Paris as Palimpsest: A Perpetual Dialogue Between Past and Present
Instructor: Christina von Koehler, M.Phil.

Course Description
In France, the past is always present. This class is designed to provide students with an understanding of the intellectual framework and historical references that inform the most volatile issues debated in France today. Thorough study of the history of Paris from political, economic, and social perspectives will equip the student to analyze and evaluate current issues and events from both the French and the American perspective. 4.0 credits. Suggested subject areas for this course: History/Sociology/Political Science

Goals
The overriding aim of this course is to increase students’ cultural sensitivity through an in-depth examination of the many layers that make up French history while at the same time exposing them to how this history shaped the physical city of Paris itself. Through comparative examination of current events in France and the US, the course also sensitizes them to differences in cultural norms. Lastly, the course seeks to increase students’ understanding of how a nation’s “eternal values and universal truths” develop in response to a people’s particular historical experiences (e.g., the place of religion in the public sphere).

In order to meet the course objectives, the assigned readings and topics in the syllabus vary from year to year in order to align them with recent major events. Past units have included a variety of topics, such as:
- “The Veil”
- Health insurance as a social or a socialist program
- Presidents (use and extent of power/elections)
- Women in the public eye
- War and terrorism
- Income distribution and the human costs of urban development

In each unit, the current issue is paired with careful study of related moments in French history (e.g., Huguenots in the 16th c. with Muslims today; a president with Napoleon). By engaging in a dialogue with the past, students’ understanding of present issues is enriched.

Readings are selected to expose students to the various ways history is/can be written. These include:
- First-hand accounts and editorials
- Essays by specialists in political, social, economic, and urban history
- Seminal texts of reference (e.g., “The Declaration of the Rights of Man and Citizen”)

Learning Outcomes
The course also seeks to develop students' written and oral rhetorical skills as well as their analytical skills through the following activities and assignments:
- Class discussion on readings, in which close attention is paid to both style and the use of evidence to support an argument
- Through in-class analysis of things like political cartoons and the deciphering, during numerous “off-campus visits,” of political messages embedded in the iconography of monuments’ façades, students are presented techniques to read visual evidence
- Writing assignments in essay-format, which are evaluated in terms of students’ ability to develop a thesis and support it with well-chosen evidence, as well as coherent organization and attention to style
- To heighten their visual sensitivity, a project that sends them to the Invalides in small groups is conceived as a photo-essay

The final exam tests students on their ability to compare a set of recent newspaper articles/editorials to explain the differences in American and French attitudes by providing the appropriate historical background.

Course Materials
Course reader
Course Requirements
Your grade will be based on the following elements:

Class Participation: 10%
Editorals (2): 40%
Invalides “scavenger hunt”: 20%
Final Exam: 30%

- **Class Participation** is required both in the classroom and on all of our site visits. Students are expected to arrive on time, to remain until the end of class, to have done all the readings, and to participate both in class and during the weekly site visits. As per the UCEAP Paris Attendance Policy, lateness and absences will adversely affect course participation grades. Thus, “I have a plane to catch” WILL affect your grade. The meeting points for the visits are indicated below. The Class Participation component of your grade includes arriving on time to the visits. (Consult a map beforehand and do call the cell # if you are lost).

- **The Editorials** are 5-7 page essays, typed and double-spaced. They should absolutely NOT be a dry summary of “then we did this, then we saw that.” Nor should you try to cover everything. Pick an overarching theme -- zero in on a topic -- which will allow you to integrate multiple aspects of our readings and discussions with your own observations of Paris (incl. on our group visits) during the previous two weeks. You might start from those subjects suggested in italics in the syllabus, a cartoon caption, a line from one of the readings... see if you can use and make the connections between multiple sources: readings, visits, and your life. Be creative! Comparison between France and other countries is welcome. Your work will be evaluated in terms of cohesiveness, logic, and originality. There are many avenues you can choose…feel free to discuss your ideas with me before or after any class. You might consider showing me your outline before you start writing. Once you find a title, you are on the way to the essay.

- **The Invalides “Scavenger Hunt”** is a group project [2 or 3 people] that sends you on your own to one of the most symbolic sites in Paris armed with a questionnaire [to be distributed in class]. L’Eglise de la dôme is open 7/7 from 10am to 7pm. One person should be the designated photographer/sketch artist and another armed with a French-English dictionary. This project requires that you open your eyes, then discuss and coordinate your findings with your partner/s, divide up the writing sections and proofread each other’s work.

- **The Final Exam** will ask that you compare a set of recent newspaper articles/editorials to explain the differences in American and French attitudes by providing the appropriate historical background. Prepared, but not open book, with the understanding that this demands preparation and thought on your part. One week in advance, you will be given a dossier of articles to analyze in a comprehensive essay.
Paris Reflections: Reconstructing Sites of Memory
Instructor: Mariam Habibi, Ph.D or Fredrik Ronnback, Ph.D.

Course Description
Paris inscribes in every street corner a page of France’s history. Its cobblestone streets record centuries of struggle and offer the world at large their narrative. Writers, chroniclers and later filmmakers have picked up these narratives and turned them into eternal works of art. The historian today, retracing this past, has turned them into sites of memory. This course will use literary texts and films as well as historical texts to search for and reconstruct these sites of memory. From the French Revolution to the student revolt of May 1968, we shall follow Parisians and read and watch what has been said about them. We will study the ways in which cinematic representations and literary texts shape collective memory and offer their particular historical/political representation of France. We will take an interdisciplinary approach and compare and contrast works of fiction with works of non-fiction, the written word with the visual representation and finally through site visits, introduce yet another means of transmission, the words inscribed in stone. Classes will be broken up into specific themes each pertaining to a major event in the life of France. 4.0 UC quarter units. Suggested subject areas for this course: History / Film / Comparative Literature

Goals
The overriding goal of this course is to provide students with a classic overview of France’s history since the French Revolution. However, by using alternative voices of transmission, it further aims to offer students the tools to reflect critically on cinematic and literary representations of France’s history. Students will examine the role of cinematic representation and literary texts and analyze their contribution to our understanding and interpretation of historical events.

Themes/Topics:
1. The French Revolution, Napoleon: the birth of a nation
2. The Fin du Siècle: a World of contrasts
3. World War One: the Trauma of a new world
4. World War Two: a Divided France and a philosophical rebirth
5. The Algerian War: that Forgotten episode
6. Mai 68: the Beach Beneath the Street

Learning Outcomes
The course seeks to develop students’ written and oral analytical skills, and their collaborative skills through the following activities and assignments:
- Class discussion
- Group work on the presentations of films and literary works.
- Analytical papers

The final exam tests students on how well they have retained and engaged with the events that we covered. It also serves as an effective way to measure what they have gained from their experience of Paris.

Required texts
Emile Zola, The Belly of Paris
Georges Perec, Things
Course Reader [CR]

Course requirements
Your grade will be based on the following elements:
Group oral presentation  20%
Discussion around the readings  10%
Class Participation  10%
Short Papers (2)  40%
Final Exam  20%

Class Participation is required both in the classroom and on visits. Students are expected to arrive on time, to remain until the end of class, to have done all the readings, and to participate both in class and during visits. As per the UCEAP Paris Attendance Policy, lateness and absences will adversely affect course participation grades.
The Cultural Politics of Food in Paris
Instructor: Cynthia Tolentino, Ph.D.

Course Description
This course explores the intersection between food cultures and food politics, with an eye towards arguments and debates that have animated French culinary culture. How is food a portal for studying the changing dynamics of cities, global systems, and national identity? In what ways has food been employed to construct notions of community and belonging? Through discussions of interdisciplinary course readings, reporting and writing assignments, and excursions around the city of Paris, we will consider how food structures our identities, everyday practices, and political lives. 4.0 UC quarter units. Suggested subject areas for this course: Sociology / Anthropology / Urban Studies

Learning Outcomes
1. Critically engage food as a lens through which to study power and social relations in national, global and local contexts
2. Analyze French culinary concepts, debates, and institutions as contested and dynamic ideas (for example: taste and terroir; pork in school lunches and “fait maison” law, Meilleurs Ouvriers de France competition, UNESCO “intangible cultural heritage”)
4. Draw comparisons between food cultures and food politics in France and the United States, building on scholarly arguments and popular debates

Course Materials
Course Reader

Course Requirements
Your grade will be based on the following elements:
Class Participation 15%
Group Presentation 20%
2 short papers (4-6 pages) 40% (20% each)
Final Exam 25%

Class Participation is required both in the classroom and on visits. Students are expected to arrive on time, to remain until the end of class, to have done all the readings, and to participate both in class and during visits. As per the UCEAP Paris Attendance Policy, lateness and absences will adversely affect course participation grades.