



## Integrative Learning: Exploring France in Chicago, Identity and Culture Undergraduate Course Information Guide

**Course Number: IN 307, 4 credits, 10 Weeks**

**Delivery Formats: Online: Sync, 10 Weekly Zoom Sessions**

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### Course Description

In this course, students explore the value and practice of being an integrating thinker in today's increasingly complex world. Students are guided to draw connections among the categories and disciplines of liberal learning. Students will develop and demonstrate this ability by considering one phenomenon, problem or event through the lenses of at least two different approaches to creating and expressing knowledge. They will ask questions such as, what is knowledge? How is knowledge created? What are its sources? How can it be expressed? How is knowledge accorded value or privilege in a particular culture or society? To meet upper-division expectations, students synthesize complex ideas, assess significant research in the field, and articulate original perspectives. Prerequisite: LL 300 or LL 301.

Join us for armchair tourism to France to explore evidence of French-American intersections here in Chicago. Paris and Chicago are "sister cities" but what might that mean for us? In this class we will explore our identity as Americans and Chicagoans through comparisons with important moments in French history to explore parallels and differences. We will learn about major moments in French history and culture with explorations of our own architecture and art. In this course, we will examine how identity is shaped by historical events, the commemoration of those events, as well as by cultural artifacts. We will use this understanding to explore how our own sense of self is constructed through time, space, and community.

### Learning Outcomes

After completing this course, you will be able to:

- Demonstrate how historical moments shape identity and circumstance, and can think critically about how a place has influenced personal life and lives of others.
- Analyze how history, society, culture and ideas shape a people and place.

- Synthesize experience and report on the synthesis in written and oral forms.
- Research and discover local sources of information, be they textual, visual, artistic, architectural, web-based, or human.
- Collaborate in research requiring analysis, critical thinking, and communication.

If in a SCPS competence program, (BAIFA, BAC, BAGB, BAECE), this course addresses the following requirements:

Competence	Competence Statement / Criteria
E1	Can use academic and cultural materials to identify the influences of history, society, and culture shape identity.
E2	Can design individual learning experiences and express ideas through writing that enhance understanding through multiple disciplinary lenses.

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## Learning Strategies and Resources

Some learning activities, assignments and deadlines will vary depending on the delivery format of the course and may differ slightly from what is presented in this document.

## Required Readings

Books and learning materials are available at the DePaul bookstore, at <http://depaul-loop.bncollege.com>, or through alternative sources.

Vanessa R. Schwartz, *Modern France: A Very Short Introduction* (2011).

Additional readings may be available on Electronic Reserve, at the [DePaul Library](#). Login to Ares Course Reserves and select the course. Log in using your Campus Connect User ID and password. You will then get a page listing the courses in which you're enrolled that have readings posted in Ares. Click on the title of this course and the list of our electronic reserve readings will be displayed.

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## Learning Deliverables

Short Content Analysis Paper: Students are responsible for writing 3 short papers over the course of the term, each addressing a question related to readings and film from a weekly module. The aim is to analyze the documents, including summarize and analysis of the arguments of the authors, and to draw out the links between the pieces. Length: 3 pages (double-spaced) or approximately 750 words each.

Field Trip Experience and Paper: Engage in an independent field trip to Art Institute or other approved French-related sites in Chicago area; or engage in French gastronomic meal experience and write analysis of the learning related to the course goals using at least 2 citations. Length: 4 pages (double-spaced) or 1000 words.

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## Assessment of Student Learning

### Distribution of Grade Points

Short Content Analysis Papers (20 points x 3)	60%
Field Trip Experience and Paper (30 point)	16%
Attendance and participation in live Zoom class sessions (1 point x 10)	10%

### Grading Scale

A = 93 to 100	A- = 90 to 92	B+ = 87 to 89
B = 83 to 86	B- = 80 to 82	C+ = 77 to 79
C = 73 to 76	C- = 70 to 72	D+ = 68 to 69
D = 66 to 67	F = 65 or below	INC

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## Course Schedule

Week and Module Title	Readings	Assignments
Week 1: Introduction & Urban Design in Chicago as	"The Plan of Chicago," The Encyclopedia of Chicago  Carl Smith, The Plan of Chicago, chapter 2 & chapter 9	Discussion: How and why was Paris a model for The Plan of Chicago?

<p>influenced by Paris</p>	<p>Burnham and Bennett, <i>The Plan of Chicago</i> (1909), chapter 2</p> <p>Watch: <i>Make No Little Plans</i> (60 mins)</p>	
<p>Week 2: The Idealism of the French Revolution</p>	<p>Schwartz, <i>Modern France</i>, introduction &amp; chapter 1</p> <p>The Declaration of the Rights of Man and Citizen (1789); The Bill of Rights (1789; ratified 1791) The Declaration of the Rights of Woman and Citizen (1791)</p> <p>Watch: "Crash course world history: French Revolution &amp; Haitian Revolution" (20 mins) or "The Age of Revolutions" (26 minutes)</p>	<p>Discussion: What are the major similarities between the French and American conceptions of individual rights and democratic society?</p>
<p>Week 3: Industrial Development and the Working Class Struggles</p>	<p>Schwartz, <i>Modern France</i>, chapter 2</p> <p>Engels, <i>Communist Confession of Faith</i> (1847) or <i>The Communist Manifesto</i> (1848)</p> <p>Jeanne Bouvier's memoirs (excerpt)</p> <p>Recommended: Murray, Alison. "Film as National Icon: Claude Berri's 'Germinal.'" <i>The French review</i> (2003): 906–916.</p> <p>Watch: <i>Germinal</i> (director Berri)</p>	<p>Discussion: Why did Communism seem like better alternative to capitalism, given workers' experiences in the 19th century, especially as depicted in <i>Germinal</i> &amp; Bouvier's memoir?</p>
<p>Week 4: Art Institute of Chicago and French Impressionist Art</p>	<p>"Impressionism: Art and Modernity" (Met)</p> <p>"Art Institute of Chicago," <i>The Encyclopedia of Chicago</i></p> <p>Recommended: "Art," <i>The Encyclopedia of Chicago</i></p> <p>Watch: <i>The Impressionists : The Other French Revolution</i></p>	<p>Visit Art Institute</p> <p>Discussion: What is French Impressionism, in your own words? Why is this style of art important to modern culture? Which 2-3 paintings in the Impressionist style (by French or American artists) on display at the Art Institute are most</p>

		<p>compelling to you? What is the value of French</p> <p>Impressionist paintings for Chicago and Chicagoans?</p> <p>Short Paper #1 Due</p>
<p>Week 5: Department Stores, Social Class, Consumerism</p>	<p>"Department Stores" from Encyclopedia of Chicago</p> <p>Emile Zola, <i>Au Bonheur des dames / Ladies' Paradise</i>, chap. 1 (excerpt)</p> <p>Thorstein Veblen, <i>The Theory of the Leisure Class: An Economic Study of Institutions</i> (1902), excerpt</p> <p>Schwartz, <i>Modern France</i>, chapter 3</p> <p>Watch: Film adaptation Zola's, <i>Bonheur des dames</i> (1930) and short documentary "La ventre d'un magasin"</p>	<p>Discussion: What was the role of consumer culture in making Paris the capital of the 19th century? How did department stores change society?</p>
<p>Week 6: World at War: French-American Connections and WWI</p>	<p>Koos, "The First World War, 1914-18: Death of the Old World, Birth of a New?" (14 pgs)</p> <p>WWI primary sources including Barbusse, <i>Under Fire</i></p> <p>"World War I" in <i>The Encyclopedia of Chicago</i></p> <p>Recommended: Antoine Prost, "Verdun," <i>Realms of Memory Watch: Verdun; Battle of Argonne</i> (excerpts from <i>World War I</i>)</p>	<p>Discussion/Paper: How did World War I impact French collective identity? How were men's and women's experiences of the war different and why was this significant for society?</p> <p>Short Paper #2 Due</p>
<p>Week 7: African-</p>	<p>Schwartz, <i>Modern France</i>, chapter 4</p>	<p>Discussion: How and why was Paris a receptive place for African-</p>

<p>Americans in Jazz Age Paris</p>	<p>Tyler Stovall, "The New Woman and the New Empire: Josephine Baker and Changing Views of Femininity in Interwar France" The Scholar and Feminist Online (2007/2008)</p> <p>Bernard, "Harlem Renaissance in Paris" (6 pgs)</p> <p>The Chicago Defender (1 pg)</p> <p>Hughes, The Big Sea (excerpt)</p> <p>Recommended: Jackson, "Making Jazz French" (22 pgs)</p> <p>Watch: Paris Noir: African-Americans in the City of Light (dir. Burke)</p>	<p>Americans in the twentieth century?</p>
<p>Week 8: American Writers in Paris, 1920s-1930s</p>	<p>Schwartz, Modern France, Chapter 5</p> <p>Anderson, Paris Notebook (1921, excerpt)</p> <p>Gertrude Stein, The Autobiography of Alice B. Toklas (1933) &amp; Paris France (1940);</p> <p>Ernest Hemingway, "People of the Seine" ch. 4 in Moveable Feast (1964)</p> <p>Watch: Modernist Portraits (30 minutes)</p> <p>Recommended: Midnight in Paris (dir. Woody Allen, 2011); Fitch, Sylvia Beach and the Lost Generation (excerpt)</p>	<p>Discussion: Consider both week 7-8 materials and discuss the importance of the role of Paris in the American literary and cultural world of the 1920s-1930s.</p> <p>Short Paper #3 Due</p>
<p>Week 9: Gender Roles, French Femininity to French Feminism</p>	<p>Karen Offen, "Feminism, Anti-Feminism, and National Family Politics"</p> <p>Roberts, "Samson and Delilah revisited"</p>	<p>Discussion: What was French feminism and how were gender roles changing in early 20th century France?</p>

	<p>Nelly Roussel, "Freedom of Motherhood" (1905, 10 pgs)</p> <p>Steele, "Coco Chanel in Context" (8 pgs)</p> <p>Watch: Coco Chanel (2011) or Beauvoir: Un Film (1984)</p>	
<p>Week 10: French Cuisine as Global Heritage</p>	<p>UNESCO page, including video (8 minutes)</p> <p>Adams, Craig. "The Taste of Terroir in 'The Gastronomic Meal of the French': France's Submission to UNESCO's Intangible Cultural Heritage List." <i>M/C journal : a journal of media and culture</i>. 17, no. 1 (2014): 14-14. 3.</p> <p>Cohen, Mathilde. "The Whiteness of French Food: Law, Race, and Eating Culture in France." <i>French politics, culture and society</i> 39, no. 2 (2021): 26-52.</p>	
<p>Finals Week</p>		<p>Final project Due</p>

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**Course Policies**

For access to all SCPS and DePaul University academic policies, refer to the following links:

[SCPS Student Resources Website](#)

[DePaul Student Handbook](#)

The [D2L Course Website](#) for this course.

**Course Syllabus**

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

## Course Registration

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

### **School of Continuing and Professional Studies**

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