Exploring France in Chicago: Identity and Culture
IN 307 Integrative Learning
Autumn 2018

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Course Dates: September 10–November 19, 2018
Location: LOOP CAMPUS, Room 601 Daley, 55 S. State/14 E. Jackson
Prerequisite: Research Methods

Course Description
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 experiences will include films, short reflective papers, short readings, seminar-style discussions, and field trips.

Competences
E-1: Can use academic and cultural materials to identify the influences of history, society, and culture shape identity.
Criteria:
1. Understands that a historical moment shapes identity and circumstance, and can think critically about how place has influenced personal life and lives of others.
2. Understands the ways in which history, society, culture and ideas shape a people and places.
3. Has the ability to synthesize experience and report on the synthesis in written and oral forms.

E-2: Can design individual learning experiences and express ideas through writing that enhance understanding through multiple disciplinary lenses.
Criteria:
1. Has the ability to research and discover local sources of information, be they textual, visual, artistic, architectural, web-based, or human.
2. Can collaborate in a research project that requires analysis, critical thinking, library research, and active participation.

In Integrative Learning, 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 identity and how is it shaped by communities at specific moments in time? We will examine key concepts such as national identity, democracy, and modernity using tools of critical analysis and historical sources.

**Learning Resources:**

- Book to purchase or rent at U loop bookstore, Barnes and Noble, 1 E. Jackson Blvd:
- Additional readings on D2L and films available on reserve
- The Art Institute of Chicago is one of our key resources for this class. Note: admission to the Art Institute of Chicago is free to DePaul students with their ID cards. (AIC also free to Illinois residents Thursdays after 5PM).

**COURSE SCHEDULE**

- Complete readings before class to maximize your participation in activities and understanding of the concepts.
- Field trips and events requiring additional coordination will be arranged during class and announced over D2L and email.
- Schedule changes may occur and will be announced in class and on D2L and email.

We will visit some of these sites of French-influenced architecture and art as time permits:

- Marquette building (140 S. Dearborn St) [See https://marquette.macfound.org/ ]
- Palmer House (17 E Monroe St main foyer and Empire Room)
- Beaux-Arts Classicism example: Art Institute exterior façade (111 S Michigan;)
- Rookery Building (209 S. LaSalle St.)
- Art Deco examples: 33 N LaSalle St & Michigan and Van Buren Metra station [also see http://www.chicagoartdecosociety.com/walking-tour map]
- Jean Dubuffet sculpture (100 W Randolph St) & Chagall’s *Four Seasons* mural (10 S Dearborn St)
- Buckingham Fountain (301 S Columbus Dr)

**9/10 - Week 1: Introduction & Historical Connections: French in Illinois**

**Learning Objectives:**

- Can briefly describe history of the French in North America (1534–1763)
- Can discuss how history is represented in Chicago architecture and art in Marquette Building (140 S. Dearborn St)

**Read:**

2. R. David Edmunds, “Chicago in the Middle Ground” from *The Encyclopedia of Chicago* (online)
3. See Marquette's Journal, 1674 & Map of Northwest Territory

**In-class writing:** Please write approximately 1 page on 1) French influences in Illinois from in-class learning and reading.
9/17 - Week 2: The French and the American Revolutions: Ideas and Idealism

Objectives:
- Learn about the similarities between the French and American Revolutions
- Can articulate own values by reflecting on history of human rights
- Develop familiarity of working with primary historical sources

Read:
1. Schwartz, Modern France, introduction & chapter 1
2. Selections from: 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);
   - Recommended: Declaration of Independence of Vietnam (1945)
   - Explore French Revolution materials at the Newberry Library (60 West Walton Street) - https://www.newberry.org/french-pamphlets

Journal #1 - Write approximately 1-2 pages (600 words) on these questions: What are the major similarities between the French and American conceptions of individual rights? (in your own words) (Due to D2L before class)

9/24 - Week 3: Industrial Development and the Urban Working Class: French Model

Objectives:
- Can describe the problems facing urban workers in 19th century France
- Can describe the role and history of political protests for urban workers in France

Read:
1. Schwartz, Modern France, chapter 2
2. Selections from Emile Zola’s Germinal (on D2L)
   Video selections from Germinal (dir. Claude Berri, 1993)

Learning Journal #2: Write approximately 1-2 pages (600 words): What were the defining characteristics of urban work in the nineteenth century in France and how did people respond politically to the exploitation they experienced? (Due to D2L before class)

10/1 - Week 4: Industrial Development and the Urban Working Class: Chicago Experience

Objectives:
- Can describe the typical problems facing urban workers in 19th century Chicago
- Can describe the role of political protests for urban workers
- Can make comparisons between France and US related to urban labor history

Read:
2. Selections from Upton Sinclair’s The Jungle (on D2L)
   Video selections from “Chicago: City of the Century” (DVD. 977.311 C532h2003)
Learning Journal #3: Write approximately 1-2 pages (600 words): What are the legacies of class-consciousness and worker protest in France versus the US? (Due to D2L before class)

10/8 - Week 5: Paris: Capital of the Nineteenth Century

Objectives:
- Can discuss the impact of the modernization and Haussmann’s renovations of Paris
- Can explain the department store as a symbol of consumer culture

Read:
1. Schwartz, Modern France, chapter 3
2. [Read: Carl Smith, The Plan of Chicago: Daniel Burnham and the Remaking of the American City (chapters 1-3) – to be discussed next week]


Journal #4: How did Haussmann modernize Paris? What is the role of consumer culture in making Paris a “capital”? [Write approximately 1-2 pages (600 words, due before class)]

Independent walking tour – Compare and contrast a department store and a boutique store on how they constructed physically, socially (social class), and culturally.

10/15 – Week 6: French Influences on the Plan of Chicago (1909), or Chicago: “Paris on the Prairie”

Learning objectives:
- Can identify the context and purpose of Daniel Burnham’s Plan of Chicago
- Can describe influence of Paris urban planning and Haussmann on Burnham’s plans for Chicago

Read: 1. Chapter 2 of Burnham and Bennett’s Plan of Chicago (1909) (photocopy/D2L)
2. Carl Smith, The Plan of Chicago (chapters 4-8)

- Clips from “Chicago: City of the Century” (DVD. 977.311 C532h2003)

In class writing: Complete the document-based questions on chapter 2 of the Plan of Chicago and submit. (Length: 1-2 pages)
10/22 - Week 7: Modernity in French Paintings: Impressionism

Objectives:
- Learn about the history of the artistic style of Impressionism
- Gain familiarity with French nineteenth century artists including Courbet, Caillebotte, Manet, Monet, Degas, Pissarro, and Morisot, and Cassatt (American).
- Learn about the Art Institute’s role in collection of Impressionist paintings

Reading: Selections on Impressionism (on D2L)

In-class film selections: *The Impressionists: The Other French Revolution* [DVD. 709.4409034 I347a2001]

Learning Journal #5: 1) Define the artistic style of Impressionism with two examples of French artistic works. 2) Discuss the importance of Impressionism to modern art and its culture importance. 3) What is the significance of the AIC collection of French Impressionism? (Due to before class to D2L)

DATE TBA: Class Field Trip - *Meet at the Art Institute lobby at 111 S. Michigan Ave*

提出的日期: 周四, 10/25 5:30-8PM

French and American Impressionism at the Art Institute of Chicago

Objectives:
- Define characteristics of Impressionism in painting relative to specific paintings by European and American artists
- Can discuss how Impressionism is related to concept of modernity
- Can use a cultural resources for learning about art

Learning Journal #6: Which paintings were most compelling and why? Choose one and discuss how it is an example of Impressionism? (Length: 1-2 pages. Due to D2L the Sunday by 11:59PM)

(Recommended for assignment: use Museum’s online gallery to revisit paintings)

10/29 - Week 8: The “Great War” (First World War) and National Identity

Learning objectives:
- Can discuss the human experience of the First World War
- Can discuss the impact of the First World War (1914-1918) on France
- Can describe American involvement in the First World War

Read:
2. Selections on the French experience of the First World War on D2L
3. “World War I” in *The Encyclopedia of Chicago*


Learning journal #7: How was France changed by the First World War? What is the significance of Verdun in French memory? (Due before class)
11/5 - Week 9: African-American Experience in Jazz Age Paris

Objectives:
- Can identify major contributors to intellectual enrichment of interwar Paris
- Can describe the difference between French and American treatment of African-Americas in early 20th century

Read:
1. Langston Hughes, from *The Big Sea* (excerpt from *Americans in Paris*, on D2L)
2. Schwartz, *Modern France*, chapter 4-5 & conclusion

In-class film: *When African Americans came to Paris* [DVD. 944.36100496 W5671b2012]

**Learning Journal #8:** How did African-Americans experiences in Paris during the interwar period contrast with their treatment in the US? (due before class)

11/12 - Week 10: The Lost Generation: American Writers in Paris, 1920-1930s

Objectives:
- Can identify major contributors to intellectual enrichment of interwar Paris
- Can discuss the place of Paris in the American literary imagination of the interwar era

Read:
Selections from *Americans in Paris*, ed. Adam Gopnik including:
1. Sherwood Anderson, from *Paris Notebook, 1921*
2. Gertrude Stein, from *The Autobiography of Alice B. Toklas* and *Paris France*
3. John Dos Passos, *A Spring Month in Paris*
4. Ernest Hemingway, *A Moveable Feast*
5. Excerpt from Noel Riley Fitch, *Sylvia Beach and the Lost Generation: A History* (on D2L)

Clips from *Paris: The Luminous Years* (PBS, 2010) & *When Paris was a Woman* (dir. Shari Benstock, 1996)


11/19 – Finals week: Presentations and potluck with French food
- Round-table student presentations on final projects
- Written final project due via D2L by 9:00PM

Final Project = Research paper 5-6 pages on a French-American topic to fulfill E1 & E2 competence / or other registration requirements. See detailed assignment provided separately.
POLICIES

GRADING, ASSESSMENT AND ATTENDANCE

Assignments and Assessment
Detailed instructions and rubrics will be provided separately. Briefly the assessments will be based upon:

1. Weekly learning journals: 8 total (45%)
2. Final paper (25%) & accompanying final presentation (10%)
3. Active class participation (20%)

- All assignments must be satisfactorily completed for a passing grade in this course.
- All type written assignments should be submitted to D2L.
- D2L - This course will use the “Desire2Learn” system. See https://d2l.depaul.edu/d2l/home
   It is important that your email address is current on the university’s system. D2L sends emails or texts to your preferences as you have entered them. Please check on Campus Connect to make sure your current address is entered. It is your responsibility if you have not done this, and you do not receive class information and updates.

The following University grading standards will be used in assessment:

A  Accomplished the stated objectives of the course in an EXCELLENT manner
B  Accomplished the stated objectives of the course in a VERY GOOD manner
C  Accomplished the stated objectives of the course in a SATISFACTORY manner
D  Accomplished the stated objectives of the course in a POOR manner
PA Passing achievement in a pass/fail course. (Grades A through C-) Students who take this course pass/fail must request this option from the instructor by the end of the second week of the term. Students who request pass/fail grading cannot revert to A-F grading.
W  Automatically recorded when the student’s withdrawal is processed after the deadline to withdraw without penalty, but within the stipulated period.

Assessment: Each assignment will be assessed based on its completeness and thoroughness. Incomplete work or work that does not demonstrate depth of thinking will not be considered passable. Detailed instructions and rubrics will be provided separately. All learning journals should be submitted online via Desire2Learn by the deadlines indicated. Late papers will only be accepted in cases of emergency and will be subject to a 5% penalty per day. All writing done as homework should be typed and double spaced.

Policy on Attendance: DePaul University anticipates that all students will attend all class meetings of this course. Attendance is essential to success in this class. If emergency or extenuating circumstances necessitates an absence, students must inform the instructor as soon as possible. No credit can be awarded for assignments missed due to an unexcused absence.

WORKLOAD EXPECTATIONS: For satisfactory completion of this course, students in this class are expected to spend at least 2 hours involved in outside class preparation for every hour spent in class.

This course includes and adheres to the college and university policies described in the links below:
Academic Integrity Policy & Incomplete Policy
Course Withdrawal Timelines and Grade/Fee Consequences
Accommodations Based on the Impact of a Disability
Protection of Human Research Participants

Writing Help: Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free. More info: http://condor.depaul.edu/writing/

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the SNL Guide: http://snl.depaul.edu/writing/index.html. Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

FACULTY BIOGRAPHICAL SKETCH: Sara L. Kimble (Ph.D., University of Iowa) is a tenured associate professor who teaches courses in European history, humanities, and women’s history for The School for New Learning and the Liberal Studies program at DePaul University. She is an active scholar who researches French history and human rights topics. She grew up in the Pacific Northwest, lived in Paris as a graduate student and loves to travel. She volunteers for various history and education associations. More information: https://depaul.academia.edu/SaraKimble