

COIL Curriculum Development Awards

Sample Application

UNC-Chapel Hill Applicant

Name: Dorothea Heitsch

Title: Teaching Professor

School/Department: College of Arts and Sciences, Department of Romance Languages

Course

UNC-Chapel Hill course: FREN 150: Globalization and the French-Speaking World

Semester taught: Fall 2022

Briefly describe the course and explain if the COIL activities will introduce a global element, or if the course already contains global content (200 words max):

In this course, we explore the different facets of the modern French-speaking world ranging from Algeria to Senegal to the Caribbean and to Quebec while keeping in mind those regions' fraught relationships with France and the importance of their links with the United States. FREN 150 has been part of the IAAR-SLATE initiative launched by the Institute of African American Research in Fall 2020, and we continue to use it as an inspiration for our discussions. FREN 150 also participates in the Quality Enhancement Plan and is a research-related skills course. This course is popular among French & Francophone Studies majors and minors, is a Global Studies core course, and has been requested for the Euro Major. The course asks questions such as: What does it mean to be a politician, writer, artist of French expression outside Metropolitan France? How do writers, artists, public intellectuals, or politicians of French expression use philosophical moves to define themselves, their groups, their countries in the post-colonial world? How do notions of contingency and perspective pervade the literary and artistic production of a people after independence? How do francophone writers and artists from the Caribbean, Africa, North America, and Asia face their colonial history?

Course is for: Undergraduate students

Anticipated number of students involved: 35 UNC / 30 Partner Institution

Collaborating Faculty and Partner Institution

Collaborating faculty: Nicholas Gachon

Partner institution: Université Paul Valéry Montpellier 3, France

Previous engagement with faculty or institution:

Building on almost fifty years of collaboration on the undergraduate, graduate, and scholar level, the University of North Carolina at Chapel Hill and the Université Paul Valéry Montpellier 3 are creating a joint initiative titled “Southern Art de Vivre and Public Policy for a Sustainability Agenda”. This initiative is being funded by a 2021-2022 Transatlantic Mobility Grant supported by The Cultural Services of the French Embassy in the U.S., NAFSA, the FACE Foundation, the U.S. Embassy in France, and UNC-CH and it seeks to expand and diversify study-abroad programs on both sides of the Atlantic. One of the ties proposed in the grant application is a COIL component for FREN 150 to be taught in Fall 2022. Prof. Gachon, the French representative for the Transatlantic Mobility Grant, has agreed to partner up with Prof. Heitsch for this project. Prof. Gachon is a specialist in the history of slavery. In Fall 2022, he will offer a course on Contemporary American History taught in English that deals with the history of the United States after the Great Depression. Its main focus is on the American roots of the postwar international system, on how the United States achieved hegemonic status in the 20th century. It notably raises the issue of globalization as a perceived avatar of Americanization in the face of alternative systems, such as Francophonie. Prof. Heitsch is a specialist in early modern France and has written, among other things, about the South of France as a crossroads of migration.

COIL Activity

Planned COIL activity (350 words max):

Both courses deal with global history, politics, and geography of the twentieth century. The course taught by Prof. Gachon discusses the American roots of the postwar international system from the French perspective, illustrating, among other things, how France fits into the international community and how it situates itself within globalization. The course taught by Prof. Heitsch introduces various French-speaking regions through representative postcolonial writers while establishing parallels with current issues in the United States.

After an ice-breaking activity, students will be exposed to a range of tasks that will include a number of shared readings and synchronous discussions, jointly recorded mini-lectures by both instructors with follow-up questions, one or two guest lectures by prominent scholars on e.g. the Caribbean or/and the American South, student contributions/presentations with online comments, the creation of a course blog, individual student group projects (synchronous and/or asynchronous on Zoom or apps depending on the class). Group project topics could include Francophonie vs. Americanization, human rights in France and the US, migrations, witnessing, reparations, French American friendship, “pieds noirs” and Tar Heels. We are planning at last one joint virtual Ackland Museum visit with Elizabeth Manekin, Head of University Programs and Academic Projects, who will work with us on objects/images from the museum. For any extended asynchronous activity there will either be reflection journals, reaction papers, and/or oral commentaries that will be flexible, scheduled within a time window to accommodate students’ schedules, and using technology, such as whatsapp, Facebook, Zoom, Padlet, course blog, Sakai project site, Sakai-Forum, Sakai-Chat.

At the end of the semester, students will be able to recognize French attitudes concerning globalization, Americanization, or English as lingua franca. They will understand how the French perceive American hegemony and its effects on the global economy and they will be aware of how France situates itself within the “American century”. The specific outcome for the Transatlantic Mobility Grant, “Southern Art de Vivre and Public Policy for a Sustainability Agenda,” will be a targeted cultural exchange revolving around UNC’s Southern Futures Initiative (<https://southernfutures.unc.edu>) and the development of the Occitania region, including its relationship with Africa (<https://sommetafriquefrance.org/en/>).

Please provide any additional clarification. For example: If there is a language difference with students at the partner institution, how will this be managed to ensure cross-cultural student engagement? If there is a large difference in the number of students enrolled at UNC compared to the partner course, how will this be mitigated? (150 words max)

Both courses will be taught in English. The number of students will be similar. If the numbers were very disparate, I would seek to apply for graduate student support to help with ice-breaking, discussions, group work (e.g. COIL fellow).

Type of support requested: Faculty Graduate Student Faculty and Graduate Student