

Syllabus
Schedule of seminar meetings
NEH Summer Seminar for School Teachers (2008)
Citizenship and Culture: French Identity in Crisis
Nancy Mellerski and Michael Kline

This four-week seminar will meet five times per week for at least full mornings with possible afternoon spillover sessions depending on topic and discussion. Some evening sessions for film viewings will be scheduled as well. Ample time will be scheduled between meetings for reading, reflection or group work. A portion of the fourth week will be used for project development.

Week One

29 June Welcoming informal reception and dinner (Sunday evening)

30 June

Morning: Introduction to the seminar and overview of themes and materials; using Blackboard courseware.

Campus tour; library and computer services orientation; fitness center.

Afternoon: The Jeanne d'Arc and Marianne we know and don't know--idealized and ideological representations of the French Republic.

Why should anyone care about the Hundred Years' War?

Iconographic analysis: Jeanne as warrior saint: analysis of Ingres' "Jeanne d'Arc au sacre de Charles VII (1854).

Reading: The struggle to establish the Republic in the nineteenth century: Charles Rearick, *Pleasures of the Belle Epoque* (1995), ch. 1.

Discussion : How do we present history meaningfully to our students ?

Evening: Optional viewing of Kenneth Branagh's (Shakespeare's) *Henry V* (1989).

1 July

Iconographic analysis: Marianne meets Jeanne at the Revolution, "Complainte historique sur la Pucelle d'Orléans" (1792), image and song lyrics.

Reading : selections, Jules Michelet, *Histoire de France (Jeanne d'Arc, 1853)*; Voltaire, *La Pucelle* (selections) ; Ernest Renan, *Qu'est-ce qu'une nation ?* (1882); Michael Geisler, "What are National Symbols—and What Do They Do to Us?"

Iconographic analysis: Marianne as the Republic's triumph (Dalou's statue, Place de la Nation, Paris 1880-99).

Evening: Presentation by Dr. Michael Geisler, Dean of Language Schools and Schools Abroad and Professor of German, Middlebury College

2 July

The uneasy transition to republicanism

Reading: Guy de Maupassant, "Un Coup d'État"(1883).

Jeanne and Marianne viewed from the Left and the Right.

Reading in groups: Charles Péguy, *Reportage sur le triomphe de la République* (1899); selections from Joseph-Arthur de Gobineau, *Essai sur l'inégalité des races humaines* (1853-55); selections from Edouard Drumont, *La France juive* (1886); Emile Zola, "Lettre à la jeunesse" (1897).

3 July

Jeanne and Marianne as protectors of the Republic in danger.

Overview of the German Occupation, 1940-44.

Iconographic analysis of fascist and resistance images of Marianne dating from the war years: "La Légion tricolore" and Paul Colin, "Libération" (1944).

Reading: Robert O. Paxton, *Vichy France*, (1972), ch.2, selections; selections from Henry Rousso, *Le syndrome de Vichy* (1987).

4 July

Reading : Jean Anouilh, *L'Alouette* (1953)

Discussion of the play as a representation of the German Occupation, 1940-44 and beginnings of the narrative of "résistancialisme" as guarantor of French republican values.

Evening: Independence Day barbecue.

6 July (Sunday Evening)

Viewing of essential sections of Marcel Ophuls' *Le Chagrin et la pitié* (1971).

Week Two

7 July

Field trip to the United States Holocaust Memorial Museum in Washington, D.C. as a follow-on to the discussion of French republican identity in the light of anti-Semitism, the Occupation and resistance. Special emphasis during the visit will be placed on events in France. Participants will also hear from USHMM archivists on accessing the audio, video and image collections for classroom use.

8 July

Introduction to the topic of regional identities and languages in France from an historical perspective, including notions of northern hegemony/southern colonization and the imposition of French as a national language during the Ancien Régime; overview of language policy from the Revolution to the Third Republic and the relationship between linguistic identity and republican citizenship .

Reading (in groups): Selections from Audrey Gaquin, *Peuples et langues de France* (1996); Emmanuel Le Roy Ladurie, *Histoire de France des régions* (2001) ; Michel de Certeau, *Une politique de la langue* (1975), including the Abbé Grégoire's language survey and speeches from the debates on regional languages and dialects during the Terror.

Brainstorming the teaching of regional cultures using a more substantive approach than textbooks generally provide.

9 July

Discussion of the relationship between language policy, the formation of the state, and the educational aims of the Third Republic.

Readings in groups: selections from Dennis Ager, *Language Policy in Britain and France* (1996) and “Language and Power” in *Structures of Power in Modern France* (ed. Gino Raymond, 2000); Foued Laroussi and Jean-Baptiste Marcellesi, “The Other Languages of France: Towards a Multilingual Policy” in *French Today: Language in Its Social Context* (ed. Carol Sanders, 1993); Alphonse Daudet’s short story, *La dernière classe* (1873).

10 July

Discussion of autobiographical writings with regard to Brittany and Languedoc, highlighting the confrontation between regional heritage and the centralizing policies of the French state. Discussion as well of post-World War II linguistic policies, including the effects of the *Loi Deixonne* (1951) and further legislation to support the teaching of regional languages.

Reading: Selections from Pierre-Jakez-Hélias, *Le Cheval d’orgueil* (1975) and Claude Duneton, *Parler croquant* (1973); article by Jean Jaurès (1911) and influence of the Félibrige movement.

Brainstorming the ways of incorporating autobiographical writing into classwork on regional identities.

11 July

Study of the European Charter on Regional and Minority Languages and the political and social reasons for its ambiguous fate in the French legislature.

Reading: Alec Hargreaves, “Challenges of Multiculturalism: Regional and Religious Differences in France Today” in *Contemporary French Cultural Studies* (eds. William Kidd and Siân Reynolds, 2000. Parliamentary debate on the Charter; speech on the topic of the preservation of regional languages by Catherine Trautmann, former French Minister of Culture; series of articles relevant to the ratification of the Charter in France. Discussion of differences and similarities with debates about bilingualism and immersion programs in the United States.

Web research on the current debates in language education, focusing on the situation of *Diwan* schools in Brittany, *Ikastola* in the Basque region, and *Calandreta* schools in Catalonia.

Brainstorming the preparation of web and text dossiers for student use in the study of regional identities and cultures.

Week Three

14 July

Introduction to and development of the topic of colonization and decolonization, with particular attention to the “civilizing mission” of the Third Republic and the stirrings of independent movements following World War II.

Reading: Short stories by Guy de Maupassant, *Tombouctou* (1885) and *Mohammed-Fripouille* (1884), and Albert Camus, *L'Hôte* (1957)

Reading in groups: selections from Albert Memmi, *Portrait du colonisé*.

Evening: Optional viewing of Jean-Jacques Annaud, *La Victoire en chantant* (1976).
Follow-up discussion and brainstorming of ways to incorporate cinematic representations of the World War I and/or colonial experience into classwork.

15 July

Discussion of the arrival and experiences of Maghrebi immigrants during the period following decolonization and continuing through the late 1980s; questions of citizenship.

Reading: Azouz Begag, *Le Gone du Chaâba* and Sakima Boukhedenna, *Journal. "Nationalité: immigré(e)."*

Guest speaker: Dr. Alec Hargreaves, Professor of French and Director of the Winthrop-King Institute for Contemporary French and Francophone Studies, Florida State University

Evening film viewing in groups: either Mehdi Charef, *Le Thé au harem d'Archi Ahmed* (1985) or Yamina Benguigui, *Inch'Allah dimanche* (2001).

16 July

Introduction to issues involved in The Headscarf Debate (1989-2004), including the assimilation of Muslims into French society; the reiteration of the *projet républicain*; the nineteenth-century Ferry Laws establishing public education; evolving definitions of *laïcité*.

Reading: Selections from Mona Ozouf, *L'École, l'Église et la République 1871-1914* (1982); Régis Debray, *La République expliquée à ma fille* (1998).

Evening: Optional viewing of Malik Chibane, *Douce France* (1994)

17 July

Exploration of the tension between the demands of a multicultural society and the universalist, egalitarian republican tradition. Discussion of Stasi Commission report (February 2004) and subsequent legislation passed by the Chirac government.

Reading: Françoise Gaspard & Farhad Khosrokhavar, *Le Foulard et la République* (1995), ch. 4 & 5; and a number of timely articles on the issues described above.

Evening: Optional viewing of Malik Chibane, *Hexagone* (1997)

18 July

The upheavals of October-November 2005: the architecture of disaster. Study of the evolution of social architecture from Haussmann to Le Corbusier.

Readings in groups: Selections from Balzac's *La Cousine Bette* (1846); Zola's *Germinal* (1885); Christiane Rochefort, *Les Petits Enfants du siècle* (1958); Faiza Guèze, *Kiffe kiffe demain* (2004); Jean-Paul Flamand, *Loger le peuple* (1989); and Hervé Vieillard-Baron, *Les Banlieues: des singularités françaises aux réalités mondiales*.

20 July (Sunday): Evening viewing of Mathieu Kassovitz, *La Haine* (1995)

Week Four

21 July

The upheavals of October-November 2005: “la fracture sociale”

Reading: A selection of articles, editorials and position papers from French newspapers, weeklies and journals.

Evening: viewing of Abdellatif Kechiche, *L'Esquive* (2004)

22 July

Report out on planning and preparation for group project development.

23-25 July

Group presentations of lesson plans and conference sessions.

Participants who are interested in the topic of the symbolic representation of the nation/Republic may want to choose from the following areas for their final projects: continued exploration of iconographic and literary materials on Jeanne or Marianne with development of appropriate historical, political and social frameworks for use with students; exploration of other symbolic representations of the French Republic such as the *tricolore*, the reinvention of Bastille Day as the national holiday, the origins and development of the *coq gaulois* as the national symbol, and the fortunes of *la Marseillaise* and other patriotic songs. All of these topics are affected by contending perspectives on nation and Republic.

Participants who want to explore the topic of regional identities may wish to choose from the following areas (for example) for their final projects: the past, present and future of autonomist and separatist movements, including those in Brittany, Corsica and Québec; Occitan literary culture, including the Félibrige movement in the 19th century; the revival of regional cultures during the 1970s, using, for example, the music and songs of Alan Stivell (Breton) and Claude Marti (Occitan), among others; the history and context of bilingualism in Québec.

Participants who are interested in the topics of immigration and assimilation may wish to integrate the growing body of literature, film and memoirs in the following areas (for example) for their final projects: Beur identity; religious expression in the public schools of the European Union; the reception of the Stasi Commission's report on legislation concerning the Muslim veil and other accoutrements of religious faith; feminism and the veil; contemporary film and literature dealing with social concerns in the banlieue.

Evaluations

During this final week, we ask that you take some time to fill out an on-line evaluation form for the seminar. This is indeed required, as part of your contract, by NEH.