



School of English, Journalism
& European Languages

Unit Outline

HEF226
Contemporary France
Semester 2, 2008
www.utas.edu.au/french/

Convenor:	Mr Adam Russell Room: SocSci537 Phone: 6226 2353 Email: Adam.Russell@utas.edu.au
Consultation Hours:	Thursdays: 12:10 – 3:10pm
Unit Description:	Engages the student in the various debates that define contemporary France. This unit will also provide an introduction to the historical background of 21st century France. Topics include: how the French present is shaped by the past; France's role in the European Union; France's rich cultural and intellectual heritage; French political culture and institutions; political protest and new social movements; the increasing visibility and participation of extremist political parties in mainstream political debate; gender relations in French society; social trends and innovations in civil unions (le PaCS); social mobility and the educational system; the impact of immigration and multiculturalism on French identity and citizenship; France and its colonial past; <i>la Francophonie</i> . Students are encouraged to engage and debate these key issues shaping French society today. This unit is taught in English.
Unit Aims and Objectives:	This units aims to : <ol style="list-style-type: none">1. introduce students to the major strands of French history since the revolution of 1789, providing a historical framework for contemporary cultural and political issues and debates;2. analyse the major developments in French society and politics since 1940 up to the present day;3. critically examine conflicting constructions of French national identity;4. help students gain an understanding and appreciation of the cultural context in which French is used;

	<p>5. develop cognitive, learning and social skills;</p> <p>6. develop generic transferable skills.</p>
Learning Outcomes:	<p>Students completing this subject should :</p> <ol style="list-style-type: none"> 1. be able to analyse a range of material dealing with the social, cultural and political issues that define France today; 2. have developed a historical and critical understanding of the key issues shaping French society today; 3. demonstrate a sound knowledge of the development of French society and politics since 1940, while engaging critically with the problematic concepts “French”, “nation” and “imagined community”; 4. contribute meaningfully to discussion and debate about social change in French society; 5. write reflectively about material relating to the unit content; 6. construct a well-argued essay on a topic related to the unit content. <p>In addition it is anticipated that students will have developed their performance in the following generic attributes, which are expected of all UTAS graduates:</p> <ol style="list-style-type: none"> 1. Knowledge (through research and the application of information and through information literacy activities) 2. Communication (through tutorial discussions, poster presentation and written assignments) 3. Problem-solving skills (through the interpretation of information, identifying issues and formulating responses) 4. Global perspective (through seeing different ways of living in, relating to and making meaning of the world)
Required Texts:	Unit reader
Recommended Texts & Links	<p><u>Wiki name</u>: Contemporary France HEF226</p> <p><u>URL</u>: http://hef226.wetpaint.com</p>
When Taught:	<p>Lectures: Wednesday 10:00 – 10:50am, SB.SocSci581</p> <p>Tutorials: Wednesday 11:00 – 11:50am, SB.SocSci581</p>
Assessment:	1,000 word tutorial team presentation (20%), 2,500-word essay (40%), 2-hr written exam (40%). French major students will be required to submit the essay in French.

Rationale

Little prior knowledge of contemporary France is assumed. This unit attempts to provide a comprehensive and accessible introduction to the political and social development of France since 1940. Several multi-disciplinary readings from the social sciences have been carefully chosen to illustrate the themes presented in the lectures.

We will proceed chronologically. This course has been designed to initiate students not only to historical facts, but also to historical questions. You may well ask, what relevance the past has to a course on contemporary France? Ernest Renan's definition of nation as being constructed from a rich legacy of memories is one of the starting points of this unit. According to Pierre Nora, this legacy regarding France is full of sound and fury: "From the standpoint of memory, France is not diversity, but division."

This unit explores the sound and fury of the history, politics, and cultural environments that continue to shape personal assumptions and worldviews in contemporary France, especially in relation to the "nation" and "national identity." Benedict Anderson argues that the modern nation-state depends on the oscillation between remembering the stories that secure national identity and burying beneath the surface of consciousness the injustices that secure the nation's imagined borders.

It is probable that the most potent of all nation-moulding factors, the one indispensable factor which must be present whatever else be lacking, is the possession of a common tradition, a memory of sufferings endured or victories won in common, expressed in song and legend, in the dear names of great personalities that seem to embody in themselves the character and ideals of the nation, in the names also of sacred places wherein the national memory is enshrined.¹

While French people often understand things differently from the way we do, they are far from agreeing with one another. As we become more familiar with the major strands of French history since the revolution of 1789, the organisation of French political and cultural life, and contemporary issues, we will be paying close attention to differences. Emphasis will be placed on the recurring or underlying debates, issues and themes that have been structuring and unsettling public opinion in France since 1940.

We will use heterogeneous sources in an attempt to grapple with these issues. They will include Youtube, film, contemporary newspaper and academic articles, as well as short stories and essays to explore subjects such as history and memory, parity, citizenship, identity, social and political trends, the divide between Paris and the rest of France, and class politics.

Prescribed readings

This course will require extensive discussions on the part of the students during face-to-face tutorials (fifty minutes duration) in which you discuss the material covered in the lectures, and questions based on the readings set for that week's topic. Tutorials will sometimes be conducted in the form of organised debates.

It is essential that you do the required readings prior to each tutorial. A detailed reading schedule will be distributed in week (14) providing a list of required readings for all topics throughout the semester.

¹ Ramsay Muir, *Nationalism and Internationalism: The Culmination of Modern History* (London: Constable, 1917), 48–9 in Coakley, John (2004) 'Mobilising the past: Nationalist images of History,' *Nationalism and Ethnic Politics* 10, 4, 531 — 560

LECTURE/SEMINAR SCHEDULE

Date	Topic	Lecturer
Week 14	The ever-present past: Glorious France - the will to remember – Nation and State – Liberty, Equality, Fraternity	Mr Adam Russell
Week 15	Social and Political Developments from 1789 to 1940: The Third Republic and citizenship	
Week 16	Memory: The uses of the past	
Week 17	The ever-present past: Inglorious France – the will to forget: Vichy and the Jews: Memory on Trial	
Week 18	Colonial/post-colonial France: The open wounds of colonialism	
Week 19	The figure of the “engaged” public intellectual (in a bi-polar world)	
Week 20	(Mai) 1968	
	Mon 1 Sep – Fri 5 Sep Mid-Semester Break	
Week 21	Gender relations in French society: before and after 1968	
Week 22	Centre and Periphery (I): Paris and everywhere else	
Week 23	Centre and Periphery (II): Caste and casting – The political and administrative élite, the public intellectual and everyone else	
Week 24	France and the European Union: A long walk to glory?	Essay due October 3rd
Week 25	Sarkozy – the celebrity President and the Society of the Spectacle	
Week 26	La France – The Heterogeneous Hexagon: Liberty? Equality? Fraternity?	
	Study Period: October 20 – October 24	
	Examination Period: October 25 – November 11	

ASSESSMENT

1. 1 x 1,000 word tutorial team presentation

The tutorial team presentation assesses learning outcomes 1 to 5 and is worth 20% of the final mark.

This assessment task is divided into two stages. The first stage requires the student to participate in at least one organised debate. The second stage requires the student to submit a 1,000 word reflection upon the experience. Further details will be provided in week (14).

2. 1 x 2,500 essay

The essay assesses learning outcomes 1, 2, 3, 5 and 6 and is worth 40% of the final mark.

Write an essay on one of the topics given out in week (16). Further details will be provided in week (16). This essay is due in week (24) on October 3rd at 5pm (SEJEL Office, Room 557, 5th Floor, Humanities Building).

Academic referencing

There are some conventions and guidelines regarding citations of references and notes, style and presentation of essays. These are set out clearly on the UTAS library homepage. Please note: you can use either the Harvard or Chicago methods of referencing.

All assignments must contain references to any sources used and a reference list at the end of the essay. For information on presentation of assignments, including referencing styles: <http://www.utas.edu.au/library/assist/gpoa/gpoa.html>

3. 1 x 2-hr Written Exam

The written examination assesses learning outcomes 1 to 3 and 5 to 6 and is worth 40% of the final mark.

The final exam is conducted by the University Registrar in the formal examination period. See the Current Students homepage on the University's website.

ADDITIONAL INFORMATION

Submission of Assignments

Students are required to submit a signed cover sheet with every assignment. This includes a declaration that all material submitted is their own work except where there is clear acknowledgement or reference to the work of others and that they have read the University statement on Academic Misconduct (Plagiarism) on the University website at www.utas.edu.au/plagiarism or in the Student Information Handbook.

Assignment cover sheets are available from the School office or the School website. **Assignments submitted without a signed cover sheet will not be marked.** Students who submit assignments without a signed cover sheet will be contacted once via their UTAS email address; in such instances the cover sheet must be completed within two weeks of the due date.

All assignments must be submitted in hard-copy (not by email) and placed in the essay box at the School office on or before 5pm on the due date. Students are required to keep copies of all submitted assignments. Assignments submitted on time will be returned within three weeks of the due date; once on time assignments have been returned no further late assignments will be accepted. All marked assignments will be returned in tutorials unless otherwise advised.

Late Assignments

Late submissions will be penalized as follows: 5% of the available marks for the first day, and then 2% per working day thereafter. Late work will be accepted without penalty if accompanied by a medical certificate for the relevant period or a letter from a counsellor in the case of a serious non-medical reason.

Difficulties with your Studies

If you are experiencing difficulties with your studies or assignments, have personal or life planning issues, disability or illness which may affect your course of study, you should raise these with your lecturer and/or one of the following Student Services staff as soon as possible:

- Learning Skills Adviser
- Disability Adviser
- Careers Adviser
- Student Counsellor

University Statement on Plagiarism and Academic Integrity

"Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at <http://www.utas.edu.au/tl/supporting/academicintegrity/index.html>.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/>."

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.

Assignment Presentation

Please refer to the unit outline above for information about assignment presentation.

Marking Scale

The following distribution of marks and grades is applied in assessing your work:

- High Distinction (HD)—80-100%
- Distinction (DN)—70-79%
- Credit (CR)—60-69%
- Pass (PP)—50-59%
- Fail (NN)—0-49%

All marks are subject to moderation.

Assessment Criteria

The following criteria apply to assessment of the essay:

- Effectiveness of introduction
- Relevance and coherence of argument
- Effectiveness of conclusion
- Scope of textual referencing
- Use of critics
- Attention to expression, spelling, proof-reading and stylesheet.

IT Support

Learning online—for online learning and Vista support – <http://www.utas.edu.au/coursesonline/>
Information Technology Services—for general IT Support (includes link to UTAS download website)
<http://www.utas.edu.au/servicedesk/student/index.html>

Library Services—for information literacy support – <http://www.utas.edu.au/library/>
Help Desk (email HelpDesk@utas.edu.au or 6226 1818, within University 1818)