1. **Title of the module**

FREN8060 (FR806) – Writing the Network in Modern French Culture

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 7

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

30 Credits (15 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**

Compulsory for MA Modern French Studies

Optional for MA French and Comparative Literature; MA Comparative Literature

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

8.1 Engage critically with a variety of representations of physical and virtual networks in modern French culture;

8.2 Explore connections and analogies between physical and virtual networks and the way in which they are represented culturally;

8.3 Appreciate the connections and analogies between the representation of physical and virtual networks and the ways in which information and knowledge are organised and presented;

8.4 Explore the ways in which literature and theories of knowledge intersect;

8.5 Demonstrate the ability to use theoretical and philosophical works as the basis for the analysis of works of cultural production.

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

9.1 Demonstrate the ability to read and to evaluate information closely and critically;

9.2 Refine written communication skills, including the structuring of an original and logically coherent argument;

9.3 Demonstrate the ability to engage in independent research and writing;

9.4 Enhance library and bibliographical research skills;

9.5 Take responsibility for personal and professional learning and development;

9.6 Demonstrate the ability to produce a piece of writing which is appropriately presented and referenced in accordance with professional standards.

9.7 Present critical analysis orally to a group and to engage in informed discussion orally.

9.8 Lead critical group discussions.

1. **A synopsis of the curriculum**

This module explores cultural representations of the infrastructural, physiological, virtual, institutional, disciplinary and discursive networks underpinning modernity, and possible theoretical approaches to the connections between them. A range of literary texts from the mid-19th century to the late 20th century will be studied: these include novels which originally appeared in networks or series of texts (Zola’s *Rougon-Macquart* series; Proust’s *A la recherche du temps perdu*); autobiographical writings (Roubaud’s *La Boucle*), and political detective fiction (Manotti). Seminars will involve discussion of this selection of literary texts, all of which articulate and problematise the notion of the network or the system, particularly as it pertains to the metaphorical representation of discourse and knowledge.

The module invites students to identify and analyse the networks at work within the various texts we study, and in some cases between them. What do representations of networks tell us about the organisation of knowledge in a given society? In considering this and similar questions, students will be encouraged to reflect on the *infrastructural* nature of modernity generally, and on the specific infrastructures which inform French literature and culture.

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

Any edition of the works listed here can be used:

de Balzac, Honoré, *La Cousine Bette* (1846)

Flaubert, Gustave, *Bouvard et Pécuchet* (1881)

Houellebecq, Michel, *La Carte et le territoire* (2010)

Manotti, Dominique, *Lorraine Connection* (2006)

Perec, Georges, *La Vie mode d’emploi* (1978)

Proust, *A la recherche du temps perdu* (1913-27)

Roubaud, Jacques, *La Boucle* (1993)

Zola, Émile, *Le Docteur Pascal* (1893)

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

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

* Essay (5,000 words) – 100%
  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* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* | *9.8* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **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** | **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 essay. The content of this module is also international, as it looks at the cultural history of France in the nineteenth, twentieth, and twenty-first centuries 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 |