

UNIVERSITY COLLEGE LONDON

University of London

EXAMINATION FOR INTERNAL STUDENTS

For The Following Qualification:-

B.A.

French F2302: The Renaissance Period

COURSE CODE : FREN2302

UNIT VALUE : 0.50

DATE : 19-MAY-03

TIME : 14.30

TIME ALLOWED : 2 Hours

THE RENAISSANCE PERIOD

Answer TWO questions, ONE from EACH section. Use a separate answer book for each question.

You may answer in English or in French, but no special credit will be given for answering in French rather than English.

DO NOT BASE BOTH ANSWERS IN THIS PAPER, OR AN ANSWER IN THIS PAPER AND ONE IN ANOTHER PAPER, ON THE SAME TEXT OR ON SUBSTANTIALLY THE SAME MATERIAL.

SECTION A

PLEASE USE A SEPARATE ANSWER BOOK FOR EACH QUESTION.

1. 'Whereas for La Boëtie, in the *Discours de la servitude volontaire*, wealth only enslaves, for Montaigne, in "Des coches", it can allow for freedom at all levels of society.' How far do you agree with this assertion?
2. 'Both Montaigne and La Boëtie have a highly elitist conception of friendship, as dependent on individual virtue as it is on intellectual qualities.' Discuss with reference to Montaigne's 'De l'amitié' and La Boëtie's *Discours de la servitude volontaire*.
3. 'Mais il avoit un' autre maxime souverainement empreinte en son ame, d'obeyr et de se soubmettre tres-religieusement aux loix sous lesquelles il estoit nay.' How far does Montaigne's description of La Boëtie's political views in 'De l'amitié' reflect the actual contents of his friend's *Discours de la servitude volontaire*? Discuss with reference to BOTH works.
4. In what ways are freedom and friendship shown to be interdependent in BOTH Montaigne's 'De l'amitié' AND La Boëtie's *Discours de la servitude volontaire*.
5. Discuss some of the ways, either positive or negative, in which famous men from classical antiquity are used as a standard by which to judge contemporary society in BOTH 'De l'amitié' AND 'Des coches.'

CONTINUED

SECTION B

PLEASE USE A SEPARATE ANSWER BOOK FOR EACH QUESTION.

6. Discuss some of the ways in which Catherine Des Roches's characterization of Placide and Severe in the 'Dialogue de Placide et Severe' helps to advance her arguments about the importance of women's learning.
7. 'In Catherine Des Roches's "Dialogue d'Iris et Pasithée", the dialogue form rapidly gives way to an impromptu seminar, in which Pasithée is shown to be a model teacher, and Iris an initially unpromising, but ultimately responsive pupil.' How far do you agree with this assessment?
8. 'Catherine Des Roches's feminism in the "Agnodice" is much more radical than that presented in her "Dialogue de Placide et Severe", which is largely devoted to persuading her readers that a learned woman will also be a good woman according to conventional standards.' Discuss.
9. 'There is less difference between men and women, than between the learned and the ignorant woman.' How do EITHER Marie de Gournay, in the 'Egalité des hommes et des femmes' OR Catherine Des Roches, in the 'Dialogue d'Iris et de Pasithée' illustrate this view?
10. 'Marie de Gournay's feminist writings are less impressive as pieces of persuasive argumentation, than they are as displays of the author's own learning.' Discuss with reference to EITHER the 'Egalité des hommes et des femmes' OR the 'Grief des dames'.

END OF PAPER