Bienvenue!

Needless to say, these past months have been like no other, both on campus and abroad in Tours. As we take care of ourselves, our loved ones and our community, we recognize that our faculty, students and staff were challenged by the transition to remote education, and for the students studying abroad, the need to return to their American families. Wherever you are, wherever you took refuge and find love and comfort, we hope you stay safe and sound.

May the content of this 14th issue of Nouvelles de Bucknell brighten your days and bring you some joy. We wish you a healthy and safe spring.

Professor Nathalie Dupont & Julia Silverstein '20
Letter From the Editor

As you know, this semester has been different from all the others in the history of Bucknell. As a reflection of the current events of our time, this newsletter will be different too. It will still include interviews, showcasing some of the hard work that has been accomplished in the French & Francophone Studies Program before spring break, but it will also review and react to the events following spring break with a French survival kit.

On March 10, 2020, Bucknell University received an email from President Bravman, stating that the University would transition to a remote education for the remainder of the semester. As many of us isolate around the world, adjust to online class, and digest what it means to be in a global pandemic, Nouvelles de Bucknell wants to stay in touch. Despite the rapidly changing situations we currently face, there can be comfort in reflecting on the many great things we have done as a program and community.

Please enjoy this slightly altered issue of Nouvelles de Bucknell featuring our accomplishments, and the ultimate French survival list for our days en confinement.

I wish you health,

Julia
Class Close-Up

La France actuelle • Contemporary France

Teacher
Professor John Westbrook

Focus

*Actuel* is one of those famous *faux amis*, since it means “current” and not “actual.” *La France actuelle* strives to cover both the correct and incorrect meanings of the word: students undertake a multifaceted exploration of current French society that allows them to see beyond some of the simplistic characterizations, misrepresentations, and stereotypes about France that abound in American culture. Students begin with a rigorous anthropological examination of French attitudes towards space, time, the human body, and human nature. We then explore social structures, education, social and ethnic identity, politics, the economy, and religion, keeping in mind how dominant and non-dominant attitudes inform debates about these topics. Throughout, we delve into the complexities of contemporary France and the ways in which French society tries to work through the issues and contradictions that animate it, such as the tensions between *liberté* and *égalité*, between meritocracy and social justice, between secularism and freedom of conscience, to give a few examples.

Key takeaways

My goals for this course—beyond providing students with an overview of French society—are first, to give them practice synthesizing varied sources of information—whether they be academic articles, television commercials, governmental statistics, or newspaper reports—and to undertake the kinds of social and cultural analyses that they will need in 300-level courses and for study abroad in Tours. Second, is to give them the chance to see how contentious debates in American society, whether it be same-sex marriage, immigration, or affirmative action, are debated in often quite different ways in France and the political valence of the positions can be the opposite of what one finds in the US. Perhaps a way of teaching that ideology is not destiny...

On the reading list

This is one course where the students do not read any literary texts. On the other hand, they look at more statistical data than one might ever expect in a French class.

Our readings are compiled from a variety of textbooks used to teach contemporary French society. *Les Français* by Laurence Wylie and François Brière explores some of the dominant cultural values. Selections from *Alliages culturels* by Heather Willis Allen and Sébastien Dubreuil provide overviews of topics such as immigration and social identity. Édouard Ousselin’s *La France* gives a nice synthesis on the French educational system and the economy. I augment these textbook selections with a variety of academic articles by researchers such as Pierre Bourdieu, Éric Fassin, Daniel Sabbagh and Susan Carol Rogers, opinion surveys, infographics and maps, statistical data sets from the *Institut*
National de Statistique et d’études économiques and the Organisation de coopération et de développement économiques (OECD), and newspaper articles. We also examine a number of television ads which are always rich cultural objects. A great deal about contemporary France can be examined through cheese advertisements!

Class Close-Up

Renaissance Ecology

Teacher

Professor Hélène Martin

Focus

This course explores how 16th-century French writers reflected on and wrote about the “environment” in the early modern era. By reading several representative texts of the period, we trace the human relationship to the environment in the French Renaissance through the representations of idealized nature, environmental degradation, urban decay, natural catastrophe, and more. Alongside reading primary texts, we also study theoretical texts from the fields of cultural and literary studies, and ecocriticism. In doing so, we gain a better understanding of the relationship between early modern discourses of nature and the environment and modern discourses of ecology. We answer questions such as: What was the status of plants, animals and men and women, and how are all these concepts related? In understanding these relationships, how have we moved from the metaphorical “organism,” in which all parts are interconnected, to the scientific view of the dominion of Man over Nature? What can we learn from this historical evolution and how can it inform our modern understanding of ecology?

On the reading list

16th-century French texts

- Rabelais, Gargantua & Pantagruel
- Maurice Scève, Délie
- Pernette du Guillet, Rymes
- Louise Labé, Œuvres
- Jean Bauhin, Histoire notable de la rage
- Joachim du Bellay, Les Antiquités de Rome & Les Regrets
- Pierre de Ronsard, Les Amours
- Marguerite de Navarre, Heptaméron
- Montaigne, Les Essais

Theoretical texts

- C. Merchant, “Nature as Female”
- C. Glotfelty, “Literary Studies in an Age of Environmental Crisis”
- L. White Jr., “The historical Roots of our Ecologic Crisis”
- R. Williams, “The Country and the City”
- L. Buell, “Representing the Environment”
- T. Clark, “Ecofeminism”
- S. Alaimo & S. Hekman, “Emerging Models of Materiality in Feminist Theory”
- W. Cronon, “The Trouble with Wilderness”
Faculty & Staff

Philippe Dubois

Nathalie Dupont
20th- and 21st-century French literature, poetry/poetics, literary theory, avant-garde and experimental approaches to literature, sociology and politics, film studies, Québec studies. French & Francophone Studies Program Director.

Pamela Glass
Our phenomenal Academic Assistant!

Renée Gosson
Literature and culture of the French West Indies; commemorations and representations of the slave trade, slavery, and their abolition in France and in the French Caribbean. BEF Director and David Morton & Leanne Freas Trout Professor (French & Francophone Studies Program).

Hélène Martin
Early-modern French literature; marginalized and forgotten voices of the 16th century; regional history, scholarly, and critical editions.

John Westbrook
Post-revolutionary French intellectual history and culture; contemporary France; surrealism and the avant-garde; history of education in France. Faculty in Residence, BEF, Tours, France, AY 2019-20.

Amine Zidouh
20th- and 21st-century cultural production from North Africa; intersections between language, power and ideology; contemporary cultural production from the Banlieue (France); issues of memory and oversight in contemporary France; phantom Arabic; postcolonial Studies.

Recent Publications

Philippe Dubois
Co-ed. with Michael Garval of “Beyond Gastronomy: French Food Culture for the 21st-Century.” Special issue of Contemporary French Civilization 42.3-4 (2017); including a chapter in that issue titled “Par-delà la gastronomie: Restaurer la République” (p. 441-454).

Nathalie Dupont

Renée Gosson
“‘Tous ceux sans qui la France ne serait pas la France’: The case for a French national museum of colonial histories.” French Cultural Studies 29.2 (May 2018): 120-137.

Hélène Martin

John Westbrook


Amine Zidouh
Where did you learn to speak French?
I learned to speak French by living in France in my early 20s for two years and later as a French major in college.

How has knowing French impacted your other academic pursuits?
It has! I was able to do a postdoc in Evolutionary Genetics in Grenoble, France after finishing my PhD. It was very rewarding to work in a French lab and to benefit from the professional expertise and strategies of my colleagues there, and to get to know a bunch of really nice folks. I wouldn't have been able to integrate into that environment without my French language skills and cultural experience.

Even though you teach a non-French subject at an American university, is using French still a part of your life?
Oh yes! A school like Bucknell is wonderful in that my colleagues in the French program have been willing to collaborate with me as I’ve sat in on classes and led study abroad programs in France. That would not happen just anywhere! These days I teach the Tasting France IP course with Professor John Westbrook every spring. I love working with John, and keeping my French skills somewhat sharp by passing time in Tours, which has become one of my favorite places in the world.

Also, my youngest child was born in Grenoble, and that has led to some rich experiences and a powerful identity for him, as well as the rest of our family. We’re huge fans of French soccer, for example, and so the 2018 World Cup victory was exciting for our family.

If you could go to any Francophone country where would you go and why?
I’ve spent time in French Polynesia, Québec, France, and Switzerland. The big holes in my experience would be French Guiana, North Africa, and countries like Cameroon, Senegal, and Congo. I would love to visit any of these regions. I enjoy learning about local culture, biology, and history. I also enjoy hearing how the French language has evolved and
changed in different cultural and geographical contexts. It is such a rich language, and while I find the academy-approved standard French of France to be beautiful, experiencing the living language in Québec and French Polynesia has been fascinating and delightful.

**Have you ever considered teaching French instead of the subject you teach now?**

When I was finishing my BA in French, I considered this, but I had felt a life-long calling to Biology that I chose to pursue. Again, the opportunities to teach French courses at Bucknell have been one of the great joys of my professional life, one that I wouldn’t have been able to experience at many other schools. I’m grateful to my colleagues in the French program for those opportunities. We are lucky to have such a strong, vibrant Francophone community. ◊

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**Student Spotlight**

**Nora Kamerow ’21**

**What are your majors?**

I am a creative writing and French double major.

**What’s the most interesting thing you’ve learned this semester in one of your French courses, and which French courses are you taking?**

I’m currently enrolled in FREN 323, which is a class on 16-century French ecological literature and FREN 250 on French comics and graphic novels. I’ve learned quite a bit in both classes! For 250, I’ve garnered a more varied and complex understanding of how comic books work and their common principles. To put it in a more relatable sense, I’ve learned a lot about their literary techniques. With 323, I’ve faced some one of the most rewarding reads of my college career. The texts are mostly in old French, which means I’ve had to learn to translate it rather immediately in my head. I’ve also gathered a relatively comprehensive knowledge of the 16th century, since a large historical reference is necessary to understand the material. This class also presented the opportunity to explore old French poetry, which has probably been the most fun due to those “ah-hah” moments!

**Did you study abroad and if you did, what do you miss the most about Tours and being abroad?**

I studied abroad last semester! It was absolutely wonderful, and I would say I miss several things from France. I miss the connections I made there, my friends, classmates, and host family. It wasn’t just great for practicing my French, but for making lasting relationships that I’ve carried over to this day. Additionally, I loved the daily culture of living in a relatively large city. It was incredible to learn about the world from a new perspective.
If you could live in any Francophone country after graduation, where would you go and why?

I would probably go to either Québec or France. Both places are areas in which I’ve studied abroad and gathered a nuanced understanding of the culture. However, both times were relatively short (only a few months each). I would love to return and have more time to explore the respective countries/provinces and meet more people. I’d rather have an in-depth understanding of a few places than having said I’ve visited many.

What do you enjoy about being president of the French club?

The French Club has been an integral part of my university life. It’s been fulfilling to contribute to the French campus community in a proactive way. It’s a great way to connect with many students from other years or classes I wouldn’t otherwise meet. Finally, I’ve enjoyed the leadership position as a way to learn how to lead a team while doing something good for the students themselves. Overall, it’s just been amazing.

French Club Updates

As the on-campus semester was abruptly interrupted, the French Club was only able to schedule a movie night in February, screening *Les Aventures de Tintin*. Needless to say, the Club is looking forward to a new season of fun activities, including game nights, foodies events, and a Broadway show! Stay tuned and follow us on Instagram @bucknellfrenchclub!

Every week (until spring break), on Thursday at noon, the French Club organized a French table animated by our two French TAs, Laura Nicolle and Quentin Griffon. Everyone—from beginners to most advanced learners of French—was welcomed to practice speaking French in a relaxed atmosphere! This is a great place to meet other students interested in the French language and culture, and to practice your speaking skills!
What is your honors thesis on?
My honors thesis is about Catherine de Medici, the Queen of France during the Renaissance. Through an examination and comparison of architecture, visual arts, and gastronomy production during the reigns of Catherine, François I, and Louis XIV, I prove the crucial role that Catherine played in France’s advancement in the world system. I argue that Catherine de Medici was the female king that links the cultural developments seen in the reigns of François I and Louis XIV, the two great cultural kings of France. Finally, I argue that Catherine de Medici is the ultimate model for modern female elites and a pioneer of female power in early modern history.

You’re in a job interview and your interviewer asks you why you decided to do an honors thesis with the French program. How do you respond?
I decided to complete an honors thesis with the French program, because it gave me the opportunity to conduct research on a subject that I had become interested in during my time abroad in France. During the year that I lived in France with the Bucknell en France program, I fell in love with French Renaissance history and wanted to learn more. The Honors Thesis allows me to share my work with others who might also want to quench that curiosity. An Honors Thesis requires many additional hours of research and composition, which I have completed over the past year and a half, including research in both the United States and Europe. It was an incredible experience, one that I highly recommend. It is really rewarding to see your work come to fruition in the form of a longer research paper. The French program at Bucknell has incredible faculty that really helped me and encouraged me in this process.

If you could list one takeaway that you would want a reader to get after reading your thesis, what would it be?
If I had to choose one takeaway that I want a reader to come away with after reading my thesis, it would be to take a look at the female rulers that got us to where we are today! I never knew before this project how influential and essential women were in creating the world we live in today. We are only ever taught what the men of history have done, but as I like to say, for every man in history, there is an even stronger woman! It is truly empowering to see how incredible women have been throughout history.
What’s the best piece of advice your advisor has given you while working on your thesis?

The best piece of advice that my advisor has given me while working on my thesis is to write! It can be very daunting to put the pencil to paper (or fingers to the keyboard), but if you don’t start somewhere, you won’t start! I hope to use this for the rest of my life—not only in writing, but in life. If you don’t start somewhere, you’ll never get anywhere.

What did you learn from doing your honors thesis that you couldn’t have learned anywhere else?

I learned that there is always more to learn. Every time I would start a new subject for my thesis, I would find more questions to answer. It was really amazing to see how deeply you can go into a subject, even one as straightforward as a Renaissance queen! 😊

Scholarships

The Leanne Freas Trout Scholarship is awarded annually to a French major, member of the rising junior class. It is designed to recognize high academic achievement in French, strong promise of active and enthusiastic linguistic and cultural immersion, and positive leadership within the classroom and program.

Class of 2022 Recipient: Jasmine Minhas

The Candis Boyer Coxe Cultural Enrichment Fund provides a number of scholarships for students who wish to spend a semester or a year abroad in the Bucknell en France program. This fund is designed to enhance students’ cultural immersion experience.

Fall 2019 and Spring 2020 Recipients: Brandon Mills, Claudia Shrefler, Trashawna Herbert, Patience Agasaro, and Yuki Komura.

The recipients and the French & Francophone Studies Program thank wholeheartedly the generous donors for opening new intellectual, cultural and civic horizons to our students.
Graduating with Honors... and Traveling to Explore!

Cameron Wade ’20

What’s your project and what are you researching/ how did you use the funding for your project?

For my thesis I am exploring how different musical styles and traditions between French Protestants and Catholics were used to incite bouts of violence against the opposing faith during the 16th-century Wars of Religion.

Where are you conducting your research/ which places have you visited?

I conducted my research in major archives in Paris and Lyon, which provides me with a useful sample of data, as Paris was firmly Catholic while Lyon experienced periods of substantial influence during the wars.

What was your hypothesis and how has your expectation changed after your research?

My hypothesis was that music had a capacity to prompt violent outbursts of civic violence in substantial ways. As I have conducted research for this project this seems to be true possibly to a unique extent. Although my expectations for this project have not changed substantially, I do feel that I am developing a much stronger understanding of why these musical styles were so provocative to the French during the 16th century, and how music could transition to violence so easily and frequently.

What did you find that was surprising?

One interesting fact is that the Wars of Religion were actually started by a Catholic massacre of Huguenots (French Protestants) that was provoked by Huguenot psalm-singing in a public area. Thirty years of wars began because of a single song... ♦

The Leanne Freas Trout Exploration Travel Grant

is awarded to our majors for innovative research-related travel in continental France or a Francophone country. It supports students who wish to undertake research or creative work, or service learning experience related to a French- or Francophone-related.

Cameron was awarded a Trout Exploration Travel Grant to conduct archival research in Paris and Lyon in January 2020.

De tout cœur, merci, Mrs. Trout!
Life on the Majors’ Side: A Culminating Experience

After gaining an understanding of French and Francophone literary and cultural traditions in coursework at the 200-level, students complete their French major with at least two 300-level courses or seminars, offering an in-depth study of particular aspects of French & Francophone literature, culture or linguistics. One of these most advanced courses must be designated as a Culminating Exercise for the French major. Under the supervision of the course instructor, senior French and Francophone studies majors give a scholarly presentation based on their research, as evidence of their fulfillment of the program’s objectives regarding presentation and research skills. Our Annual Senior Research Colloquium was cancelled due to the pandemic, but our new specialists presented their work from the comfort of their home.

Mardi, 7 Avril

Arts et enjeux sociopolitiques
- Cameron Wade — “Violence et musique confessionnelle pendant les guerres de Religion”

Histoire(s) de femmes
- Emma King — “La femme roi: Catherine de Médicis (1519-1589)”
- Olivia Amorese — “Les femmes dans la lutte sexuelle”
- Julia Silverstein — “Le discours économique de la femme”

Mardi, 14 Avril

Première Guerre mondiale - une Bucknellienne au front
- Julia Stevens — “Katherine Beker, informateur et suffragette”

Littérature et réflexions philosophiques
- Dana Tsevynuk — “L’illusion du libre arbitre”

Francophonies et (dé)colonisation - Enjeux contemporains
- Natalie Minella — “La colonisation: un héritage perpétuel”
- Assumpta Casanova — “Le mondialisation est-elle une nouvelle forme de colonisation?”
- Emma Miller — “Voix émergentes, voix montantes, une brève histoire des Autochtones et des origines de leur situation socio-politique”
- Samantha Camden — “L’indigénité dans la Banlieue”

Congratulations to Our Graduating French and Francophone Studies Majors and Minors!
Meet our TA: Laura Nicolle

At the Université de Tours, Laura is completing a B.A. degree in modern literature with a specialty in the teaching of French as a second language.

Where do you live on campus and what do you do on the weekend?

I live on St. Georges Street in a house reserved for the teaching assistants. I live with two other TAs, Naomi from Germany and Xuan from China. We call our house “the garage” and we always have tons of fun there, especially during weekends. Occupations during the weekends vary but most of the time we stay in Lewisburg. We often work, go out for dinner, and try to attend some events organized by the University. Sometimes we go to the Weis center, the basketball matches, and we also party with friends.

Can you tell me about your circle of friends on campus?

I met many people on campus since I arrived in August, some of who became really good friends. Among them are my roomies and TAs, other French exchange students and internationals. I also have American friends. Many of them are seniors, and were previously in France for a semester or year with Bucknell en France.

Do you ever encounter challenging moments in the classroom when a student doesn’t understand something?

I would not say that I experience a lot of difficulties in tutoring students in the US, but rather differences. For example, it is sometimes tricky to find subjects that students will always be interested in. In conversation class, I have to adjust some activities. If something appears to be a good idea in the beginning, it still might fail. Then I must figure out how to transform it into something enjoyable and accessible. The easiest way is to ask the students what they want.

Have you had any previous teaching experiences and how would you compare your experience teaching in the US to your experience teaching in France?

I don’t have a long experience as a TA in France. I did an internship at l’Institut de Touraine for three months, but I would say that the levels of learning are different since the American system does not use the European levels (from A1 to C2), and so it takes a bit of time to adjust and know exactly where the American system stands in comparison.

The methods of teaching are different, the grades are also different since there are no grades out of 100 in France. From my experience in France, I have been in classes with beginners (equivalent to 101 here), in which the students have never had any exposure to the language at all. Since I teach only in French, it can be challenging to be understood.
Manuel de survie culturelle en temps de pandémie...

We hope you are all healthy and safe in the comfort of your home, surrounded by loved ones. Should you be looking for something French-related to distract you from these trying circumstances, here are some of the faculty’s and students’ recommendations. Follow the links!

Donner le ton... En musique!

- 900 concerts de la Philharmonie de Paris Live
- Playlists de musique française
- Bucknell en France vous offre une liste Spotify.
- La chanson préférée du moment de Emma King ’20: “Tu me regardes” de Angèle
- La chanson préférée du moment de Erin Liffiton ’20: “Salop(e)” de Thérapie Taxi
- Julia Stevens ’20 écoute “Rêves Bizarres” de Orelsan et “La morsure” de Brigitte (recommended by her host brother in France).

Club de lecture ! (Livres/Books)

- Emma King ’20 vous recommande Voyage au centre du terre de Jules Verne.
- Erin Liffiton ’20 vous recommande Le Deuxième sexe de Simone de Beauvoir.
- Professeur Dupont adore les 4 tomes de la bande dessinée de Manu Larcenet, Le Combat ordinaire et vous recommande le livre audio I’m Your Man: la vie de Leonard Cohen de Sylvie Simmons.
- Autrice d’une cinquantaine de livres pour enfants, la Québécoise Élise Gravel explique la COVID-19 aux tout-petits.

Des vues animées ! (Cinema/TV)

- My French Film Festival
- My Darling Quarantine Short Film Festival
- Professeur Westbrook recommande les trois mois de streaming gratuit de l’Institut National d’Audiovisuel.
- Autres films gratuits en ligne
- Les étudiants de Professeure Martin vous invitent à découvrir les séries télé suivantes sur Netflix: La Mante, The Bonfire of Destiny (Le Bazar de la Charité), Ad Vitam...
- Julia Stevens ’20 a bien aimé The Circle France sur Netflix: “It’s surprisingly easy to understand but also really good for picking up on slang! Also watch comedy specials from the comedian Fary.”

Un radio-théâtre !

- Encore une fois, si vous permettez, de Michel Tremblay. Mise en scène par Michel Poirier, cette pièce permet une expérience de radio-théâtre hors du commun où s’entremêlent tendresse, bonheur et éclats de rire.
- Professeure Hopkins will love this one!

Au musée, comme si vous y étiez ! (Expositions/Exhibits)

- La plateforme Une heure au musée
- Réseau des collections publiques d’art moderne et contemporain
- Confinement au Mont Saint-Michel
- Visite des caves de Lascaux
- Visite du château de Versailles
- Professeure Martin aime bien Google Arts&Culture où l’on peut voir une carte du
Se balader en balados ! (Podcasts)

✅ https://transistor.media/
✅ Pour les tout-petits (ou pour les grands): France Culture offre 4 séries des “Histoires du pince oreille” à écouter. Des fictions radiophoniques inventives pour les enfants, pleines de bruits et de douceurs, pour s’amuser, apprendre et rêver…
✅ “Bibelot et bingo”: Six vieux. Six histoires extraordinaires. Certains ont façonné le Québec d’aujourd’hui, d’autres ont parcouru le monde et vécu de folles aventures à faire rougir leurs petits-enfants. Tous sont la preuve vivante que la vieillesse, c’est loin d’être plate. Initiée bien avant la crise de la COVID-19, cette série de courts portraits se veut une sorte d’antidote à l’âgisme. Un hommage à la vie riche et pleine d’anecdotes de nos personnes âgées.

Need more of these? See full curated list of some of choices for experiencing French and Francophone culture virtually.

Bon appétit!
Practice your French vocabulary while trying a new recipe for a “perfect bakery style homemade bread (no knead)”

To celebrate your loved ones or simply to cheer up to life, here the recipe for the French coquetel “L’Eau fraîche” created by Stephen Martin.

Poor peach syrup at the bottom of a glass; add 30ml or 40ml of French bitter such as Suze; add 20ml of gin; mix with a spoon; add ice and 2 slices of cucumber.

Santé!

Les mots pour le dire

In 2006, l’Office québécois de la langue française created the terms balado and baladodiffusion as French equivalents for podcast and podcasting. Balado refers to the word baladeur (Walkman) and the verb balader (se promener; to walk).

Source: https://lapetitebette.com/pain-maison-comme-a-la-boulangerie/. Watch her YouTube video with English subtitles.
Remotely celebrating our graduating French and Francophone studies majors, May 1st, 2020

COMING UP...

Faculty Spotlights
- Teaching
- Research
- Awards
- A little bit of French in the life of...

Student Spotlights
- Named Scholarships, Prizes, and Senior Awards
- Meanwhile in Tours...
- Traveling to Explore
- Culminating Experience

Alumni Stories
- Who are they...
- Where are they now...
- How French and Francophone studies shaped their life...

Fall Courses
- On Québec culture...
- On food cultures and translation...
- On language and power...
- On France in the 60s...

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