



University of  
New Haven

## *French Civilization & Culture*

### SECTION I: Course Overview

**Course Code:** FRE350CDG

**Subject Area(s):** French Language & Literature, Cultural Studies

**Prerequisites:** See Below

**Language of Instruction:** French

**Total Contact Hours:** 45

**Recommended Credits:** 3

### **COURSE 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 critical 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**

Upon successful completion of this course, you will be able to:

- List chronologically the main events, personalities, and periods in French history as related to course themes.

- Explain how historical forces shape contemporary French institutions and society as they differ from other cultures.
- Account for the particular role Paris plays in shaping French history and memory.
- Describe the major institutions of French government, society, media, and culture.

## PREREQUISITES

Prior to enrollment, this course requires you to have completed one 300-level course in French.

## SECTION II: Instructor & Course Details

### INSTRUCTOR DETAILS

<b>Name:</b>	TBA
<b>Contact Information:</b>	TBA
<b>Term:</b>	SEMESTER

### ATTENDANCE POLICY

This class will meet once weekly for 150 minutes each session. All students are expected to arrive on time and prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SEMESTER		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X <sup>th</sup> absence
Courses meeting 1 day(s) per week	1 Absence	4 <sup>th</sup> Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES				
Absence	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES				

<b>Grade</b>	<b>A+</b>	<b>A</b>	<b>A-</b>	<b>F</b>
--------------	-----------	----------	-----------	----------

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

## GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

<b>Class Participation</b>	<b>10%</b>
<b>Personal Blog</b>	<b>15%</b>
<b>Midterm Exam</b>	<b>10%</b>
<b>Oral Presentation</b>	<b>15%</b>
<b>Press Reviews</b>	<b>20%</b>
<b>Handbook to Peers</b>	<b>20%</b>
<b>Final Exam</b>	<b>10%</b>

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

<b>CEA GRADING SCALE</b>			
<b>Letter Grade</b>	<b>Numerical Grade</b>	<b>Percentage Range</b>	<b>Quality Points</b>
A+	9.70 – 10.0	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	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

## ASSESSMENT OVERVIEW

*The instructor reserves the right to make changes or modifications to this syllabus as needed*

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

**Class Participation (10%):** Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	<b>A+</b> (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	<b>A/A-</b> (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	<b>B+/B</b> (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	<b>B-/C+</b> (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	<b>C/C-</b> (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	<b>D</b> (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	<b>F</b> (5.99 – 0.00)

**Personal Blog (15%):** Students will reflect upon relevant aspects of Paris in a personal blog. This activity is meant to be both a **record of students’ cross-cultural observations and experiences abroad as well as a forum for reflecting on salient aspects of French and Parisian culture.** The goal in these assignments is to draw from students’ first-hand experience and overall cultural awareness and have them reflect upon their 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 their appreciation and respect for people with differing cultural values and add to the general adaptive skills necessary for living in a cultural milieu different from their own.

Each week, students will present their blogpost whether personal or collective. They will describe a scene, an event, an interaction, a piece of news, etc. that triggered a reaction (of surprise, misunderstanding, puzzlement, etc.) The students will analyze their reaction and then move on to reflecting on what it says about American and French cultures. At last, students will try to provide a historical contextualization that puts in perspective certain French behaviors, perceptions, etc.

Students will submit their blogposts weekly and will be graded on relevancy of topic, content, and analysis. **Two of the blog topics should be directly related to AICAP activities as announced during the term.**

**Oral presentation (15%):** In groups of 2-3, students will present orally and with supporting slides a Parisian neighborhood and/or symbolic Parisian site in relation to a cultural issue studied in class. As part of the

presentation conclusion, students must spark discussion and field questions to the class and instructor. The presentation will be evaluated upon the effective use of critical thinking as well as upon relevancy to course learning objectives. The instructor will explain in detail the specific approach and suggested content that will be integrated into the presentation, the research, as well as the methodology on which the presentation must rely.

**Midterm Exam (10%):** The midterm exam is designed to establish and communicate to students the progress they are making towards meeting the course learning objectives listed above. It is comprised of questions and exercises that test their abilities in three important areas of competency: the amount of information they master; the accuracy of the information they present; and the significance they ascribe to the facts and ideas they have integrated across their study in this course. The midterm exam will cover all concepts from the first half of the term and will have multiple choice questions, short-answer questions, and an essay-response question.

**Press Reviews (20%):** In groups of 2-3, students will report on a current and significant political, cultural, and economical event in France. There are three objectives to the press review: methodological, cross-cultural, and pedagogical. Students are expected to demonstrate their ability to find and select reliable and diverse sources of information in French. Secondly, students will demonstrate their ability to use their knowledge of French history acquired in class to make sense of the present events. Last, students will exercise their cross-cultural skills to demonstrate how French culture helps them reflect on their own culture to better understand it.

The instructor will explain in detail the specific approach and suggested sources that will be integrated into the press review, the research, as well as the methodology on which the press review must rely.

**Handbook to Peers (20%):** Students will work collaboratively to create a “guide” to Paris and French culture for future CEA Paris students.

**Final Exam (10%):** The final exam is designed to establish and communicate to you the progress students are making towards meeting the course learning objectives listed above. It is comprised of questions and exercises that test their abilities in three important areas of competency: the amount of information they master; the accuracy of the information they present; and the significance they ascribe to the facts and ideas they have integrated across their study in this course. The final exam will cover all concepts from the second half of the term and will have multiple choice questions, short-answer questions, and an essay-response question.

## REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- I. **SELECTED READING(S):** The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

Barlow, Julie and Jean-Bernard Nadeau. *Ainsi parlent les Français?* Robert Laffont, Paris, 2018.

Barlow, Julie and Jean-Bernard Nadeau. *Pas si fous ces Français !* Seuil, Paris, 2005.

Baubérot, Jean. *Les sept laïcités françaises. Le Modèle Français de Laïcité N'Existe Pas.* Paris, Maison des Sciences de l'Homme, 2015.

Benjamin, Walter. *Paris, Capitale du 19e Siècle.* Editions du Cerf, Paris, 2006.

Berstein, Serge et Rudelle Odile. *Le Modèle Républicain.* PUF, Paris, 1992.

Démier, Francis. *La France du XIXe Siècle 1814-1914.* Editions du Seuil, Paris, 2014.

Grouazel, Florent et Younn Locard. *Révolution. 1. Liberté*. Actes Sud, Paris, 2019.

Lapeyronnie, Didier. *Ghetto Urbain, Ségrégation, Violence, Pauvreté en France aujourd'hui*. Robert Laffont, Paris, 2008.

Meyer, Erin. *La Carte des Différences Culturelles. 8 Clés pour Travailler A l'International*. Les Editions Diateno, Paris, 2016.

Nora, Pierre. *Lieux de Mémoires : La République, la Nation, Les France. 3 Volumes* Gallimard, Paris, 1992.

Noiriel, Gérard. *Le Creuset Français, Histoire de l'Immigration XIXe et XXe Siècle*. Seuil, Paris, 2016.

Zancarini-Fournel, Michelle. *Les Lutttes et Les Rêves. Une Histoire Populaire de la France de 1685 à nos jours*. La Découverte, 2016.

**II. SELECTED VIDEOS:** The selected videos for this course are listed below. You will need to be able to access these via an internet connection or by borrowing them from the CEA Reserve Library

*Bande de Filles*, Dir. Céline Sciamma. Perf. Karidja Touré, Assa Sylla, Lindsay Karamoh, Mariétou Touré. Studiocanal, 2015.

*La Haine*. Dir. Matthieu Kassovitz. Perf. Vincent Cassel, Hubert Koundé, Saïd Taghmaoui. Mars Distribution, 1995.

*Indigènes*. Dir. Rachid Bouchared. Perf. Jamel Debbouze, Sami Naceri, Roschdy Zem, Sami Bouajila. Mars Distribution, 2006.

*Mémoires d'Immigrés : Les Pères, Les Mères et les Enfants*. Dir. Yamina Benguigui. MK2 Doc, 1997.

*Ridicule*. Dir. Patrice Leconte. Perf. Bernard Giraudeau, Charles Berling, Fanny Ardant, Jean Rochefort. Polygram Film Distribution. 1996.

*Swagger*. Dir. Olivier Babinet. Rezo Films. 2016.

## RECOMMENDED READINGS

The recommended reading(s) and/or text(s) for this course are below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

Boucheron, Patrick (ed). *Histoire mondiale de la France*. Seuil, Paris, 2017.

Chamoiseau, Patrick. *Frères Migrants*. Seuil, Paris, 2017.

Fanon, Franz. *Peau Noire, Masques Blancs*. Seuil, Paris, 1952.

Glissant, Edouard. *Poétique de la Relation*. Gallimard, Paris, 1990.

Ndiaye, Pap. *La Condition Noire*. Calman-Levy Paris, 2008

Noiriel, Gérard. *Une Histoire Populaire de la France : De la Guerre de Cent Ans à Nos Jours*. Agone, Marseille, 2018

## ADDITIONAL RESOURCES

In order to ensure your success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

*The instructor reserves the right to make changes or modifications to this syllabus as needed*

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the "While You're Abroad Tab" and make sure you are under the "Academics" sub-menu. There you will see a link above your schedule that says "View Online Courses" select this link to be taken to your Moodle environment.

**COURSE CALENDAR**  
*French Civilization & Culture*

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	<p style="text-align: center;"><b>Introduction au cours</b> Des Clichés à l'Interculturalité Faire sens des différences</p>	Cours magistral et discussion	<p><b>Lectures:</b> Barlow et Nadeau, <i>Ainsi</i> pp. 13-26 Barlow et Nadeau, <i>Pas si Fous</i> pp. 3-14 Barlow et Nadeau, <i>Pas si Fous</i>, pp. 15-30</p> <p><b>Recommandation:</b> Visiter le Château de Versailles</p>
2	<p style="text-align: center;"><b>Que représente « la culture » en France ?</b> <b>Blogs et Revue de Presse</b> Faire sens de son expérience interculturelle</p>	Cours magistral et discussion	<p><b>Lectures:</b> Barlow et Nadeau, <i>Pas si Fous</i>, pp. i-vii, pp. 15-30</p> <p><b>Recommandation:</b> Visiter le Musée du Louvre, d'Orsay, ou Pompidou</p> <p><b>Préparer le blog 1</b></p>
3	<p style="text-align: center;"><b>L'Art de l'Eloquence</b> Idiosyncrasies françaises</p> <p style="text-align: center;"><b>Grandeur</b> Un concept clé pour comprendre les Français</p>	Cours magistral et discussion	<p><b>Lectures:</b> Barlow et Nadeau, <i>Ainsi</i>, pp.77-90 Meyer, pp.83-103 Barlow et Nadeau, <i>Pas si Fous</i>, pp. 47-60</p> <p><b>Film:</b> Ridicule Patrice Leconte</p>
4	<p style="text-align: center;"><b>Grands Hommes, les Super Héros Français?</b> <b>La Révolution</b> Premier acte: Révolution des Juristes</p>	Cours magistral et discussion	<p><b>Lectures:</b> Nora, Vol 1, pp. 540-565 Nora, Vol 1, pp. 79-108</p> <p><b>Regardez:</b> Extraits de la série télévisée <i>L'Ecole du Pouvoir</i></p> <p><b>Recommandations:</b> Visiter le Panthéon Faites une balade Rive Gauche</p> <p><b>Préparer le blog 2</b></p>

*The instructor reserves the right to make changes or modifications to this syllabus as needed*

5	<p align="center"><b>La Révolution</b> Second Acte: Révolution du Peuple</p> <p align="center"><b>Conférence:</b> Mai '68</p>	Cours magistral et discussion	<p><b>Lectures:</b> Zancarini-Fournel, pp.336-378</p> <p><b>Film:</b> <i>Danton</i></p> <p><b>Recommendations:</b> Visiter Montmartre et le Sacré Cœur Visiter Le Mur des Fédérés in the Père Lachaise</p> <p><b>Préparer le blog 3</b></p>
6	<p align="center"><b>Paris, Capitale du XIXe Siècle</b> Invention de la Modernité</p> <p align="center"><b>Hausmann and le mythe du Paris Rouge</b> Réinventer Paris</p>	Cours magistral et discussion	<p><b>Lectures:</b> Excerpts de <i>Paris, Capitale du 19e siècle</i></p> <p><b>Recommendations:</b> Visiter Passage Vero-Dodat, Galerie Vivienne et passage des Panoramas Voir la peinture impressionniste du nouveau Paris à l'Orsay et au Musée de l'Orangerie Visiter l'Opéra Garnier et son quartier ou les appartements de Napoléon III au Louvre</p> <p><b>Préparer le blog 4</b></p>
7	<p align="center"><b>La 3e Republique et le Modèle Républicain</b> Eduquer des citoyens Les origines de la Laïcité</p>	Cours magistral et discussion Visite du Musée d'art et d'histoire du judaïsme	<p><b>Lectures:</b> Berstein &amp; Rudelle, p.7-10, p.11-12, p.129-130, p.227-228 Rudelle, p.305-311 Michel Winock, p.131-145</p> <p><b>Recommendations:</b> Visiter Ecole Normale Supérieure, rue d'Ulm Visiter la Sorbonne, l'Ecole Polytechnique</p> <p><b>Préparer le blog 5</b></p>
8	<b>MIDTERM EXAM</b>		
9	<p align="center"><b>Le Modèle Républicain</b> Mémorial de la Shoah L'Etat Providence</p>	Cours magistral et discussion Visiter le Mémorial de la Shoah	<p><b>Lectures:</b> Bernstein, p.357-381</p>

*The instructor reserves the right to make changes or modifications to this syllabus as needed*

10	<p><b>Colonisation and Décolonisation</b> Echec de la <i>Mission Civilisatrice</i></p> <p><b>Guest lecture: Liberté d'Expression</b></p>	Cours magistral et discussion	<p><b>Lectures:</b> Vauclair, David et Jane Weston, introduction</p> <p><b>Regardez:</b> <b>Décolonisations (1/3):</b> <a href="https://www.arte.tv/fr/videos/086124-001-A/decolonisations-1-3/">https://www.arte.tv/fr/videos/086124-001-A/decolonisations-1-3/</a></p> <p><b>Décolonisations (2/3):</b> <a href="https://www.arte.tv/fr/videos/086124-002-A/decolonisations-2-3/">https://www.arte.tv/fr/videos/086124-002-A/decolonisations-2-3/</a></p> <p><b>Décolonisations (3/3):</b> <a href="https://www.arte.tv/fr/videos/086124-003-A/decolonisations-3-3/">https://www.arte.tv/fr/videos/086124-003-A/decolonisations-3-3/</a></p>
11	<p><b>Immigration</b> Brève Histoire de l'immigration de masse</p> <p><b>Banlieues</b> Grandeurs et Misères des Banlieues</p>	Cours magistral et discussion	<p><b>Lectures:</b> Nora, Vol 1, Chapitre IV, pp. 145-178</p> <p><b>Regardez:</b> Extraits de <i>Mémoires d'Immigrés</i> de Yamina Benguigui</p>
12	<p><b>Représentations cinématographiques des Banlieues</b></p> <p><b>Conférence:</b> <b>Representations de la banlieue</b></p>	Cours magistral et discussion	<p><b>Lectures:</b> Lapeyronnie pp. 431-448</p> <p><b>Film:</b> <i>Bande de Filles</i> by Céline Sciamma <i>La Haine</i> by Matthieu Kassovitz</p> <p><b>Regardez:</b> <i>A Voix Haute</i> by Stéphane de Freitas and Ladj Ly</p> <p><b>Hand in Handbook to Peers</b></p>
13	<b>Changements majeurs dans le paysage politique français depuis 2000</b>	Cours magistral et discussion	--
14	<b>Conclusion</b>	Cours magistral et discussion	Préparer l'examen final
15	<b>EXAMEN FINAL</b>		

*The instructor reserves the right to make changes or modifications to this syllabus as needed*

## SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)