1. **Title of the module**

FREN3370 (FR337) – Texts and Contexts 1

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

Arts and Humanities (MLL, School of European Culture and Languages)

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

Level 4

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 course(s) of study to which the module contributes**

Optional for BA French (Single & 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 an appreciation of a range of cultural products originating in France and the French-speaking world from the 17th, 18th, 19th and early 20th centuries (letters, plays, novels, political documents, travel writing);

8.2 Demonstrate analytical skills for the study of literary texts in a variety of genres, and for linking cultural products to their social, historical and political contexts;

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

8.4 Plan and write an essay analysing cultural, historical and political questions as they are articulated in literary and cultural artefacts

8.5 Participate in discussion about cultural production and its contexts, make their own contributions to the discussion and listen to and respect the contributions of others;

8.6 Demonstrate their ability to communicate effectively.

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

9.1 Demonstrate their ability to communicate effectively;

9.2 Write cogent, well-constructed essays supported by textual evidence;

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

9.4 Undertake independent research in the library collections and using appropriate academic databases online.

9.5 Present information orally in a structured and coherent manner.

1. **A synopsis of the curriculum**

This module, which covers the period from the 17th century to the First World War, examines through the study of relevant literary and other texts some of the major historical, cultural, social, political and literary movements of France and its colonies during this era. Close textual analysis will be combined with study of the texts’ various contexts: the module encourages students to analyse cultural artefacts in connection with the historical, social and cultural contexts and discourses within which they were created. The choice of primary materials covers a wide variety of genres: letters, drama, fiction, political texts, travel writing. Students will learn to adopt critical strategies to analyse all of these sources, and to reflect on moments of major historical and cultural significance in the development of modern France. Events such as the French Revolution, the Paris Commune and the Dreyfus Affair will be analysed as they are represented in the chosen primary texts. Students will be encouraged to consider questions of national and other forms of identity in France and in the Francophone world more generally as they are mediated through cultural production, thinking through the stereotypes often used to characterise nations, their citizens/subjects and their history.

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

Colette (1975) [1910]. *La Vagabonde*. Paris: Poche; (1980) *The Vagabond*. London: Penguin.

Daudet, Alphonse (2010) [1872]. *Tartarin de Tarascon*. Paris: Flammarion; (2015) *Tartarin of Tarascon*. CreateSpace.

Flaubert, G. (2013) [1869]. *L’Éducation sentimentale*. Paris: Flammarion ; (2008) *A Sentimental Education*. Oxford: Oxford University Press.

Rousseau, J.J. (2009) [1782-89]. *Les Confessions*. Paris: Gallimard ; (2008) *Confessions*. Oxford: Oxford University Press.

Sévigné, Madame de (1988) [1670-71]. *Lettres choisies*. Paris: Gallimard ; (2003) *Selected Letters*. London: Penguin.

Stendhal, pseud. Beyle, H. (2013) [1831]. Le Rouge et le noir. Paris: Flammarion; (2009) *The Red and the Black*. Oxford: Oxford University Press.

Zola, Emile (2003) [1898]. *J’Accuse ! et autres textes sur l’affaire* Dreyfus. Paris: Librio ; (1998) *The Dreyfus Affair* : *“*J’Accuse*!” and Other Writings by Zola*. Yale University Press.

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 Plan (500 words) – 20%
* Screencast (15 minutes) – 20%
* Essay (1,800 words) – 60%
  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)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** |  |  |  |  |  |  |  | **x** |
| Lecture | **x** | **x** |  |  | **x** |  |  |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay Plan | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |  |
| Screencast | **x** | **x** | **x** |  | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Essay | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |  |

1. **Inclusive module design**

The Division 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.

**DIVISIONAL 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) |
| 19/04/16 | Major | September 2016 | 6, 8-13 | No |
| 26/02/2021 | Minor (ECA) | 2021/22 | 13-14 | No |

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| Revised FSO Jan 2018 |