1. **Title of the module**

FREN6450 (FR645) – Desire in the Text: Romanticism to Decadence

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional for BA French (Single and Joint Honours)

Also available as a ‘Wild’ module

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate a detailed and critical appreciation of a range of prose and poetry produced in France during the 19th century;

8.2 Demonstrate analytical skills for the study of structure, prose and poetic technique, the portrayal of desire and its critical connections to aspects of modernity;

8.3 Demonstrate their skills relating to close reading and evaluation of literary texts;

8.4 Demonstrate their reading and listening speeds in French.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Write cogent, well-constructed essays, developing sustained arguments, and supported by textual evidence;

9.2 Give finely-honed presentations and lead seminars independently

9.3 Reflect on their own learning, plan their use of time, and identify appropriate directions for further study;

9.4 Synthesise and critically evaluate information from a number of sources (problem solving)

9.5 Make effective use of information technology (e.g. word processing, library searches)

1. **A synopsis of the curriculum**

This module presents a broadly chronological survey of canonical works of French literature of the nineteenth century centred on the theme of desire. More specifically, these works explore contemporary codes of love and marriage, shifting gender identities, capitalism, consumerism, moral, social and sexual transgression, alienation, lethargy, and death. The module takes fiction of the Romantic era as its starting point, exploring the frustration of desire associated with the ‘*mal du siècle*’ (the disillusionment and melancholy experienced by (primarily) young adults in the early nineteenth century). It concludes with naturalist and ‘decadent’ works of the *fin de siècle*, which are concerned with a discrepancy between desire and a generalised depletion of the energy required to fulfil it. The module identifies desire (whether satisfied, unfulfilled or conspicuously absent) as a central preoccupation in French cultural production of the nineteenth century. It also examines the extent to which desire is a strategy for expressing contemporary concerns and anxieties around specific aspects of modern life with which the human subject was coming rapidly and problematically to terms.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Balzac, H de. (1846), *La Cousine Bette* (Paris: Livre de Poche, 1978)

Chateaubriand, F-R de. (1802), *Atala. René. Le Dernier Abencerage* (Paris: Gallimard, 1984)

Flaubert, G. (1857), *Madame Bovary* (Paris: Flammarion, 1986)

Rachilde [pseud. Marguérie Eymery-Vallette], *Monsieur Vénus* (Paris: Flammarion, 1977)

Sand, G. (1832), *Indiana* (Paris: Gallimard, 1984)

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Essay (2.250 words) – 40%
* Presentation (20 minutes) – 20%
* Examination (2 hours) – 40%
	1. Reassessment methods
* Reassessment Instrument: 100% Coursework
1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Presentation | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Examination | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Internationalisation is incorporated into the assessment methods of this module, as students have the option to be assessed through French or English for the presentation and the essay. The content of this module is also international, as it looks at the cultural history of France in the nineteenth century through examination of texts and contextual materials that can be read in either French or English.​

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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| Revised FSO Jan 2018 |