



French Civilization & Culture

UNH Course Code: CUL350CDG

Subject Areas: Cultural Studies, History, Sociology, Anthropology, Literature

Level: 300

Prerequisites: None

Language of Instruction: English

Contact Hours: 45

Recommended Credits: 3

Description

A historical and sociological analysis of French civilization and culture from Roman to contemporary times, this course engages you in the life and culture of France's capital city, Paris, in order to encounter, analyze and appreciate French society, culture and behavioral patterns.

In this process, you will acquire knowledge of the main events, personalities and periods of the history of France and, importantly, of their ongoing influence over current French life and contemporary ideas. You will also survey the major institutions and power structures of French society and assess how they have changed over the last century. These you will investigate both in class and out in order to better identify and understand the principal ideological, political, social and cultural fault lines in France today. At the conclusion of this course, you will be able to evaluate the role history plays in shaping French culture and identity.

In order to ease your integration into French life and culture, this course also guides you in a critically analysis of French culture: of what it is constituted, how to recognize it, and with which means for evaluating it. Upon this foundation you will build intercultural strategies for understanding, adapting to, and sharing in local customs and values. The course therefore includes an intercultural component that aids you in making discerning and meaningful comparisons between home and host social customs and realities. You will critically reflect on cultural differences between U.S and France as a means towards both analyzing the host culture more intelligently and navigating it more successfully. At the end of the course, you will understand that a nation's customs, attitudes and behaviors are intimately linked to its particular historical, social and economic evolution.

Learning Objectives

Disciplinary and Cultural Knowledge Skills (Cognitive)

- Identify and list chronologically the main events, personalities and periods in French history as related to course themes
- Account for the particular role Paris plays in shaping French history and memory
- Describe the major institutions of French government, society, media & culture
- Explain how historical forces shape contemporary French institutions and society
- Classify the principal administrative elements of the French state, both metropolitan France and overseas departments and territories

Critical Thinking Skills (Oral and written)

- Apply targeted conceptual tools of cultural studies to the process of developing personal intercultural strategies and sensibility for engaging with the host people
- Use standards of critical thinking when analyzing political, social and economic actors
- Exploit local and international scholarship to inform your knowledge of French culture

Attitudinal Skills (Affective)

- Develop and convey empathy for the host people's attitudes towards their past
- Value cultural studies as an approach to learning about cultural differences
- Generate an insightful perspective towards French culture
- Demonstrate cognitive flexibility when encountering cultural differences

Behavioral Skills

- Use knowledge of French culture to improve communication with local contacts
- Acquire and use effectively lexical skills for communicating key course-related concept with people from host culture
- Stimulate active and relevant class discussions on key course concepts
- Synthesize course concepts in a quality academic research paper

Instructional Format

Class will meet once a week for 2½ hours. Course work is comprised of in-class lectures and discussions, group exercises, student *exposés*, documentary films, extensive outside readings, independent group and individual onsite study, a research project, and a number of instructor-led onsite research excursions to relevant course-related sites and institutions in the city. Some onsite study will be integrated into class-time while others will be assigned as out-of-class independent learning.

Please be advised: If you require any special accommodations or have any special learning needs, please inform the instructor and the onsite academic affairs staff on the first day of class.

Workload Expectations: In conformity with CEA policy, all students are expected to spend at least two hours of time on academic studies outside of, and in addition to, each hour of class time.

Forms of Assessment

The instructor will use numerous and differentiated forms of assessment to calculate the final grade you receive for this course. For the record, these are listed and weighted below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class. Whether or not you plan to transfer letter grades back to your home institution, CEA expects that you will complete all graded assessment categories in each course in which you are enrolled. In addition, your work and behavior in this course must fully conform to the regulations of the [CEA Academic Integrity Policy](#) to which you are subject.

Finally, all formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in electronic format. Your instructor may also require that you hand in a hard copy of such work.

Class Participation	10%
Weekly Blog	15%
Oral Presentation	15%
Midterm Exam	20%
Research Paper	20%
Final Exam	20%

Class Participation: This grade will be calculated to reflect your participation in class discussions, your capacity to introduce ideas and thoughts dealing with the required texts, your ability to use language effectively, and your analytical skills in intellectual, constructive argumentation. When determining your class participation grade, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation. Additionally, it is important to demonstrate a positive and supportive attitude to the instructor and your classmates, and give full attention to class activities (i.e., cell-phones off, laptop for notes only, etc.). Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	A+ (9.70–10.00)
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	A-/A (9.00–9.69)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B/B+ (8.40–89.90)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	C+/B- (7.70–8.39)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C (7.00–7.69)
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	D (6.00–6.69)
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F (0–5.90)

Weekly Blog: You will reflect upon relevant aspects of Paris in a weekly blog monitored, revised and commented in class. This activity is meant to be both a diary of your observations and experiences abroad as well as a forum for reflecting on salient aspects of French and Parisian culture. Your goal in these assignments is to draw from your first-hand experience and overall cultural awareness and reflect upon your own value system and cultural attitudes in a structured manner within the context of living in a different culture. These

reflective exercises should contribute to your appreciation and respect for people with differing cultural values and add to your general adaptive skills necessary for living in a cultural milieu different from your own.

Oral Presentation: You will present orally and with supporting slides a critical exploration of an issue discussed in class but which you will study in more depth. As part of the presentation conclusion, you must spark discussion and field questions with the class and instructor. The presentation will be evaluated upon the effective use you make of standards of critical thinking as well as upon its relevancy to course learning objectives.

Research Paper: The instructor will explain in detail the specific approach and suggested content that will be integrated into your research, methodology and paper on an angle to be decided in conjunction with the instructor. You will submit to the instructor periodic updates on the progress of your research and these will count towards the overall assessment of your work.

In this exercise, your work will be evaluated according to the tenets and principles of scholarly academic research, standards of critical thinking, and Standard English usage and expository writing. Therefore, ensure that you are using a recognized handbook of style, a good dictionary, and that you are guided by the highest principles of academic integrity. The instructor will supply you with additional guidelines and advice on research topics, methods and resources for successfully completing your paper in a “foreign” country. However, as a quick checklist of things to begin thinking about, the following guidelines will help you in deciding on a research topic and in planning its execution.

1. Make a clear and compelling link between your topic & course themes & issues.
2. Link your subject to the learning objectives listed above.
3. Search out a wide variety of scholarly, peer-reviewed bibliographical sources.
4. Show personal involvement in your subject in a demonstrable way.
5. Use local resources and make your finished project one that could only be done in your host city.

Midterm & Final Examinations: The midterm and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. They are comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course.

CEA Grading Scale				
Letter Grade	Numerical Grade Low Range	Numerical Grade High Range	Percentage Range	Quality Points
A+	9.70	10.00	97.0 - 100%	4.00
A	9.40	9.69	94.0 - 96.9%	4.00
A-	9.00	9.39	90.0 – 93.9%	3.70
B+	8.70	8.99	87.0 – 89.9%	3.30
B	8.40	8.69	84.0 – 86.9%	3.00
B-	8.00	8.39	80.0 – 83.9%	2.70
C+	7.70	7.99	77.0 – 79.9%	2.30
C	7.00	7.69	70.0 – 76.9%	2.00
D	6.00	6.99	60.0 – 69.9%	1.00
F	0.00	5.99	0 - 59.9%	0.00
W	Withdrawal			0.00
INC	Incomplete			0.00

Please be advised: Any grade dispute you encounter in this course must immediately be discussed with the instructor and definitively resolved before the last week of class. Only end-of-term assignments graded after the end of your program are subject to CEA's formal grade appeal procedure. For more information, see [CEA Academic Policies](#).

CEA Attendance Policy

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day's class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and performance.

- In this course, a maximum of two days of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
- Your final course grade will drop one full letter grade (e.g. A- to B-) for missing three days of class.
- You will automatically fail a course if your absences exceed three days of class.

Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week. Consequently, the Dean and Program Director will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain full-time status.

Arriving Late for Class: Consistently arriving late is disruptive and shows a lack of respect for instructor and fellow students. For persistent lateness, the instructor deducts percentage points from the total 10% earmarked for Participation as indicated in the syllabus. Missing a significant portion of one of your classes may constitute a full day's absence. If you arrive late due to serious and unforeseen circumstances, or if you must leave class early due to illness or emergency, you must inform the instructor. The instructor will determine if the amount of class time missed constitutes a full or partial absence.

***ceaClassroom*: CEA's Moodle CMS**

CEA instructors use the open source course management system (CMS) called Moodle which creates a virtual and interactive e-learning environment for students and educators alike. This web-based platform provides you with 24/7 virtual access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources directly related to your studies. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support for helping ensure you achieve the course learning objectives. The *ceaClassroom* website is located here <https://www.ceaClassroom.com/>

During the first week of class, the CEA academic staff and instructors will provide you with log-in information and corresponding passwords to access this site. They will also help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus that is projected on the first day of class, it is the class schedule on Moodle that is the definitive and official one, given that the instructor will be announcing updates and additions there and nowhere else. It is your responsibility to ensure that you have access to all Moodle materials related to your course and that you monitor Moodle on a daily basis so as to be fully informed of required course assignments and any scheduling changes that might occur.

Required Readings

Listed below are the required course textbooks and additional readings. Whether you buy your books from our locally affiliated merchants or whether you acquire these before arrival, you must have constant access to these resources for reading, highlighting and marginal note-taking. It is required that you have unrestricted access to each. Additional copies will be placed on reserve in the Academic Affairs office for short-term loans. Access to additional sources required for certain class sessions will be provided in paper or electronic format consistent with applicable copyright legislation. In addition, the Academic Affairs Office compiles a bank of

detailed information about the many libraries, documentation centers, research institutes and archival materials located in the host city and accessible to CEA students. You will be required to use these resources throughout your studies. Direct access to additional resources and databanks are available to you through the online library of the University of New Haven.

Nora, Pierre. *Realms of Memory: The Construction of the French Past. Volume 1: Conflicts and Divisions*. (Trans. Arthur Goldhammer) Columbia, New York, 1996. 678pp.

Nora, Pierre. *Realms of Memory: The Construction of the French Past. Volume 2: Traditions*. (Trans. Arthur Goldhammer) Columbia, New York, 1997. 606pp.

Nora, Pierre. *Realms of Memory: The Construction of the French Past. Volume 3: Symbols*. (Trans. Arthur Goldhammer) Columbia, New York, 1998. 764pp.

Forbes, Jill & Michael Kelly. *French Cultural Studies: An Introduction*. Oxford, New York, 1995. 332pp.

Jones, Colin. *Paris: The Biography of a City*. Viking, New York, 2004. 672pp.

Online Reference & Research Tools:

Intercultural Skills

<http://www.sciencedirect.com/science/journal/01471767>

<http://cms.interculturalu.com/>

<http://culturelinker.blogspot.com/2007/11/culturelinker-is-on-line.html>

Cultural learning

www.nclrc.org/

<http://ctaar.rutgers.edu/presentations/facdev/MCCfacdevday.ppt>

French Culture

<http://www.academie-francaise.fr/>

French Newspapers & Magazines

<http://www.lemonde.fr>

<http://www.lefigaro.fr>

<http://www.liberation.fr>

<http://www.humanite.fr>

<http://www.la-croix.com>

<http://www.latribune.fr>

<http://www.lecanardenchaine.fr>

<http://www.lesechos.fr>

<http://www.leparisien.fr>

<http://www.lequipe.fr>

<http://www.lepoint.fr>

<http://www.lexpress.fr>

French Radio Online

<http://rtl.radio.fr>

<http://franceculture.radio.fr>

<http://rtl2.radio.fr>

<http://franceinfo.radio.fr>

<http://franceinter.radio.fr>

<http://europe1.radio.fr>

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Course Content

Session	Topic	Activity	Student Assignments
1	<p>Course Introduction <i>Nos ancêtres les Gaullois</i> From Lascaux to Lutetia</p>	Lecture & Discussion	<p>Readings Jones, Chapter 1-3, pp. 1-95 Nora, Vol 1, Chapter I, pp. 27-78 Nora, Vol 3, Chapter V, pp. 163-192</p>
2	<p>The Hexagone & the DOM-TOMs The Geography of a World Power</p>	Lecture & Discussion	<p>Readings Nora, Vol 2, Chapter VI, pp. 187-210 Nora, Vol 2, Chapter XIV, pp. 443-469 Nora, Vol 2, Chapter IV, pp. 125-150 Jones, <i>Paris at a Glance ; Conclusion : Big Projects in a Bigger City</i>, pp. 464-474</p>
3	<p>Christians, Jews, Muslims & the Secular State A Portrait of Religion in France</p>	<p>Onsite Study Excursion: <i>La mosquée de Paris.</i></p> <p>Lecture & Discussion</p>	<p>Readings Nora, Vol 1, Chapter III, pp. 109 – 145 Nora, Vol 1, Chapter VII, pp. 241-300 Nora, Vol 1, Chapter X, pp. 379-426</p>
4	<p>Versailles to 1848 A Period of Revolution</p>	Lecture & Discussion	<p>Readings Jones, Chapters 7 – 8, pp. 215-298 Nora, Vol 3, Chapters I - II, pp. 29-117</p>
5	<p>Versailles to 1848 A Period of Revolution II</p>	Lecture & Discussion	<p>Readings Nora, Vol 3, Chapter VII-VIII, pp. 253-324 Nora, Vol 3, Chapter I, pp. 3-28</p>
6	<p>Hausmann and Napoleon III A Turn Toward Modernity & <i>La République</i></p>	Lecture & Discussion	<p>Readings Jones, Chapter 9, pp. 299 - 343</p>

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7	French Language & Literature	Onsite Study Excursion: <i>La Coupole</i>	Readings Nora, Volume 2, Chapter VIII, pp. 249-306 Nora, Volume 3, Chapter XVI, 555-609 http://www.academie-francaise.fr/
8	Midterm Examination	Examination	Review all notes and readings
9	The Commune to WWII Industrialization & Discontents	Lecture & Discussion	Readings Forbes, Part I, pp. 9-78 Nora, Vol 3, Chapter XI, pp. 377-404
10	From World War II to <i>Mai 1968</i> Reconstruction & its Ideologies	Lecture & Discussion	Readings Forbes, Part II, pp. 97 – 171 Jones, Chapter 11, pp. 385-425
11	From Napoleon to Ferry The Evolution of Education in France	Lecture & Discussion	Readings Nora, Vol 2, Chapter V, pp. 151-186
12	<i>La Gastronomie</i> A Nation of Eaters?	Lecture & Discussion	Readings Nora, Vol 2, Chapter XIII, pp. 443-468
13	<i>Mai 68</i> to Decolonization	Lecture & Discussion	Readings Forbes, Part III, pp. 183-285 Nora, Vol 1, Chapter VII, pp. 241-300
14	Student Presentations	Presentations	<u>Prepare presentations</u>
15	Final Examination	Examination	Review all course readings

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