1. **Title of the module**

FREN8200 (FR820) – Paris: Reality and Representation

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)**

Spring

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

None

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

Optional for MA Modern French Studies; MA Comparative Literature; MA French and Comparative Literature; MA English and American 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 Paris in modern French culture;

8.2 Explore connections and analogies between different representations of Paris;

8.3 Appreciate the connections and analogies between cultural and historiographical accounts of the modern history of Paris;

8.4 Explore the ways in which literature and history intersect;

8.5 Demonstrate the ability to use theoretical 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 sophisticated literary, historical and cultural knowledge;

9.2 Demonstrate confident verbal communication and presentation skills;

9.3 Demonstrate refined written communication skills, including the structuring of an argument;

9.4 Demonstrate their ability to read critically, undertake independent research and make use of resources such as libraries and the internet;

9.5 Demonstrate their efficient and effective teamwork skills by collaborating with fellow students.

1. **A synopsis of the curriculum**

The curriculum includes a selection of texts from various countries, all readily available in English and all specifically relevant to the modern history, evolving population and changing appearance of Paris and to how these aspects of the city has been perceived and represented in literary prose.

The set texts are by writers from different periods and of various nationalities and they are all set in and inspired by Paris. The texts are chosen for their high literary quality, but also because they represent essential aspects of the city’s evolution and exemplify various narrative strategies and ways of engaging with the realities of life in the city, always shaped by personal preoccupations and sensibilities. This varied selection within the genre of prose fiction allows study of Zola’s naturalism and his presentation of the political and aesthetic implications of baron Haussman’s plans for urban renewal and control; Edith Wharton’s perspective as an American incomer; André Breton’s combination of oneiric urban encounters with photographic illustrations of the city, inserted into the text; Jean Rhys’s clearly gendered experience of the city in the 1920s and 1930s; the identity of the city as a site for postwar liberation and literary dynamism in the work of expatriates from the Beat generation; and the representation of today’s city as a centre for immigrant communities and cultural diversity. The primary texts are thus all Paris-focussed but are chosen to open an international perspective on the literary representation of an increasingly cosmopolitan city.

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

NB Any edition of the texts listed here may be used:

Emile Zola, *The Ladies’ Paradise*

Michel Houellebecq, *Submission*

Georges Perec, *Species of Spaces*

Jean Rhys, *Good Morning Midnight*

Charles Baudelaire, *Paris Spleen*

A course anthology of poetry and prose from Paris by the Beat generation

Didier Daeninckx, *Murders in Memoriam*

Julio Cortázar, ‘Axolotl’; ‘Blow-up’; ‘Letter to a Young Lady in Paris’.

Gisèle Pineau, *Exile According to Julia*

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* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **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** |  |

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, Paris

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, and in particular of Paris, a major international city, 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 |