1. **Title of the module**

FREN5980 (FR598) – Occupation and Resistance in the French Novel

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 range of literary works inspired by the period of the Occupation and the Resistance in France;

8.2 Explore the literary and historical background of different French works, and assess and critically analyse the complex links between events and the fiction itself;

8.3 Demonstrate their cogent analytical skills relating to close reading and evaluation of 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 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 Undertake independent research in the library collections and use appropriate academic databases online.

1. **A synopsis of the curriculum**

This module will examine ways in which this turbulent and divisive period of French history is reflected in imaginative writing. Some texts are nearly contemporaneous with events; others reflect collective memory of the Occupation across generations. Questions raised will include: problems of realistic description and of narrative technique; the relationship of the individual to events beyond his/her control; conflicting loyalties and responsibilities; Resistance and occupation as metaphor; the *mode rétro* in French fiction since the 1960s. A certain amount of historical background reading will be essential.

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

Any edition:

Camus – *Lettres à un ami allemand*

Duras – *La Douleur*

Némirovsky *– Suite française*

Modiano – *Livret de famille*

Vercors – ‘*Le silence de la mer*’ (in: *Le Silence de la mer*)

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 (2,400 words) – 60%
* Presentation (15 minutes) – 20%
* Critical Writing Exercise (500 words) – 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** |
| Seminar | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Critical Writing Exercise | **x** | **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**

Internationalisation is incorporated into the assessment of this module, as students can choose to do the presentation and essay in either French or English.

The content of this module also incorporates internationalisation, as the module examines the relationship between France and Germany during the Second World War in the context of modern European history.

**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 |