1. **Title of the module**

FREN5930 (FR593) – Paris: Myth and Reality in the 19th Century

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 5

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 critical appreciation of a wide range of literary and visual works produced in France during the nineteenth century;

8.2 Explore the literary, artistic and historical background of different works, and assess and critically analyse the complex links between Paris as a real city and its representation by writers and artists;

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

8.4 Demonstrate their reading speed in French.

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

9.1 Communicate effectively in oral presentations;

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

9.3 Give presentations, and run seminars independently;

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

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

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

1. **A synopsis of the curriculum**

Among the capital cities of Europe, Paris has a particularly rich and interesting history. In the revolution of 1789 and subsequent political upheavals in the course of the nineteenth century (1830, 1848, 1870-71), the city played a key role in deciding the fate of the nation. In the same period, it grew dramatically in size and emerged as a modern metropolis. Widely divergent views were expressed as to the wholesomeness of city living; opinion differed equally violently among writers as to the benefits to be derived from the explosive growth of the city. The module will examine conditions of life in the real Paris of the 19th Century and in particular the radical and highly controversial changes to the face of the city brought about during the Second Empire under the direction of Baron Haussmann. The main focus of the module, however, will be the images of the city as mediated in contemporary fiction (Balzac and Zola amongst others), poetry (Baudelaire) and painting (Manet’s vision of city life).

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

Any edition:

Balzac - *'Le Père Goriot'*

Baudelaire - *'Tableaux Parisiens' in 'Les Fleurs du Mal'*

Maupassant - *'Bel-Ami'*

Zola - *'Nana'*

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Critical Writing Exercise (500 words) – 20%
* Essay (2,400 words) – 60%
* Presentation (20 minutes) – 20%
  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** |
| Lecture | **x** | **x** | **x** |  |  | **x** |  |  |  |
| Seminar | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Critical Writing Exercise | **x** | **x** | **x** | **x** |  |  |  | **x** | **x** |
| Essay | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Presentation | **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**

The content of the module incorporates internationalisation, as it is focused on the representation of Paris. It situates Paris in an international context by looking at, for example, the relationship between Paris and other cities and the relationship between Paris and empire.

Internationalisation is incorporated into the assessment methods of this module, as students have the option to be assessed through French or English for each assessment element.

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**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 |