Exploring France in Chicago: Identity and Culture
IN 307 Advanced Electives
Spring 2016

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Course Dates: March 28-June 10, 2016
Time: 2:15pm to 5:30pm (note atypical time)
LOCATION: Loop Campus, Room 1502 Daley (note exceptions for field trips)

COURSE DESCRIPTION
Join us for armchair tourism to France! Did you know that our Statue of Liberty was a gift from France? Did you know that Mary Cassatt, one of the great “French Impressionist” painters, was American? In fact, Paris and Chicago are “sister cities.” In this class we will explore our identity as Americans and Chicagoans through comparisons with France. We will learn about major moments in French history and culture with explorations of the city of Paris, Josephine Baker and Jazz Age, the experience of war, multiculturalism today, and take a field trip to Art Institute of Chicago to see Impressionist paintings. In this course, we will examine how French identity has been shaped by historical events, cultural phenomena, creativity and ideas. 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, in-class writing workshops, and field trips. Final projects will be interdisciplinary and fulfill E1, E2 competences.

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.

Course Objectives: In Advanced Elective experiences, students explore the value and practice of being an integrating thinker in today’s increasingly complex world. The competencies here draw connections among the categories and disciplines of liberal learning. Students will demonstrate this competence 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.

**Primary Learning Resources:**
- **Book to purchase:**
- **Additional readings on D2L**
- 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 Illinois residents only on every Thursday from 5:00 to 8:00 p.m. Admission is normally $14 for Illinois residents; $19 for students with ID.

**COURSE SCHEDULE**
- Please complete readings before class to maximize your participation in and understanding of the in-class activities.
- Field trips and events requiring additional coordination will be arranged during class and announced over D2L.
- Schedule changes may occur and will be announced.

We will visit some of these sites of French-influenced architecture as time permits:
- Marquette building (140 S. Dearborn St)
- Palmer House (17 E Monroe St main foyer and Empire Room)
- Art Institute exterior façade (111 S Michigan; Beaux-Arts Classicism)
- Rookery Building (209 S. LaSalle St.)
- Metra station (note Art deco exterior; Michigan & Van Buren)
- Jean Dubuffet sculpture (100 W Randolph St) & Chagall’s *Four Seasons* mural (10 S Dearborn St)
- Buckingham Fountain (301 S Columbus Dr)

**Week 1 (March 31): Introduction & Historical Connections**
We will discuss some of the French influences on the Chicago area in historical perspective. We will find out what we already know and what we would like to know more about. We will start with the fact that DePaul University is a result of the work of the followers of Vincent de Paul, a man who lived and worked in 17th century France. We will consider his life in historical context through the film: *Vincent de Paul: Charity’s Saint* (2010).

**Learning Objectives:**
- Can identify key aspects of the historical context in which Vincent de Paul (1581-1660) lived
- Can briefly describe history of the French in North America (1534–1763)

Complete this week:

On Vincent de Paul: Edward Udovic, “‘Caritas Christi Urget Nos’: The Urgent Challenges of Charity in Seventeenth Century France” (on D2L)

**Learning journal #1**: Please write approximately 1-2 pages (600 words) on 1) what you already know about French culture, history, and the arts. 2) What you already know about French influences on Chicago or Illinois history. 3) What you are curious to know more about in terms of French-American connections in history and the humanities. (Submit typed submissions to D2L by Sunday by 11:59PM.)

Walking tour: Marquette building (140 S. Dearborn St)

**Week 2 (April 7): 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

**Reading Assignments:**
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); and the Declaration of Independence of Vietnam (1945)

Recommended: Explore French Revolution materials at the Newberry Library (60 West Walton Street) - https://www.newberry.org/french-pamphlets

**Learning Journal #2** - Write approximately 1-2 pages (600 words) on these questions: What are the major similarities between the French and American conceptions of individual rights? Why is the French Revolution of 1789 still important today? (Due to D2L dropbox by Sunday by 11:59PM)

**Week 3 (April 14):**

**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 of political protests for urban workers

**Reading Assignments:**
2. Selections from Emile Zola’s *Germinal* (on D2L)
3. Selections from memoirs in *The French Worker* (on D2L)

**Week 4 (April 21):**

**Industrial Development and the Urban Working Class: Chicago Experience**

**Learning Journal #3:** Write approximately 1-2 pages (600 words): What were the defining characteristics of urban work in the nineteenth century in France and Chicago? What does work in an urban context mean to you today related to this history? (Due to D2L dropbox by Sunday)

**Week 5 (April 28): Independent Field Trip (no class meeting)**
[Note April 28 2016: Prof. Kimble will be at a conference in DC]

**Learning journal #4:** anthropological analysis of French dining experience – details provided separately

**Week 6 (May 5):**
**Paris: Capital of the Nineteenth Century & Chicago: “Paris on the Prairie”**
*Objectives:*
  - Can discuss the impact of the modernization and Haussmannization of Paris
  - Can explain the department store as a symbol of consumer culture
  - Can identify the context and purpose of Daniel Burnham’s Plan of Chicago

*Reading Assignments:*
1. Reading: 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)

Film clips: on The Bon Marché: Bourgeois Culture and the Department Store, 1869-1920

**Learning journal #5:** Write approximately 1-2 pages (600 words) on the role of consumer culture in making Paris a “capital”? In what ways and why is Chicago a “capital”? (Due to D2L dropbox by Sunday at midnight.)

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

**Week 7 (May 12): Modernity in French Paintings: Impressionism**
*Objectives:*
  - Learn about the history of the artistic style of Impressionism
  - Learn about the Art Institute and view examples of Impressionist paintings
  - Gain familiarity with French nineteenth century artists including Courbet, Caillebotte, Manet, Monet, Degas, Pissarro, and Morisot, and Cassatt (American).

*Reading Assignments:*
Selections on Impressionism (on D2L)

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

**Learning Journal #6:** 1) Define the artistic style of Impressionism with examples of French artists. 2) Discuss the importance of Impressionism to modern art and culture importance. 3) Reflect on your own reaction to this genre of art. (Length approximately 1-2 pages (600 words). Due to D2L dropbox by Sunday at midnight.)
Week 8 (May 19): Class Field Trip - *Meet at the Art Institute lobby at 111 S. Michigan Ave*
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 resource for learning about art

Learning Journal #7: What is the value of visiting a museum as a learning experience? Which paintings were most compelling? What is the value of these paintings for Chicago and Chicagoans? (Length: 1-2 pages. Due to D2L dropbox by Sunday at midnight) (Recommended: use Museum’s online gallery to revisit paintings)

Week 9 (May 26): French Influences on the Plan of Chicago (1909)
Learning objectives:
- 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)
- In-class short film on the 1909 Chicago Plan [http://youtu.be/Wnvr0aJ0hgs](http://youtu.be/Wnvr0aJ0hgs)
- Selections from “Chicago: City of the Century” (DVD. 977.311 C532h2003)

Walking tour: Rookery Building (209 S LaSalle St); 190 South LaSalle Street and see tapestry by Helena Hernmarck titled "The 1909 Plan of Chicago" depicting the Civic Center Plaza proposed in the Burnham Plan of Chicago. Recommended: see Reliance Building (1 W Washington St.)

Learning Journal #8: Complete the document-based questions on chapter 2 of the Plan of Chicago and submit. (Length: 1-2 pages.)

Week 10 (June 2):
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
- Required readings:
  1. Selections on the French experience of the First World War on D2L

Learning Journal #9: How was France changed by the First World War? How has your own life, or lives of your loved ones, been affected by war? (Specify which wars and which individuals.) How is your identity as an American shaped by our collective experiences of war? (Length: 1-2 pages. Due to D2L dropbox on Sunday at midnight.)
Week 11 (June 11):
**African-American Experience in Jazz Age Paris**

**Learning 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

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

**Reading Assignments:**
1. Schwartz, *Modern France*, chapter 4-5 & conclusion
3. Recommended: Tyler Stovall, “The Oldest Negro in Paris’: A Postcolonial Encounter” (on D2L)

- Final paper due via D2L by 9PM

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**Recommended for spring 2016: Tour the Surrealism exhibit at MCA (Museum of Contemporary Art).**
220 East Chicago Avenue

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**Final Project Suggestions [must be completed to demonstrate competence]**

*Research paper 7-8 pages – detailed requirements provided separately. Research may be done in teams.*

1. Using the Chicago newspaper *The Chicago Defender* examine representations of African-American experience in Paris during the 1920s-1930s. During these years, many artists, musicians, and others took up residence in Paris, particularly in Montmartre. What can we learn about their experience through the articles and cartoons (especially by Leslie Rogers)? [The historical newspaper is available online: [http://library.depaul.edu/Find/journalsearch.aspx](http://library.depaul.edu/Find/journalsearch.aspx); also read Tyler Stovall, *Paris Noir* (1996)]

2. In what ways was Burnham’s *Plan of Chicago* (1909) influenced by Eugène Haussmann’s vision of Paris and the French styles of architecture? Start with Burnham’s Plan as the primary source. The Plan is online through the *Encyclopedia of Chicago*. [Paris as the planned city *par excellence* in chapter 2]

3. What were the attitudes and experiences of DePaul students during the First World War? How many served in France and what happened? Look at articles and representations in the university’s student newspaper, *The Depaulia*, *Minerval*, and *DePaul Yearbooks*, during 1917-1919. [Digitized at via University Library]

4. Using the Pratt Institute Fashion Plate Collection in the DePaul Library digital collection (LUNA), analyze the examples of high fashion to assess their impact on culture and aesthetics. You might consider: What can these images tell us about idealized gender roles (male and female) and changes in fashion, identity, and society in the post-WWI era (1920s)? [Also read: Mary Louise Roberts, *Civilization without Sexes* (1994); and see images in context in *Gazette du bon genre*.]
5. Using the Art Institute as your resource, analyze 2-3 paintings in the Impressionist or Post-Impressionist style for their cultural and historical value as well as local significance.

6. Research French participation in the 1893 or 1933 Chicago World’s Fairs using primary historical sources; or research American participation in Parisian World’s Fairs in 1889 1900.

7. Research Chicago-area writers’ experiences in Paris such as John Dos Paso; Ernest Hemingway; Richard Wright, or Simone de Beauvoir’s experiences in Chicago with Nelson Algren to examine the influence of place on identity and writing.

**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: 9 total for possible 5% each (45%)
2. Final paper (30%) & accompanying final presentation (5%)
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 the D2L Dropbox.
- D2L - This course will use the “Desire2Learn” system. See [https://d2l.depaul.edu/d2l/home](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
- **F** Did NOT accomplish the stated objectives of the course
- **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 an 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/](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](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 professor and mentor 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 with the Coordinating Council for Women in History and a local Chicago Public School (CPS). More information: [https://deaul.academia.edu/SaraKimble](https://deaul.academia.edu/SaraKimble)