

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	Film, Novel and Social Transformation in France (1950-1980)
2	Module Code:	FREN20205
3	Credit Points:	20
4	Duration:	Half Year
5	School:	Arts and Humanities
6	Campus:	Clifton
7	Date this version first approved to run:	September 2017

8 Pre, post and co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

Pre, Co, Post Module Code Module Title

9 Courses containing the module

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
5	Option	SW		BA Joint Honours Modern Languages
5	Option	PT		BA Joint Honours Modern Languages
5	Option	FT		European Exchange
5	Option	FT		International Exchange

10 Overview and aims

Building on the level one thematic module Introduction to French Politics, Society and Culture, this module develops your ability to analyse films and novels, concentrating on a series of contemporary and retrospective representations of the traumatic transformation of France during the post-war decades of economic growth known as the *trente glorieuses*. The texts and films studied have been chosen for their contrasting, critical or ambivalent responses to this dramatic change. The module will provide students with the critical and analytical skills to undertake independent and collaborative projects for assessment. One of the module's key aims is to complement the work on employability skills undertaken in the PTGs sessions, Languages at Work module and language module by reinforcing the importance of team work, project work and group presentation on some of the module's key themes: the workplace in post war France; immigration and work; consumerism; critiques of work and commodification. Assessment is in French and English.

11 **Module content**

The module examines how films, novels and other texts represent and respond to the multiple transformations undergone by France over the period 1950-1980, and assesses the ideological tensions generated by these transformations. Typically, your analysis of the films and novels you study will be organised around such key themes as consumerism, the workplace, Americanisation, the transformation of everyday life, technology, France's changing place in the world (decolonisation, Europe, the Cold War), new and old exclusions (gender, immigration, race, 'backwardness'), shifting definitions of national identity, and the transformation or loss of national values. The module will also address postcolonial debates (Fanon, Butler on Sartre and on Fanon) that invite retrospective readings of this critical period in post-war French life. The module will feed into critical debates about the world of work in the post-war period, with emphasis on international developments introduced by Fordism, Taylorism, the rise of technology and theories of resistance to these experiments espoused by existentialism, and the work of Gramsci and Marcuse.

12 **Indicative reading**

Etcherelli, C., *Elise, ou la vraie vie*. Paris: Folio, 1967.
 Forbes, J. and Kelly, M. (eds), *French Cultural Studies*. OUP, 1995.
 Howarth, D. and Varousakis, G., *Contemporary France: An Introduction to French Politics and Society*. London: Arnold, 2003.
 Kuisel, R., *Seducing the French*. University of California Press, 1993.
 Perec, G., *Les Choses*. Paris. Julliard. 1965.
 De Beauvoir, S. *Les Belles images*. Paris: Folio 1975.
 Ross, K., *Fast Cars, Clean Bodies*. Cambridge (MIT), 1995.
 Slater, D., *Consumer Culture and Modernity*. Cambridge (Polity), 1997.

13 **Learning outcomes**

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

- Demonstrate in-depth knowledge and understanding of the French language
- Demonstrate in-depth knowledge of the transformation of society and culture in post World war II France
- Demonstrate critical awareness and understanding of the social and cultural impact of the advent of consumer society in France

<ul style="list-style-type: none"> • Demonstrate critical awareness and understanding of historical, theoretical, cultural and societal debates centring on consumerism, work, immigration, decolonisation and national identity in France • Understand how learning outcomes have transferable benefits in preparing students for life after graduation in academic or work-related contexts – in the UK, France or French-speaking countries
Skills, qualities and attributes. After studying this module you should be able to:
<ul style="list-style-type: none"> • Comprehend and analyse audio-visual, written and electronic texts in French • Construct and sustain logical arguments orally and in writing in French and English • Exploit bibliographic and research skills in order to locate and analyse sources of information, including online materials • Demonstrate problem-solving skills, and apply IT, for electronic communication with others, presentation of argument, and bibliographic searches • Undertake demanding independent and self-directed study, and demonstrate adaptability, time management skills and ability to work collaboratively • Present project findings to peers in the target language in a clear and informative way – availing of PowerPoint and other IT resources

14 Teaching and learning
<p><i>Range of modes of direct contact</i></p> <p>This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars</p>
<p>You will be taught on this module through a structured programme of lectures/seminars, and will typically be asked to prepare directed reading tasks for each class. Seminars will be at least partly student led.</p> <p>Total contact hours: 39</p>
<p><i>Range of other learning methods</i></p> <p>This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research</p>
<p>You are expected to prepare for seminars in the form of directed reading and viewing of documents, normally in French; and undertake research for the essay, which will mainly be self directed, but with support and advice from your tutor.</p> <p>Total non-contact hours: 161</p>

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Assessment methods

This indicates the type and weighting of assessment elements and sub-elements in the module

<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description (include any sub-elements)</u>
1	30%	Coursework	Group presentation
2	70%	Coursework	Essay

<p>Diagnostic/formative assessment</p> <p>This indicates if there are any assessments that do not contribute directly to the final module mark</p>
<p>There are three formative elements in this module. Students will avail of a formative workshop in which they practice group presentation skills and can present the plan of their presentation for feedback. They also have the opportunity to submit a formative essay-plan on the end of term essay. This includes a draft introduction with feedback given on strengths and weaknesses and suggestions for improvement.</p>
<p>Further information on assessment</p> <p>This section provides further information on the module's assessment where appropriate</p> <p>The coursework for this module is an oral presentation and extended essay 30% - group presentation 70% - extended essay</p>

Document management												
16	Module Title:	Film, Novel and Social Transformation in France (1950-1980)										
17	Module Code:	FREN20205										
18	Subject (JACS) Code:	R130										
19	Cost Centre:	137										
20	School:	AAH										
21	Academic Team:	HLG										
22	Campus:	Clifton										
23	Other institutions providing teaching:	<i>Please complete in box 23 a-d - if applicable</i>										
		<table border="1"> <thead> <tr> <th>Institution</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>23a Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23b Other public organisation in the UK- Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23c Other private organisation in the UK - Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23d Any other Non-UK organisation - Percentage not taught by NTU</td> <td></td> </tr> </tbody> </table>	Institution	%	23a Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		23b Other public organisation in the UK- Percentage not taught by NTU		23c Other private organisation in the UK - Percentage not taught by NTU		23d Any other Non-UK organisation - Percentage not taught by NTU	
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24	Date this version was formally approved by the School Academic Standards and Quality Committee (SASQC) or	January 2017										

Development Approval Group
(DAG):