

Agnes Scott College
Global Awareness 203: “Contemporary France: A Cultural Mosaic”
Spring 2013



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Course meeting: Wednesday 8:30- 9:20 am, Buttrick 217

Office hours: By appointment or contact faculty/staff listed above for respective office hours)

Course description and objective

Global Awareness 203 (“Contemporary France: A Cultural Mosaic”) aims to explore contemporary France's ethnic, religious, urban and regional diversity. With borders along eight European countries, colonial ties to West Africa, and territories in North and South America, France is a country influenced by a myriad of cultures. As one of Western Europe's leading asylum destinations, France is also home to a growing non-Christian immigrant population, with a significant percentage of immigrants coming from Muslim countries.

The course is designed to provide first hand academic and experiential knowledge about contemporary French society and the societal changes the country has recently undergone regarding its diverse communities. Within this diverse and evolving environment, students will examine the impact of immigration on French politics, economics, and arts, and the ways in which individuals and communities maintain both separate cultural identities and a French nationality. Students will also explore the theme of cultural identity in today's diverse France, the dynamics of cultural assimilation, and the impact of contemporary social forces on French national identity.

GA 203 has **four (4) main components** as follows:

- a) Class work at Agnes Scott College, including regular lectures during the semester prior to travel
- b) Lectures and conferences in Paris and Toulouse.
- c) Site visits in Paris and Toulouse as well as meetings with ethnic community members and leaders.
- d) Required course assignments, including travel log, final independent research project, etc.

Each component will introduce participants to different perspectives on cultural diversity and assimilation across a broad spectrum of communities in France through a close engagement with the communities.

Course materials

Benguigui, Yamina (Director). *Inch'Allah dimanche* c2001, 2006 (98 min.) (DVD 720)

Condé, Maryse. “O Brave New World.” *Research in African Literatures* 29.3 (1998): 1-7.

Jennings, Jeremy. “Citizenship, Republicanism and Multiculturalism in Contemporary France”

B.J.Pol.S. 30 (2000): 575–598

Kassovitz, Mathieu (Director). *Café au lait* (Métisse) c2005 (91 min.) (DVD 718)

Maalouf, Amin. *Les identités meurtrières*. Paris : B. Grasset // Livre de Poche, 1998: 7-11 ; 13-54

Magnan, Sally Sieloff. "Young "Beur" Heroes: Helping Students Understand Tensions of Multicultural France." *The French Review* 77.5 (Apr., 2004): 914-927.

Muyskens et al. *Bravo!* Boston: Heinle and Heinle, 2009 (6th Edition).

Valdman, Albert et al. *Chez Nous*. Upper Saddle River: Prentice Hall, 2002 (4th Edition).

Course requirements

To pass GA 203, participants must satisfy the following requirements:

1. **Regular attendance and active participation** in class work (lectures and discussions of readings), trip informational meetings, and activities planned in France. Criteria for excellent participation include volunteering responses, asking questions, and listening attentively to the instructors and other students. If you anticipate being away, contact the instructors ahead of time, and endeavor to keep up with your assignments.

a) A student is allowed **3 excused absences** per semester (for illness or personal exigency). After **3** excused absences, the participation grade for the semester will be dropped 10 points for each consecutive absence.

b) If a student is more than **5 minutes** late to any given class session, s/he will be counted as absent for that class. Late arrival or early departure may be considered as an absence, at the discretion of the instructor.

c) **No food or chewing gum** is permitted, except for the occasional beverages. As a sign of courtesy, sleeping and chatting in English are unacceptable behaviors in this class.

d) **No cell phone conversation or texting** will be permissible under any circumstances during class instruction. Cell phones should be turned off or placed on mute, not on vibrate.

e) If you are **playing a team's sport** for Agnes Scott College and miss classes, you are required to attend one tutoring session with the French tutors in lieu of each missed lesson.

2. **Mandatory preparation of all scheduled materials** (readings, films, etc.) before coming to class; this makes discussions more meaningful.

3. **Oral presentation** on an approved topic/issue relevant to *Contemporary France: a cultural mosaic* as portrayed in various aspects of the society.

4. **Final independent research project** on a subject to be approved by the instructors/faculty leaders. This project (10 to 12-page paper or an artistic/video production) will be a critical or analytical report of the coursework as well as the local experience in France.

Honor Code and Academic Honesty

The Agnes Scott College honor code embodies an ideal of character, conduct, and citizenship, and is an important part of the College's mission and core identity. This applies especially to academic honesty and integrity. Passing off someone else's work as your own represents intellectual fraud and theft, and violates the core values of our academic community. To be honorable, you should understand not only what counts as academic dishonesty, but also how to avoid engaging in these practices. You should:

- review the course syllabus for the professor's expectations regarding course work and class attendance.
- attribute all ideas taken from other sources; this shows respect for other scholars. Plagiarism can include portraying another's work or ideas as your own, buying a paper online and turning it in as if it were your own work, or not citing or improperly citing references on a reference page or within the text of a paper.
- not falsify or create data and resources or alter a graded work without the prior consent of your professor. This includes making up a reference for a works cited page or making up statistics or facts.
- not allow another party to do your work/exam, or submit the same or similar work in more than one course without permission from the course instructors. Cheating also includes taking an exam for another person, looking on another person's exam for answers, using exams from previous classes without permission, or bringing and using unauthorized notes or resources (i.e., electronic, written, or otherwise) during an exam.
- not facilitate cheating, which can happen when you help another student complete a take home exam, give answers to an exam, talk about an exam with a student who has not taken it, or collaborate with others on work that is supposed to be completed independently.
- be truthful about the submission of work, which includes the time of submission and the place of submission (e.g., e-mail, online, in a mailbox, to an office, etc.).

You should understand that penalties result from dishonest conduct, ranging from failure of the assignment to expulsion from the college. Please, speak with your professors if you need clarification about any of these policies.

Pledge *I pledge that I have neither given nor received any unauthorized aid on this assignment.*

(Signed) _____

Course assessment/grading

Attendance and participation	20%
Oral presentations at ASC and daily briefings/reports in France	20%
Final independent research project	60%

The **final semester grade** will be determined as follows:

95-100 A (Outstanding)	88-90 B+ (V. Good)	76-79 C+ (Fair)	67-69 D+ (Weak)	00-59 F (Fail)
91-94 A- (Excellent)	84-87 B (Good)	73-75 C (Fair)	64-66 D (Weak)	
	80-83 B- (Good)	70-72 C- (Fair)	60-63 D- (Weak)	

Special Needs

If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see Ms. Kelly M. Deasy in the Office of Academic Advising to register for services. Students that receive accommodation checklists (documentation) should meet with the instructors to discuss the provisions of those accommodations as soon as possible (preferably early in the semester).

Course Evaluation

Your feedback on this course is extremely valuable to the instructors and the College Administration; your comments help us to see the ways in which we can improve the course instruction. Towards the end of the semester you will be notified by e- mail and provided with a link to complete online (anonymous) evaluations outside of class.

Course Calendar

Date	Activities (lectures, discussions, presentations, and assignments)
01/24/13	Introduction, interest in GA 203, goals for the semester and for ASC education Briefing by staff of Office of International Education and faculty co-leaders + course syllabus
01/30/13	Definition of key terms: multiculturalism, cultural diversity, interculturalism, cultural assimilation, cultural mosaic, melting pot, etc. + “La France, une mosaïque” (<i>Interlude</i>)
02/06/13	France: background information, geography, people and society, government, economy, etc. “La diversité géographique de la France” (<i>Chez Nous</i> 242) “La diversité ethnique de la France” (<i>Chez Nous</i> 260-261)
02/13/13	“O Brave New World” (Condé) + Guest Speaker +/- OIE Staff
02/20/13	“La France et l’immigration” (<i>Bravo</i> 249)
02/27/13	“Citizenship, Republicanism and Multiculturalism in Contemporary France” (Jennings)
03/06/13	<i>Inch’Allah dimanche</i> (DVD 720)
03/20/13	<i>Inch’Allah dimanche</i> (DVD 720) + Guest Speaker +/- OIE Staff
03/27/13	<i>Les identités meurtrières</i> (Amin Maalouf : 7-11 ; 13-54)
04/03/13	“Young "Beur" Heroes: Helping Students Understand Tensions of Multicultural France” (Magan)
04/10/13	“Voyager en train en France” (<i>Chez Nous</i> 341) Using the Paris Metro subway (Pour utiliser le métro de Paris)
04/17/13	<i>Café au lait</i> (DVD 718)
04/24/13	<i>Café au lait</i> (DVD 718) +/- OIE Staff
05/12-27/13	Trip Component: Paris and Toulouse (France)
06/11/13	Final independent research project due for submission

Important Dates

- February 15, 2013:** Submit to OIE a copy of **passport** and **Health Insurance Enrollment** form
- March 18, 2013:** Have a passing grade in GA 203 at midterm
- April 1, 2013:** Submit to OIE your **Health Disclosure** and **Travel Health** forms

Trip Component: Paris and Toulouse (France): May 12-27, 2013

Overview of Destination

Paris and **Toulouse**, two multicultural cities that are representative of France as a cultural mosaic, have been chosen to provide the cultural context of this trip. **Paris**, as a cosmopolitan and multicultural urban mosaic, will provide the cultural context of the course. Paris combines an exceptional variety of cultures, museums, music, cuisines, and colors from all over the world. This diversity will inspire the students to appreciate the cultural fabric of contemporary France. **Toulouse**, France's second-largest urban university area, is home to a world-class arts and cultural scene as well as globally competitive high-tech industries (such as Airbus, biotech and aerospace industries). The study tour will enrich participants' traditional classroom learning experiences.

Tentative Itinerary

Depart Atlanta, Georgia on Sunday, May 12, 2013 and arrive Paris (France) next day

Day 1: Arrival in Paris:

- a) **Orientation:** Informational meeting with local contact person(s)/coordinator(s) to familiarize students with the program's components and objectives, logistical issues, and health and safety issues. Possibly, visit to the US Embassy in Paris, France.
- b) **Introductory Hop-On Hop-Off Tour of Paris.** With nine stops covering all the main attractions of the city, this bus tour is ideal for first time visitors to Paris.

Days 2-4: Paris: Participants experience the depth of France's cultural mosaic by **visiting different sites marked by past or present immigration**, i.e., areas in Paris which represent sites of arrivals, transits and integrations and which will help participants understand France's national identity.

- a) La Goutte-d'Or and Belleville (North-African immigration) neighborhoods
- b) African markets (Sub-Saharan Africa)
- c) The Egyptian facades, Chinatown and Belleville (Chinese)
- d) Faubourg St-Denis (Sri-Lanka)
- e) Little India, Opéra neighborhood (Japanese)
- f) Rue des Petites-Écuries (Turkish and Kurd)
- g) Rue du Faubourg St-Denis (Indo-Pakistani)
- h) Independent time for participants to stroll around Paris, interview people in various neighborhoods, and possibly do some shopping

Days 5-7: Paris: Participants continue experiencing the depth of France's cultural mosaic by **visiting monuments, statues, collections of colonialist and ethnographic art, museums and other material traces that constitute lieux de mémoire** ('sites of memory') in Paris. These sites are constant reminders of the importance of colonialism in French life, past and present.

- a) The "Cité Nationale de l'Histoire de l'Immigration" (located at the Palais de la Porte Dorée) which deals with the necessity to recognize that today a fifth of the French population has at least one foreign-born grand-parent.
- b) The Palais de la Porte Dorée (the former colonial museum)
- c) The Salle des Martyres at the Société des Missions Étrangères
- d) The former Jardin Botanique Colonial
- e) The Grande Mosquée de Paris
- f) Collections at the Musée de l'Homme and the Musée des Années Trente,
- g) The vestiges of the Colonial Expo in May 1931 in the Bois de Vincennes
- e) Buildings with Orientalist and exotic architectural motifs
- f) Independent time for participants to stroll around Paris, interview people in various neighborhoods, and possibly do some shopping

NB: During our stay in **Paris (days 2-7)**, after the daily scheduled activities, there will be plenty of time to explore the French capital. Top Paris sights and attractions to see include *le Musée du Louvre* (the site of the world's largest and most diverse collection of pre-20th century painting, sculpture, and decorative objects such as the *Mona*

Lisa and the *Venus de Milo*); *la Cathédrale Notre Dame* (a marvel of gothic architecture, and one of the most singular and beautiful cathedrals of Europe); *le Musée d'Orsay* (which houses the world's most important collection of impressionist and post-impressionist painting, from Degas to Van Gogh, Delacroix, Manet, and Monet); *la Tour Eiffel* (an iconic tower that represents an elegant and contemporary Paris); *la Sorbonne et le Latin Quarter* (the Sorbonne University is the historic soul of the Latin Quarter, where higher learning has flourished for centuries. It has hosted countless great thinkers, including philosophers René Descartes, Jean-Paul Sartre, and Simone de Beauvoir); *l'Arc de Triomphe* (the arch's beautiful sculptures and reliefs commemorate Napoléon's generals and soldiers, evoking sheer military power and triumph); *les Champs-Élysées* (undoubtedly one of the most famous avenues in the world); *le Centre Georges Pompidou* (this modern art museum and cultural center is the cultural pulse of Paris); and *le Sacré Coeur* (sits at the highest point of Paris on the Montmartre knoll, or *butte*. This basilica is best-known for its garish gold mosaic interiors and for its dramatic terrace).

Day 8: Travel: Paris - Toulouse by TGV

Arrival in Toulouse: Orientation: Informational meeting with local contact person(s)/coordinator(s) in Toulouse. Evening is free.

Days -9-12: Toulouse (also known as the Ville Rose (“Pink City”) for its distinctive brick architecture):

Participants attend lectures on a variety of subjects related to social change in France, such as French colonization and subsequent role in post-colonization, immigrant urban culture, and French economic policy.

- a) Site visits to museums, monuments, and immigrant neighborhoods in Toulouse.
- b) Excursions outside Toulouse including the Pyrénées Orientales along the French-Spanish border to learn about issues surrounding border-crossing, Catalan identity and the issue of regional minorities and languages in France; immigration policies and the challenges of cultural integration.
- c) Meeting with a non-profit group that focuses on the history of Spanish immigrants exiled to France.
- d) Weather permitting, participants will hike across the border in the mountains, following in the steps of nearly half a million Spanish immigrants who fled Fascism in the 1930s.
- e) Independent time for participants to stroll around Toulouse, interview people in various neighborhoods, and possibly do some shopping

Day 13: Return to Paris:

Day 14: Free day - One night in Paris before returning to the US. Independent time for participants to stroll around Paris on their own, and possibly do some shopping

Day 15: Return to Atlanta, Georgia

Required travel assignments

A daily travel log and a final independent research project is required for all participants. Participants will keep a journal of their linguistic progress (new words or expressions learned, topics studied in class, what they understood from articles they read, movies, or plays they saw, etc.). They will also identify and discuss cultural differences, things that surprise them, delight them, that challenge their expectations, etc. Participants will select a topic for investigation during the study tour, either metalinguistic or cultural. They can still submit a travel-journal, photo-reportage, or video-reportage, but the focus will be more on the issue of diversity and French identity. They should visit sites, make observations, collect newspaper articles, interview people, and speakers in particular, and reflect on what they discover. Here are a few examples of possible topics:

- a) Black-blanc-beur, (black, white, and Arab in the verlan language) the slogan of the 1998 victorious French soccer team and the implications of multiculturalism, assimilation and cultural diversity.
- b) “La rigueur” and the notion of pure French. Role of the Académie Française in monitoring the French language. Teachers alarmed at the poor spelling in young French students, and their increasing use of “borrowed” words. How do French people in general feel towards this issue?
- c) French rap: Analyze the language and the themes found in many of today’s French rap songs. French rap as an expression of multiculturalism. Relation to mainstream population.
- d) Representation of diversity in the media: a look at how ethnic diversity is represented on television, in TV series, commercials, etc. (eg: Black TV journalists now anchor the news.)

Participants will be encouraged to present their projects/reports during SpARC 2014 or any other events.

Accommodation in Paris and Toulouse, France: Participants will share double rooms in a 2-3 star hotels, and will be provided two (2) meals a day. Participants will be responsible for the third meal.

This **tentative schedule is subject to changes or substitutions** along the way depending on the weather and other circumstances. A final detailed version of the schedule will be distributed few weeks before departure.

