**France Beyond Borders (New course/trip)**

Ratner Award Trip (May ‘17) and Course (Second half of spring term ’17)

**See attached proposal for extensive information** (1 credit for on campus course; 2-3 credits to be approved by your committee for trip abroad). Students must do both.

**Syllabus for France Beyond Borders**

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Office Hours, to be determined for spring 2017

**Required Texts:** (students earning credits for French 2501 will read works in translation; students earning credits for eitherFrench 3403 or French 4401 will read works in French)

Abd al Malik, *Sufi Rapper*

Selections from Dumas, Alexandre, *The Count of Monte Cristo*

Guène, Faïza, *Kiffe Kiffe Tomorrow*

Hemingway, Ernest, *A Moveable Feast* and *The Sun also Rises*

Moussu T e lei Jovents, *Made in la Ciotat* (DVD)

Selections from *The Song of Roland*

Selections from Maalouf, Amin, *The Crusades Through Arab Eyes*

Additional historical and cultural readings, media materials, music, medial clips and materials will be on Carmen

Students will be expected to watch the following films outside of class:

*Midnight in Paris*, *The Count of Monte Cristo* (the French film), and *The French Connection II*.

**Final Grade:**

Students must attend all 7 sessions (for total of 12.5 classroom contact hours) of the on campus course, which will meet one a week

Four short response papers to on campus class readings (2-3 pages each): 10%

Final group (pod of 4) paper (10 pp.) indicating what students hope to discover, investigate, implement abroad based on the course readings 20%

Oral Participation (in class and on trip) 20%

Group project abroad (on line blog, film, website, etc.) and participation in global group project 50%

(Students will do their projects in either French or English—see above under required texts—and students earning credits for 4401 will need to do a bit more work)

Standard OSU grade scale

***Course Description:***

Why France beyond borders? The recent refugee crisis in Europe as well as the *Charlie Hebdo* related assassinations of January 2015 and the more recent violence of November 13 reveal—albeit tragically- how borders (and lack thereof) as well as peripheries play a key role in redefining French and European identities. We will certainly visit Paris—the center and capital--, but we will focus more on cities such as Marseille and Toulouse, where traditional, regional culture comes together with immigrant cultures in innovative ways, thereby casting new light on the Republicanism-multiculturalism conundrum plaguing France today. In 2013, Marseille was the European Cultural capital; in 2016, San Sebastian in Basque Spain is the winner. Linguistic and cultural conflicts have not only plagued France over the centuries (it was only in July 2008 that the French Constitution officially recognized regional languages as part of the French legacy), but also neighboring countries such as Belgium and Spain. We shall thus also venture to the “other side” of the border to explore questions pertaining to language and identity politics. These border crossings will further enable us to move beyond a top-down perspective whereby national identity is myopically defined by the capital. Students will thus also have the possibility of visiting Brussels and the medieval university town of Leuven, as well as San Sebastian and Hemingway’s Pamplona.

**Course objectives:**

I would like the students to complete a number of the readings before they leave; thus an on campus component that will introduce them to the key ideas and objectives of the trip, while already fostering an *esprit de corps* before departure, This worked really when I did the First-year IA Scholars trip in 2012. The trip portion (either 2 or 3 credits; although the total hours come to 3) will be 18 days (16 abroad). I want all borders to be eliminated from the onset: classroom walls will not exist. Readings, lectures/discussions, encounters with invited speakers, musical performances, etc. will be linked directly to experiential learning and on site experience.

Students will work together in small pods of 4. They will produce multi-media on line blogs or other innovative projects based on their on site experiences. I expect intensive participation on their part. I also hope that we can produce a short film that brings together, in imaginative and cutting-edge ways, our collective experience abroad. It will also be a way to thank the Ratner family for their generosity and their commitment to the Arts and Humanities at Ohio State.

Thanks to the numerous personal and professional contacts I have established over the years, I expect my students to have privileged encounters with writers, musicians, journalists, intellectuals, and political activists, whom the vast majority of French people never meet. When my IA scholars traveled with me in 2012, they appeared on national French television and were interviewed along with the rock group Zebda. One of the interviewees, Brandon Fitzwater, is currently a Fulbright student in Austria.

I certainly also want my students to meet up with the “average” French, Belgian or Basque individual. Their experiences are just as valid and important, and have informed both my research and teaching over the past 40 years. I want my students to come away from this course/trip witha more sensitive, acute, and fine-tuned knowledge of the contemporary events (both good and bad) shaping “French” identity both from within and without.

Students will be responsible for literary, cultural, political and historical readings. They will be exposed to film and popular music. They will visit numerous art, music, and historical museums (the latter pertaining especially to colonialism, immigration, and the Arab presence in France). Lectures and discussions will be with well-known writers, intellectuals, journalists, political activists, musicians, and filmmakers. Students will have private dinner concerts with musicians such as Zebda and Moussu T e lei Jovents, take an Occitan language lesson, go to a soccer match, and attend a Basque film screening in the presence of the director. Students will come away with a unique understanding of how language and culture shape identity politics; how French national identity is being challenged by both local and global concerns; and how French Republicanism is a precarious notion, to say the least, today. What’s “French” Anyways?

This course/trip will benefit French majors in that they will have a unique study abroad experience not matched by any other currently available to them. This trip will allow them to meet famous writers, musicians, journalists etc. in an intimate setting. It will be an experience that students at privileged Ivy League institutions do not have! It is my hope that these students will subsequently feel empowered to engage in independent research and honors theses that require them to have subsequent encounters of this kind.

This course will also benefit French minors who cannot study abroad for more than a month because of their other majors/minors. It will provide them also with a privileged experience.

Finally, this course will enrich the educational experience of other OSU students taking this course to fulfill a GE requirement. I already witnessed this with my IA Scholars students in 2012. Furthermore, these students will bring their unique educational backgrounds in other fields to bear on those of the typical French major or minor.

In 2012, most of my IA scholars students did not speak French. A number of them subsequently became French minors and majors, and two of them went on the 2014 study tour to Senegal with my colleague. Students ultimately received credits for various GE options, in consultation with their advisors.

**Disability Services:**

“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.”

**Academic Misconduct:**

Students enrolled in courses at The Ohio State University are expected to adhere to the highest standards of academic conduct. All suspected cases of misconduct will be reported to the Committee on Academic Misconduct as required by University rules. Examples of academic misconduct in this course include but are not limited to the following:

Copying work or otherwise turning in written work that is not original to you. Cheating in this case applies both to the copier and the person who allows his or her work to be copied.

Having someone else do or write your assignments for you.

Using a translator in any way to complete compositions, presentations or other assignments.

Having anyone other than your instructor help you with your compositions or presentations. Tutors may answer questions about grammar, but they may not help with compositions or presentations.

Receiving or passing exam information to other students before, during or after the exam. Cheating in this case applies both to the receiver of the exam information and the person who gives the information.

Use of any unauthorized aids on exams (e.g., cheat sheets, textbook, etc) is strictly prohibited.

Copying text for a presentation directly from online or written sources is considered Academic Misconduct and will be reported. You can consult the Internet or written works for your research, but your presentation must be written in your own words.   
  
All suspected cases of academic misconduct will be reported to the Committee on Academic Misconduct as required by University rules.   
  
“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at <http://studentlife.osu.edu/csc/>."

In its classrooms, the Department of French and Italian maintains a positive learning environment free from all harmful forms of discrimination. You are expected to adhere to this policy.

**Syllabus (on campus, 7 week portion)**

We shall adhere essentially to the chronological and geographical order of the actual trip itinerary (see below)

**Sessions 1 & 2**

Marseille, historical and cultural context

Why does the city have a bad rap?

Discuss *French Connection 2*

Marseille 2013, European Cultural Capital

Historical and cultural readings on Carmen

Music by IAM (rap) and Massilia Sound System (reggae)

Selections from *The Count of Montecristo*

**Session 3**

Selections from *The Count of Montecristo*

Discuss film

Moussu T e lei Jovents

**Paper 1 due**

**Session 4**

Toulouse as a Counter-Capital

Music by Zebda

Introduction to Basque language and culture

Historical and cultural readings on Carmen

**Paper 2 due**

**Session 5**

Introduction to Belgitude (Belgian identity through language, culture, politics)

Music by Brel and Stromae

Materials on Carmen

**Paper 3 due**

**Session 6**

Discuss *Sufi Rapper*

Recent events in France from Charlie Hebdo to 13 November

Materials on Carmen

**Paper 4 due**

**Turn in final project paper during exams week**

**Other readings on syllabus will be covered during trip**

**Proposed trip itinerary/syllabus May ‘17**

**(2-3 credits although actual hours come to 3 credits)**

(18 days—2 days for international travel; 16 abroad)

**Day 1** Flight from Columbus to Marseille

**Day 2** Arrival in Marseille, the oldest, second largest, and most popular city in France, which also happens to be 30% Muslim. Afternoon introductory session to discuss our objectives and readings for the next few days here. **1 hr. Formal Instruction (henceforth FI).** Evening dinner at Algerian or Moroccan restaurant, complete with traditional dancing.

**Day 3** Morning Guided tour of Marseille (e.g. port, Panier area, La Vieille Charité, newly renovated EuroMed area, Canebière, Alcazar, Cours Julien). **3 Hrs. Structured Educational Experience (henceforth SEE)** AfternoonLecture/Discussion by local scholar on Marseille’s Greek and Roman past and how it marks the present-day city. **1 hr. FI** Visit of museums such as Museum of History of Marseille, Maritime museum and/or Museum of Roman Docks. **2 hrs. SEE.** Evening meeting with local university students. **2 hrs. SEE.**

**Day 4** Morningdiscussion on readings pertaining to Muslims in Marseille and Europe, followed by a lecture by Dr. Françoise Lorcerie of the CNRS and IREMAM (Institut de Recherches et d’Etudes sur le Monde Arabe et Musulman). She is an international expert on Muslims in Marseille, France, and Europe, and lectures throughout the world. **2hrs. FI.**

Lunch-private concert -discussion (on local music and identity politics) with blues group Moussu T e lei Jovents in neighboring La Ciotat. **3 hrs. SEE**. Visit La Ciotat and Cinéma Eden of the Lumière Brothers, the world’s oldest operating cinema. **1hr. SEE.** Free evening in Marseille.

**Day 5** Meet to discuss*Count of Montecristo.* **1FI**  Visit to infamous Château d’If. Visit to museum such as MuCEM. **3SEE** Evening event such as Occitan lesson on Cours Julien, OM soccer match, concert at Balthazar, private encounter with rappers. **2SEE**

**Day 6** Gourmet Lunch at Vieille Auberge in Cassis, boat-ride and/or hike to Calanque of En-Vau. Leave for Toulouse in early evening.

**Day 7** Guided tour of Toulouse. **2SEE.** Meet with political activists such as Salah Amokrane of Tactikollectif Association. Lecture-discussion on Toulouse as a melting pot. **1FI, 1SEE** Salah Amokrane was recently an invited speaker at a colloquium “City/Cité: a Transatlantic Encounter” held at the Universities of Chicago and Illinois at Chicago. Evening couscous dinner concert and discussion with rock group, Zebda. **2SEE**

**Day 8** Meet with Claude Sicre of the Fabulous Trobadors, a performer, ethnomusicologist, and cultural advocate for Occitania and cultural pluralism. **1FI, 1SEE** Visit Toulouse-Lautrec museum in Albi and/or Cathar ruins such as Montségur and/or Carcassonne. **3 SEE**

**Day 9** Leave for Roncevaux where famous battle of *Song of Roland* was waged. Visit site and town, discuss selections from *Song of Roland* and *The Crusades Through Arab Eyes* by Amin Maalouf. **1FI, 2 SEE** Arrive in San Sebastian in early evening. Pinchos in the old town with locals.

**Day 10** Morning Lecture/discussion with Dr. Miren Azkarate , philologist, writer, politician, and the first woman elected to the Royal Academy of the Basque Language (for both Spain and France) in 1992. She has lectured at universities in the US. **1FI, 1SEE.** Afternoon screening of Basque film such as recent *Flowers*(first time a Spanish entry in Basque was submitted for Oscars in category of best foreign film), in the presence of the director or president of the San Sebastian International Festival at Tabakalera (International Centre for Contemporary Culture). **2SEE.** Free evening.

**Day 11** Morning Lecture and discussion with Jose Ramon Beloki Guerra, Basque politician and journalist, on the Basque political and cultural struggle against Franco Regime and its aftermath. **1FI, 1SEE.**

Leave for and visit Hemingway’s Pamplona in Navarra (see his statue, follow the running of the bulls itinerary minus the bulls!), talk to locals about Hemingway and Pamplona. **2SEE** Discuss Hemingway’s*The Sun Also Rises.***1FI**

**Day 12** Leave for Brussels via flight from Bilbao (visit Guggenheim museum?) or train from Hendaye. Typical Belgian meal in evening and discussion with invited guests. **1FI**

**Day 13** Lecture/discussion by Belgian scholar on language and cultural divide. **1FI** Guided tour of city and visit of one or two museums such as Royal Museum for Central Africa at Tervuren (scheduled to reopen in mid 2017), Magritte Museum, Royal Museums of Fine Arts, Jacques Brel Foundation, Belgian Comic Strip Center, or Jewish Museum. **3SEE** Free Evening.

**Day 14** Guided tour and lecture/discussion in medieval university town of Leuven.

**1SEE,** **1 FI** Evening with Belgian university students in either Leuven or Brussels. Or evening in Bruges. **1SEE**

**Day 15** Leave for Paris.As Americans abroad, we will use the lens of the expatriate to explore the more celebrated side of Paris.With Hemingway’s *A Moveable Feast*and Woody Allen’s*Midnight in Paris***,** students will follow the itinerary of the expatriate in Paris. Visits to sites mentioned in these artistic works. Maybe even a sort of scavenger hunt type project. Compare present-day reality to fiction. **2SEE** Lunch in a famous Latin Quarter restaurant. Meet with individuals (a journalist or writer, Parisians of different ages) to understand why *A Moveable Feast* has once again become a bestseller in France after 13 May. **1FI** Free evening.

**Day 16** Use the events of 13 November and *Charlie Hebdo* to make the transition to French-Muslims. Hopefully have an encounter with either Guène or Abd al Malik. Arrange meetings with an Algerian writer such as Yasmina Khadra at the Algerian Cultural Center or an historian such as Benjamin Stora. **2FI** Guided tours of such sites as l’Institut du Monde Arabe and Musée de l’Histoire de l’Immigration. **2SEE** Evening Boat tour.

**Day 17** Visit other famous sites such Musée d’Orsay, Louvre, Père Lachaise Cemetery. **2SEE** Free time. Dinner in Montmartre.

**Day 18** Return to US

**Total credit hours earned: 3**

**Formalized instruction 17 (one credit = 12.5)**

**Structured educational Experience 44 (one credit = 25)**

**Total credits 3**