made of vacua and intensively condensed moments: revolutionary interruptions of the oppression. From Spartacus to Spartakusbund, there is a secret passage forming a unique constellation out of the two distant events and permits to "restore" (*apokatastasis*) the dead in their rightful place in today's struggle. But victory won't be the fore coming of a state of eternal delight: it will merely end the course towards destruction. Drawing the alarm and stopping the train before it reaches the cliff is the real meaning of a revolutionary act. This course will wander through the pages of Benjamin, Balzac, Baudelaire, Edgar Poe, Georg Simmel, Siegfried Kracauer, Joseph Roth, Karl Marx, Friedrich Engels, Auguste Blanqui, Gracchus Babœuf, Charles Péguy, Karl Kraus, Massimo Cacciari, David Frisby, looking for patterns of crisis-situations in European "constellations".

FES 770 Which Political Form for which Europe?

The questions underlined in the political thought are three: that of the political subject, the one of the political regime, and, last and most important, that of the political form. The latter has received less attention than the other three, but in spite of this fact it has gained an acute interest these last years regarded as a key question to the European unification. What is Europe today? What could a unified Europe of tomorrow be? This course will examine three political forms that suit the importance and the size of the European experiment: the Empire, the Church, and the Confederation. The first two permit the coexistence under one Rule not only of individuals of different nations and cultures, but also of different ethnic groups and nations, as Lord Acton defines the Empire. The third permits the entry of different States in one common legal and political framework. The transition from the national European States to a supranational European State proves itself to be a much more difficult step than certain visionaries had imagined it. Like Victor Hugo, they thought or still think that there is only one European nation, and Europe should be a National State. Others have proclaimed Europe a democratic Empire or a Christian club. Is there any reality under these alleged European forms? Can European States become a confederation as others dream?

FES 771 European Spirit in the Globalized Era

European spirit gave birth to what we call the West. Its roots are to be found in Athens, Rome and Jerusalem, in Constantinople, Bagdad and Cordova. Europe has expanded in order to dominate the world, or to put it in the very words of Hegel, to incorporate the world in the World History. Contemporary Democratic Systems are as indebted to Pericles and Cato as they are to Franklin and Jefferson. Europe's actual civilization is enriched by the cultures of its former colonies and on became global. What is today a "European" culture? What is the difference between globalized culture of modern Bourgeois Democracy and contemporary big cities around the world? What is its difference compared to the East and the West? When the degree of cultural interaction transforms difference in identity and vice versa, the birthplace of Western civilization seems to lose its specific difference.

FES 777 Internship

An internship can be undertaken by proposal of the student and approval of the supervising Professor, on the condition that the student has secured a place in an organisation fully or partly associated to the subject of his/her study. Through the internship students get to know the work environment, and acquire the skills for a successful career in organisations that deal with European issues.

FES 780 Thesis

The thesis is a relatively autonomous learning process that seeks to exploit the acquired expertise of the graduate programme and put it into practice. Specifically, the student seeks to gain expertise in a particular subject and after working on an independent research to be able to draw conclusions that will have research and scientific interests.

PH.D. PROGRAMME IN FRENCH STUDIES OR EUROPEAN STUDIES

The Ph.D. Programme in French Studies or European Studies provides students with a contemporary and specialised education and gives them the opportunity to acquire scientific expertise. The programme trains students for research and research methodology in compliance with the current requirements of academic knowledge as it is very important to be aware of the new European reality.

Graduated students of this programme may work in various sectors and institutions of the Republic of Cyprus as well as in the European Union, and practise academic teaching, public and private teaching, provide cultural and linguistic services, public services at International Institutions, Diplomatic Bodies, Translation Centres, in the Tourism and Hotel Industry, Media, Multinational Companies, NGOs etc.

Terms of Admission

The date for submission of applications for the Doctoral Programme (Doctorate level, according to the European Framework 3-5-8) will be announced by the Department; the date will apply to all Ph.D. programmes of the Department. Students who have not yet obtained their Master's degree but who will complete their studies by the 31st of July of the year that they wish to enter the Ph.D. programme will be eligible. Applicants with a relevant degree in Science must demonstrate proficiency in the French language (writing, reading and speaking skills); knowledge of additional foreign languages will be considered as an additional qualification.

Applications and Number of Admissions

The applications must be submitted to the Graduate Programme Coordinator by the date specified by the University. The number of admissions per year is five (5) Ph.D. students.

Applications must include the following:

- a. A sample of scholarly writing: short article, a chapter from the Master's thesis, etc.
- b. Evidence of proficiency in the Greek, English, French or German language.

All candidate applications will be reviewed by the Graduate Programme Committee of the Department. If the Committee deems it necessary, selected candidates may be invited to a personal interview or teleconference interview. The Committee submits its final selection of candidates to the Department Council for their final approval.

Programme Duration

The Doctoral Degree must be completed within eight (8) years from the day of admission to the Doctoral Programme. Doctoral students are encouraged to spend up to one calendar year of study at Universities abroad through an exchange programme.

Programme Regulations

The Doctoral studies are regulated by the Postgraduate Students Regulation of the University of Cyprus. See our website for the Regulation text.

Programme Structure

The Ph.D. Programme in European Studies comprises a minimum of 240 ECTS. The distribution of the ECTS in the different stages of the programme is as follows:

Master II	60
FES 650 Research Stage I	30
FES 651 Research Stage II	30
FES 652 Research Stage III	30
FES 653 Research Stage IV	30
FES 660 Comprehensive Exam	0
FES 661 Thesis Proposal	10
FES 670 Writing Stage I	15
FES 671 Writing Stage II	15
FES 680 Thesis Defence	20
Total	240

For the registration in the Ph.D. programme, the Department may request the student to attend extra courses or seminars.

Each semester is equivalent to 30 ECTS, either at the Research stage or at the stage during which the thesis is being composed. However, the student may divide each research stage in two semesters and complete 15 ECTS per semester. Students must register for each stage of the programme and as a consequence, must pay the fees for each semester unless they formally wish to take a leave.

Research Supervisor. The doctoral thesis has to be conducted by a Supervisor. The Supervisor is assigned by the Departmental Board after a proposal made by the Department Graduate Programme Committee and consultation with the doctoral student and the proposed Supervisor. The Supervisor monitors the research work of the student and provides all necessary support and guidance.

Tripartite Committee. At the end of the second semester of the programme (the latest) a tripartite Research Committee is selected with the role of monitoring the Ph.D. thesis writing. This Committee is chosen during a Department Board meeting on the recommendation of the Department Postgraduate Studies Coordinator and

the Ph.D. Supervisor. The Ph.D. Committee consists of: a) The research supervisor who is the main coordinator of the Ph.D. thesis; b) Another member of the Department of French and European Studies; c) Another member from either the Department of French and European Studies or from another Department of the University of Cyprus, or even from another University or Research Center as long as this member works in a relevant domain. The Committee evaluates the student's progress in his/her Ph.D. studies and defines the examination type of the Comprehensive Exam.

Participation in Courses. The Supervisor may request from the Ph.D. candidate to attend extra postgraduate courses offered by the University of Cyprus, if they are considered to be necessary for the candidate's research.

Comprehensive Exam. The doctoral student must take a comprehensive examination, preferably by the end of the fourth semester. In case of a failure, the doctoral student must repeat the Comprehensive Examination by the end of the sixth semester the latest. In case of a second failure, the studies are interrupted. The Department of French and European Studies at the University of Cyprus is responsible for planning the Comprehensive Exam.

Approval of the Proposal for a Doctoral Thesis. The proposal must be submitted no later than two semesters after success in the Comprehensive Examination and until the expiration date of each course. The presentation of the proposal must be made within the existing examination period. In case of a rejection of the thesis proposal, or if modifications are suggested, the Ph.D. candidate must submit a new thesis proposal to the Committee, the latest before the end of the following semester. In case of a second failure, the studies are interrupted. From the moment the thesis proposal has been approved, the candidate starts to write his/her thesis.

Ph.D. Thesis. The thesis must be original and should make a significant contribution to the student's chosen field. It should be between 80,000 to 100,000 words - the exact length can be discussed between the candidate and the Research Supervisor.

Language of the Thesis. For the Ph.D. in French Studies, the thesis must be written in French. For the Ph.D. in European Studies, the thesis may be written in Greek, English, French or German.

Thesis Defense. The jury is composed by 5 people and selected by the Departmental Board based on the recommendations of the Postgraduate Committee and the Research Supervisor. The jury must be composed of the Tripartite Research Committee and: a) three faculty members of the Department, one of whom is always the research Supervisor; b) a member of another University

or a Research Center equivalent to University level; c) a member of another Department of the University of Cyprus or another University or Research Center equivalent to University level who belongs to a relevant field. The president of the Postgraduate Committee must be a member of the Department however, this does not apply for the Research Supervisor.

Non Award. If the Selection Committee votes for non-award of the doctorate, the candidate is allowed to resubmit the thesis for a second and final time, after complying with the recommendations of the Commission. In this case, the whole process is repeated. The Committee must remain the same for the second submission, with the replacement of a member allowed only in the case of a very serious reason.

Participation in Exchange Programmes. The Ph.D. candidate may and is encouraged to spend up to one civil year of his/her studies in foreign Universities.

Research Interests of the Academic Staff

• Yiannis Ioannou, Professor

French Literature and Comparative Literature: 19th and 20th century. The Surrealist Movement, the Phenomenon of Poetic Creation, the work of Odysseus Elytis and his role in the French way of thinking and literature, French poetry from Baudelaire to Surrealism, the Political Culture.

• Fabienne Baider, Associate Professor

French Linguistics: a) Semantic Analysis of noun predicate (in particular, The Notion of Context), b) Pragmatics: Speech (Advertising, Tourism) and its Realization. The Science of Dictionaries: a) Ideology and Lexical Reason, b) Etymologically Utilitarian Signs and Lexical Loans (particularly as regards the relationship between a "strong" and a "weak" language, c) Longitudinal Approach (Historical Expressive Practices). Feminist Theories: a) the category of gender as a category of linguistic analysis (analysis for interactive and textual expression), b) feminization - generalization.

• May Chehab, Professor

Master EUR: The European culture in its various aspects (myth, history, cartography, literature, arts, cinema). The different forms of European unity, from the Fall of Constantinople until the contemporary construction of the 28 Member-States and their fate. Europe and other continents: how the European perceived or perceive the other people/cultures and how the other people/cultures saw or see the Europeans.

Master FR: Comparative Literature: Relations of the French Literature with a) The Ancient Greek Philosophy, b) Scientific Discourse, c) Human Rights, d) the Arts. Narratives of the 'I': Autobiography.

• Panagiotis Christias, Associate Professor

a) Plato, St. Paul, Ancient and Hellenistic Philosophy, Platonism and the Platonic tradition (Greek Fathers of the Church, Leo Strauss); b) The ancient and younger: a culture of shared passions (Classical and Hellenistic Philosophy, French thought and Philosophy during the 7th- 19th century); c) The Dynamics

of the Western Civilization: Machiavelli, Bodin, Montaigne, Descartes, Pascal, Montesquieu, Rousseau; d) The French social novel of the 19th century; e) Social thought in Germany around 1900: Friedrich Nietzsche, Georg Lukacs, Georg Simmel, Max Weber, Walter Benjamin, Thomas Mann; g) Sociological Theories, Theories of the Imaginary, the Sociology of Modern Greek Literature.

• **Efi Lamprou, Assistant Professor**

Linguistics and Automatic Translation: linguistic description of the language in order to translate and process language (identification and description of textual structures), Description of the Semantic and Syntactic Properties and Peculiarities of Natural Language, Object Classes and Semantic Groups, Import, Verbs Adjuvants Structures and Traditional Expressions, Electronic Dictionaries, Polysemy. Linguistic Approaches to the Act of Translation: Linguistic and Practical Problems of Translation (matches - equations and cognitive contexts background).

• **Fryni Kakoyianni-Doa, Assistant Professor**

French and Comparative Linguistics: a) Syntax (analysis through parallel corpora), b) Morphosyntax and Semantics of Data and Adverb Prepositional Determinations of the French and Greek languages, c) Lexicology (lexical semantics, ambiguity function, lexical categories). Classification and Grouping of the Vocabulary,

Phonetics and Phonology (phonographic and elocution code), e) Sociolinguistics (minority languages). Didactics: a) Teaching French as a Foreign Language (teaching grammar, especially adverb elements of spoken and written language, voice and image; semiotics of image, sound and image, new technologies, tools and pedagogical approaches), b) Application of the Theory of Lexis and Lexicon-Grammar in teaching French as a Foreign Language, c) Applications of Teaching French as a Foreign Language through Parallel Corpora.

• **Martin Voehler, Assistant Professor**

Pindar, Horace and Lyric Poetry. Poetics, Rhetoric and Hermeneutics in Antiquity and in Modern Times. Theater in Antiquity and in Modern Times. Philhellenism. History and Theory of the Literary Translation. Enlightenment, Weimar Classics, Romanticism.

Communication

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