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

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.

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 France 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.
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.

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 DeiXenne (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.
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*.


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


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*.


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 Khosrokhar, *Le Foulard et la République* (1995), ch. 4 & 5; and a number of timely articles on the issues described above.


18 July

**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.


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.