

# Nottingham Trent University

## Module Specification

	Basic module information	
1	Module Title:	La France et l'Europe
2	Module Code:	FREN30108
3	Credit Points:	20
4	Duration:	Year Long
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>
6	Option	SW		BA Joint Honours Modern Languages
6	Option	FT		BA Joint Honours Modern Languages
6	Option	PT		BA Joint Honours Modern Languages
		FT	EURX003	European Exchange (Year Long)
		FT	INTX003	International Exchange (Year Long)

### 10 Overview and aims

As one of the founding members of the EU, France has always been considered as a leader of this growing supranational body. The debate over her continued dominance in this sphere raises as many questions about France as it does about the development of the European Union. This module explores the relationship between France and Europe with a particular emphasis on the European Union. Built around the principle themes that have punctuated the debate on the EU in France, this course examines the development of French politics and society within a European context since the end of the Second World War. The aim is to shed light on the complexity of the European debate within France as well as to chart changes in French perspectives on Europe over the last six decades.

<b>11</b>	<b>Module content</b>
<p>This module is built around six over-arching themes that enable students to critically assess the key issues of the France/Europe debate. The themes covered are as follows:</p> <ol style="list-style-type: none"> <li>1. The historical perspective</li> <li>2. A presidential prerogative</li> <li>3. An ever-growing superstate</li> <li>4. An economic superpower</li> <li>5. A political superpower</li> <li>6. From founder member to treaty breaker</li> </ol> <p>Each theme covers four sessions where students will have lectures, seminars and lead their own discussions and debates.</p>	

<b>12</b>	<b>Indicative reading</b>
<p>Bossuat, Gérard (2006) Faire l'Europe sans défaire la France : 60 ans de politique d'unité européenne des gouvernements et des présidents de la République française (1943-2003), P.I.E.-P. Lang.</p> <p>S. Bulmer &amp; C. Lequesne (2005) Member States and the European Union, Oxford University Press.</p> <p>D. Dinan (2005) Ever closer union: An introduction to European integration, Palgrave MacMillan.</p> <p>Drake, Helen (2005) French relations with the European Union, Routledge.</p>	

<b>13</b>	<b>Learning outcomes</b>
<p>Learning outcomes describe what you should know and be able to do by the end of the module</p>	
<hr/> <p><b>Knowledge and understanding.</b> After studying this module you should be able to:</p>	
<ul style="list-style-type: none"> <li>• Be aware of the chronological development of the EU from a French perspective</li> <li>• Identify the main characteristics of the special France-Europe relationship</li> <li>• Comprehend changes and evolution in French attitudes to the European Union</li> <li>• Identify, analyse and discuss key themes in French debate on Europe</li> <li>• Use developments in European debate to analyse post-WWII French politics and Society</li> <li>• Map existing knowledge of contemporary French history on to Europe/France debate</li> </ul>	
<hr/> <p><b>Skills, qualities and attributes.</b> After studying this module you should be able to:</p>	

- Bring together a range of materials from various sources in order to provide
- information and analysis both orally and in writing on key area of contemporary French
- Politics and Society
- Efficiently source, analyse and incorporate reliable materials in both French and in
- English in an independent analysis in response to a range of exercises
- Integrate personal research and conclusions into those of a team project
- Engage with a range of e-learning resources
- Respond to essay questions using the correct procedures regarding presentation, arguments, structure and bibliographic material
- Critically evaluate this key debate in the target language of French

#### 14 **Teaching and learning**

##### *Range of modes of direct contact*

This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars

This module will be delivered through a logically structured programme bringing together a range of teaching and learning methods ranging from lectures to seminars.

Each theme covered is afforded for 2-hour sessions with the same structure:

- 2 X 2 hr lecture/ workshop
- 1 x 1hr seminar
- 1 x 1hr presentation workshop

1 x 2hr presentation and class debate

Total contact hours: 52

##### *Range of other learning methods*

This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research

Students are expected to carry out preparatory work for each session via directed reading. There is also a rolling online discussion forum for each theme covered.

Total non-contact hours: 164

#### 15 **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>
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1	50%	Coursework	Team Presentation
2	50%	Exam	
<b>Diagnostic/formative assessment</b> This indicates if there are any assessments that do not contribute directly to the final module mark			
<p><i>Presentations</i></p> <p>The first block of four sessions covering the first theme will be used to formatively prepare students for presentations and discussion boards. In session 3, following the first two lectures, there will be a presentation/ discussion board workshop to discuss the benefits of the discussion board and what makes a good presentation. In teams, students will be asked to work on a mock presentation based on the first theme of Historical perspectives. In the following session, each team will present to the rest of the group a summary of how they would approach this presentation. This will enable a discussion about what improvements and developments are required for the summative presentation.</p> <p>In the third session of each subsequent theme covered, the team due to present the following week will have a one-hour session with the module leader where to go through what teams have decided to focus on for their presentation. It is expected that students will provide a detailed plan in advance of or during this workshop that will be assessed by the module leader in order to ensure students are given clear feedback on their proposal. Students are encouraged to prepare thoroughly for this formative exercise that aims to ensure they are prepared, comfortable and clear on what areas need improvement ahead of the summative presentation.</p> <p><i>Examination</i></p> <p>In order to prepare students for the examination to be sat at the end of the academic year, there will be ongoing formative exercises as well as a dedicated revision session. As one hour of the third session of each block of classes is taken up with a workshop with the presenting team, students will be expected to engage with an online discussion board focussed on the theme under examination and to be covered in the next presentation. These discussion boards will be crucial in preparing students not only for the presentation but also for the type of questions can be expected in the final exam. The discussion board will be assessed by the module leader and general oral feedback will form the basis of a discussion, related to the presentation, in the following session. Students will also sit a mock examination in session 20 where they will respond to one question similar to those they should expect in the formal examination. Student</p>			

responses will be collected, marked and returned with an indicative grade together with feedback on areas for improvement.

### **Further information on assessment**

This section provides further information on the module's assessment where appropriate

This unit is assessed on the basis of a team presentation and an examination.

**Presentation** – The final session of each theme will be dedicated to a presentation in French by one team on an issue raised during the preceding lectures and discussions. It is expected that each team will use up to one hour to present their material and then initiate a debate/discussion amongst the rest of the class. An article that complements the presentation must be chosen by each team and distributed to the entire class at least one week prior to the exposé.

#### **Examination**

Students will sit a formal examination at the end of the year. Students will write two essay-style responses (in French or English) from a choice of 6 questions, one for each theme covered during the module. Students are not permitted to choose a question that you have covered in your presentation.

### **Document management**

16	Module Title:	La France et l'Europe										
17	Module Code:	FREN30108										
18	Subject (JACS) Code:	R110										
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><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 Development Approval Group (DAG):	January 2017
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