

Course number LF299E
Approaches to Contemporary French Society and Culture
Fall 2019 Boston University in Grenoble

“A fish discovers its need for water only when it is not in it. Our own culture is like water to a fish. We live and breathe through it. What one culture may regard as essential – a certain level of material wealth for example – may not be so vital to other cultures.” -- Fons Trompenaars, 2012

Course Instructors:

Total number of contact hours: 12

Office hours: By appointment (best before or after class, but other days possible)

Total number of Contact hours: 6

Office hours: By appointment (best before or after class, but other days possible)

Total number of Contact hours: 15

Office hours: By appointment (best before or after class, but other days possible)

Total number of Contact hours: 9

Location and Meeting Times

Lectures: Fridays 9.45 a.m. to 1.00 p.m., classroom **B 212** in the DLST building

Course Description:

This course takes an interdisciplinary approach from the social sciences, particularly cultural anthropology, to explore intercultural issues and cultural theory in the contemporary context of globalization. With the larger goal of dealing with culture and its elusive definitions, this class will introduce students to the study of culture through the work of anthropologists, cultural historians, philosophers, economists, psychologists, and contemporary popular culture. It hopes to provide students with an appreciation for the diversity of the human experience, particularly in the French-American comparative context.

The course aims to develop a deeper understanding of cultural differences in general, with emphasis on the Trans-Atlantic context and the French culture in particular. Students will become familiarized through practice with fundamental tools of anthropologists and sociologists, namely ethnography, native informant interviews, and participant observation in order to examine and analyze the impact of culture in everyday life and the ways in which societal values impact cultural practices. Through practical field exercises, numerous readings, field trips, field journal writing, and seminar debates, students shall gain an overview of French lifestyles, customs, values and practices with a focus on recent societal trends in France. The end of the course opens up to a broader discourse on globalization, its relation to students' study abroad experience and the acculturation process, and the implications it holds for their own identity and values.

Hub Learning Objectives:

This course is designed to help students cultivate:

- Use relevant analytical tools (cultural models and theory – Hall, Hofstede, Trompenaars) to compare and contrast the different cultures students experience at home, at school/university and during their study abroad program (and any international experience they may have had) ;
- Apply these tools to analyze, understand and manage different cultural environments, experimenting with their French host families and fellow students, structuring these experiences through the set assignments and in class exercises and discussions;
- Compare and connect their various experiences, before and during the study abroad program – for example, how does their individual experience of family life and rituals compare with their host families and other students host families’?
- In what ways do cultural norms and values shape societies – for example, how are health care systems shaped by these, and therefore reflect them?
- With the input of the French language classes and reflecting on other languages some students may speak, analyze in what ways language expresses and transfers cultural norms and values;
- Develop greater self-awareness (emotional and cultural intelligence) through the acculturation process experienced during the program, in particular, how their individual choices are significantly shaped by their cultural environments (family, friends, school...). Value diversity, and the challenges it poses at individual and collective levels;
- Recognize the importance of cultural norms and values in how societies address universal issues such as violence, health, education, through political systems and public policies for instance;
- Reflect in a more informed and pluralistic manner on the complexity and long term impact of globalization and the current challenges this process is now facing.

Terms and conditions:

Plagiarism

All students are responsible for having read the Boston University statement on plagiarism, which is available in the Academic Conduct Code.

Students are advised that the penalty against students on a Boston University program for cheating on examinations or for plagiarism may be "...expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the dean."

Participation & Preparation

Active oral participation and homework preparation is evaluated and factored into the final grade.

Attendance is **obligatory for all classes and fieldwork assignments**. Students **must** prepare all assignments before coming to class. Arriving late will not be tolerated. If you are repeatedly late, your instructor may turn you away or count you absent.

Absences:

If you are absent, you are responsible for contacting the teacher and submitting your work on time. **All absences must be justified in writing by a doctor's note. Unjustified absences will result in the reduction of your final participation grade by 25%.**

Primary Course Activities:

- **Readings, Group Discussions** based on readings from book and packet
- **Presentations** of chapters from *Sixty Million Frenchmen can't be wrong* or *The Bonjour Effect*
- **Current news in France:** Individual oral presentations at the start of each course session 3-5 minutes
- **Blog/Ethnographic Field Journal & Assigned Observations (EFJ).** 18 entries total due, minimum 2 entries (required) per week, on separate days + weekly discussions of critical incidents, of observations, etc. By the time you turn in the EFJ on **October 25th**, you should have accumulated a total of 18 entries minimum. Please read 'Notes on the Ethnographic Method' further in packet for more information on ethnography and observation.

- **In class assignments with Prof Sanders & Prof Azzouz-Gaudin**
- **Final Paper due Sunday, December 15th, 2019.** This is your “learning journal”. 5 pages min.; 6 pages max, double-spaced, 10 to 12-point font (Arial or TNR), use of citations and references, plus bibliography (or ‘Works Cited’ list) at end (please see instructions page further in packet). You will find detailed recommendations for this paper at the end of this document.

Grading :

The final grade is comprised of:

- **10%** Attendance, Participation & Pertinence including homework completion, active and informed participation in seminar discussions, taking the lead and initiatives in all class activities, and attitude
- **20%** Pair presentations/games of Chapters from *Sixty Million Frenchmen can't be wrong* or *The Bonjour Effect*
- **10%** Group presentations on the two films – “**Brio**” & “**La Haine**”
- **10%** Individual news presentations on a subject pertaining to France/the French
- **20%** Blog/Ethnographic Field Journal – **DUE OCTOBER 25**
- **20%** Final Paper: Learning Journal – **DUE DECEMBER 15**
- **10%** In class assignment on Health care systems, done in pairs/triad

For details on these assignments, please see at the end of this document.

Bibliography:

Books and Articles consulted:

- Asselin, Gilles and Ruth Mastron. *Au Contraire! Figuring Out the French* (Yarmouth: Intercultural Press, Inc., 2001).
- Brafman, Ori and Rom Brafman. *Sway: The Irresistible Pull of Irrational Behavior* (New York: Broadway Books, 2009).
- Bryson, Bill. *I'm a Stranger Here Myself. Notes on returning to America after 20 years away* (New York: Broadway Books, 1999).
- Diamond, Jared, *The World Until Yesterday* (London: Penguin Books, 2012).
- Gladwell, Malcolm, *Outliers, The story of success* (New York, Hachette group, 2008).
- Nadeau, Jean-Benoît and Julie Barlow, *Sixty Million Frenchmen Can't Be Wrong* (Naperville: Sourcebooks Inc., 2003).
- **Nadeau, Jean-Benoît and Julie Barlow, *The Bonjour Effect* (London; Duckworth Overlook, 2016).**
- Rabinow, Paul. “Representations are Social Facts: Modernity and Post-Modernity in Anthropology” in *Writing Culture* Ed. James Clifford. (Berkeley: University of California Press, 1986).
- Trompenaars, Fons and Charles Hampden-Turner. *Riding the Waves of Culture, 3rd edition* (New York, MacGraw Hill, 2012).

WEBSITES

For additional resources on Health Care systems:

Describing and Evaluating Health Systems, Nolte, McKee and Wait

http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCYQFjAAahUKEwj944TNvNPHAhXBuxQKHcceDfE&url=http%3A%2F%2Fqplus.qmul.ac.uk%2Fpluginfile.php%2F159303%2Fmod_forum%2Fpost%2F3896%2FNolte%2520%2520McKee%2520describing%2520health%2520systems.pdf&ei=11zkVb2cBsH3Use9tIgP&usg=AFQjCNGjOpVK3svvHfrkqBOEYfgPjLK Htg

The WHO World Health Systems Report – 2000. (WHO)

http://www.who.int/whr/2000/en/whr00_en.pdf?ua=1

The Health Care System Under French National Health

Insurance: Lessons for Health Reform in the United States; Rodwin

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1447687/pdf/0930031.pdf>

A comparison of HAS & NICE guidelines for the economic evaluation of health technologies in the context of their respective national health care systems and cultural environments.

<http://www.jmahp.net/index.php/jmahp/article/view/24966>

Health Economic Evaluations to become compulsory in France from 2013;

<http://abacusint.com/health-economic-evaluations-to-become-compulsory-in-france-from-october-2013/>

French EE Guidelines and Frameworks; <http://www.ispor.org/peguidelines/countrydet.asp?c=8&t=1>

Course book:

- **Nadeau, Jean-Benoît and Julie Barlow, *The Bonjour Effect* (London; Duckworth Overlook, 2016).** You will each present one or two chapters from this book or from *60 million* (sign-up below).

Teaching Schedule
 Approaches to Contemporary French Society and Culture
 Boston University Study Abroad program in Grenoble
 Fall Semester 2019

Session	Date	Day	Schedule	Teacher
1	6/09	Fri	9h45-13h00	
2	13/09	Fri	9h45-13h00	
3	20/09	Fri	9h45-13h00	
4	27/09	Fri	9h45-13h00	
5	4/10	Fri	9h45-13h00	
6	11/10	Fri	9h45-13h00	
7	18/10	Fri	9h45-13h00	EA
8	25/10	Fri	9h45-13h00	NS
	1/11	MID TERM BREAK		
9	8/11	Fri	9h45-13h00	VR
10	15/11	Fri	9h45-13h00	VR
11	22/11	Fri	9h45-13h00	EA
12	29/11	Fri	9h45-13h00	EA
13	6/12	Fri	9h45-13h00	VR
14	13/12	Fri	9h45-13h00	VR

Session & Date	Theme / Readings	In class assignments	Professor	Homework for Next session
Seminar 1 Friday, Sept 6, 2019	Course Introduction, Description of Assignments Dimension of culture, approaches towards a working definition of culture, stereotypes. Attribution of dates for presentations and assignments for rest of semester	N/A		See email
Seminar 2 Friday, Sept 13, 2019		News #1: Zach Herman		Read: Chapters 4&5 in <i>The Bonjour Effect (TBE)</i> & Chapter 13 from <i>60 million Frenchmen can't be wrong</i>
Seminar 3 Friday, Sep 20, 2019		Presentation #1: Crystal ZIMA & Gwendolyn FARMER <i>Presentation on 60M & TBE</i> Chap. 13 from 60M & Chapter 4&5 from TBE News #2: Jacob Belgrad		Read (scan): Dossier on “ <i>Describing and evaluating health systems</i> ” Questions (to guide your reading): What are the societal and cultural impacts on Health Systems? How ‘transferable’ are Health Systems? How well framed are Health Systems within any one country across a homogenous population?
Seminar 4 Friday, Sep 27, 2019				Read: “ <i>Insurance: Lessons for Health Reform in the United States</i> ”; Rodwin Questions (to guide your reading): How viable and justified are the key recommendations suggested in your own experience and perspectives? What are the caveats and hazards of copying whole system approaches? What are the different ‘Insurance’ constructs between the two countries?
Seminar 5 Friday, Oct 4, 2019	Evaluating and Measuring Health care systems: Priority Setting and Rationing Economics meets societal and political imperatives.			Read: * http://www.newyorker.com/magazine/2015/08/31/the-other-france * http://www.telegraph.co.uk/news/worldnews/europe/france/11248098/The-heat-rises-in-Frances-banlieues.html https://www.nytimes.com/2017/05/01/world/europe/echoes-of-colonial-conflict-in-algeria-reverberate-in-french-politics.html *Chapter 8 from <i>60 million Frenchmen can't be wrong</i>
Seminar 6 Friday, Oct 11, 2019	The long tail of colonial Memories and their impact on contemporary France. This session will be focusing on a brief review of the history of French Colonization and the trauma created during the period of decolonization. What are the claims of those French “with foreign origins”? How can France better integrate the	Presentation #2: Jacob Belgrad & Keita Fujino Presentation on 60M: Chapter 8 News #3 & 4: Hannah Miletello Crystal Zima		Watch the movies “ <i>Brio</i> ” and “ <i>la Haine</i> ”. These movies are available at the BU office. ALL students must watch BOTH movies. The students will be split in two groups. Each group will present one movie with observations, questions, issues, commentaries, comparisons to similar situations (in the USA or somewhere else); comparison to other American movies can also be relevant. As you will see, the importance of the language is quite important in both movies. Feel free to use any media you want (video, audio,

	sons/daughters of its former Colonies? What are the challenges of the 21 st century?			power-point, quiz, questionnaires....). Be creative and inventive!
Seminar 7 Friday, Oct 18, 2019	Integration, immigration, racism: how does France deal with these issues? The two groups will Present their work about the two movies as an introduction to a facilitated discussion on very current themes such as language, social inequalities, racism, the role of education, etc			
Seminar 8 Friday, Oct 25, 2019	Economic Evaluations: Decision making on interventions. Why the system can 'afford' a treatment or program.	In class assignment. Midterm Blog Assignment due (Send Prof Mielly your link)		Read: Chapters 1 & 2 in 60M Chapter 8 in TBE Article: "Reading American Fat in France: Obesity & Food culture"
Friday, Nov 1	MID TERM BREAK			
Seminar 9 Friday, Nov 8, 2019	The meaning of food in the French Culture	Presentation #3: Baderha., Niki , Abbi <i>Presentation on 60M & TBE</i> Chap. 1 & 2 from 60M & Chapter 8 from TBE + Article "Fat in France" News #5&6: <div style="border: 1px solid black; padding: 2px; display: inline-block;">Kayla Turk</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">Keita Fujino</div>		Read: "Bennett's Model for Intercultural Sensitivity" Summary of Hofstede's Dimensions & relation to cultural practices, "Trompenaars' 7 dimensions Gladwell's "Rice paddies and Math Tests" * "Letter from India" & "groups and gossip drove the evolution of human nature" * <i>Culture's unacknowledged Iron Grip</i> " * Re-read chapters 2 & 3 from "The Bonjour Effect"
Seminar 10 Friday, Nov 15, 2019	How cultures operate: Cultural models, levels of cultural awareness, adjustment & culture shock	News #7&8: <div style="border: 1px solid black; padding: 2px; display: inline-block;">Baderha Bujiriri</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">Abgel Negassa</div>		Read: https://www.nytimes.com/2015/05/30/arts/international/dany-laferriere-a-guardian-of-french-joins-the-academie-francaise.html http://postcolonialist.com/arts/entrevue-avec-dany-laferriere-10-octobre-2013-interview-with-dany-laferriere/ https://www.france24.com/en/20150526-haitian-canadian-writer-academie-francaise-dany-laferriere *Re-read chapters 12 & 13 of "The Bonjour Effect" *Chapter 21 from <i>60 million Frenchmen can't be wrong</i>

Seminar 11 Friday, Nov 22, 2019	Francophonie In the globalization battle, what would be the role of French speakers outside of France? Is the future of French language in Africa? What is the role of "Francophones" in the evolution of French society?	Presentation #4: Kayla Turk & Hannah Miletello *Chapter 21 from <i>60M</i> *Chapters 12 & 13 of "TBE" News #9: Michelle Nguyen		* Article: The Economist: 'French Culture: Bleak Chic' * http://www.economist.com/news/europe/21579493-transatlantic-free-trade-deal-needlessly-held-up-over-subsidies-film-makers-lexception * Barsoux & Schneider: The Story of French, Chap.3 *Re read: Chap. 1, 6 & 7 ('I greet, therefore I am', 'The art conversation' and 'Très Talk')
Seminar 12 Friday, Nov 29, 2019	The unique place of Culture in France: is the "Exception culturelle" (French cultural exception) an effective answer to the Globalisation of culture or to domination of American culture?	Presentation #5: Michelle Nguyen, Zack Herman *Barsoux & Schneider: <i>The Story of French</i> , Chap.3 * Chap. 1, 6 & 7 of TBE		Read: * <i>France's Grand Illusion</i>
Seminar 13 Friday, Dec 6, 2019	France in the 21 st Century	News #10 & 11 Gwen Farmer & Niki Popov		
Seminar 14 Friday, Dec 13, 2019	Wrap up of the semester	Final paper due Dec 15		

Completing your assignments: information & suggestions BU Grenoble Fall 2018

1. Recommendations for your “NEWS”:

As indicated above, each of you will have to individually present a news item found in the French press from the past week or so, eg *Le Monde*, *Libération*, *Le Canard Enchaîné*, *Le Figaro*, *Le Monde Diplomatique*, *Courrier International*.

You will pick a topic which is current – in the news in the last couple of weeks – which piqued your interest, because (for example):

- you didn't really understand why it made the news, or
- it resonated with you (and you will explain why), or
- you see a parallel with similar news items or topics current in the US, etc.

Please note that you should demonstrate that you engaged with this topic, and have something to teach the others about it: you are transmitting knowledge, rather than sharing self-evident facts easy to find.

Format: a 5 minute presentation, with compulsory Q&A with the class: a minimum a 3 questions during the presentation. You explain what you learned from this news item about France and in what way it relates to this class, or seems to contradict your understanding of the French culture so far.

In other words, you are taking a critical position on the topic to say how it either confirms or contradicts the learning you have so far engaged in with this course.

2. Guidelines for your pair presentations:

One of your main assignments is a presentation, in pairs, during class.

The intent is for you to give a very short summary of the contents of the assigned reading materials (assume that your fellow students have read the materials) and build on these materials to explain in what way they explain your observations, experiences, etc.

Feel free to enrich your presentation with further research, and with links to other topics and materials discussed in class.

Format: a 30 minute presentation, using any media you deem effective. Please make sure to include some activity to engage the rest of the class (quiz, questionnaire, etc).

3. Guidelines for your Blog/Ethnographic Field Journal

The goal of the Ethnographic field journal is to encourage you to write each week a couple of blog entries about your observations of life in France. As you are undergoing an acculturation/adaptation process, it is important to keep track of 'where you are' in terms of the stages. The things you notice at the beginning may become commonplace and normal, and new things that surprise you may begin to emerge as you live here. Life with a host family in a French home also presents multiple opportunities to observe and question and ponder, and of course taking courses in a French university and travel in France all offer you myriad moments to reflect and write about.

Because you may be traveling, some posts may be linked to observations in other countries, but the true focus of this is to examine regularly your host country, France, and what it means to you and to your identity, your education, your learning as a person. Since ethnography is focused people (*ethnos*) and the writing about these people (*graphos*) you will begin to learn about observing and annotating these observations in written format.

- You will write a total of **eighteen (18) blog posts**, each between **500 (minimum) and 900** words.
- There are a variety of websites but we recommend you set up a free blog by signing up on WordPress—Create a Blog.
<https://wordpress.com/create-blog/>
- You can use *photography or graphic design* to make your blog more attractive, and if you want to share with your friends and family, you can create a facebook page for your blog and share your posts with those back home (as well as on Twitter and other media).
- The most important is the **content**—
- Each post, or journal entry, should cover a different topic.
- You should create a **title for each new entry** (or a question, something that catches the reader's attention—for ex.)
A day in my French life: Why do French people stare? Or
Notes from the field: Staring in France
My French life: When you Stare back, what happens?
- Write about what is interesting, unique, or surprising, and share your daily observations, sharpening your eye to pick up on information that is not readily obvious. The reader does not want to read something too obvious or cliché, but rather something that captures the unique perspective that you bring.

Below are 2 required-topic postings out of the 18 total, which means that you still have **16 themes** or topics to write about. These can be on topics such as what I give below as examples:

- 'On Public Transport and Rider Etiquette'
- Sports in France
- Student Behaviors: Parties and Social Settings in France
- On Food and Eating in France

- On Café and restaurant culture in France
- About the walking culture and ecological awareness in France
- Intergenerational encounters in France: how the young and old co mingle
- About open-air markets in France
- The Service culture in France
- The wine culture of France

This is not an exhaustive list and you can of course write on virtually any subject linked to your acculturation process in France, your observations and 'aha!' moments as you adapt to life here.

- Here is a website with good tips for student blogs

<https://www.wabisablearning.com/blog/blog-content-writing-tips>

2 REQUIRED POSTING TOPICS

Blog posting/journal entry 1-- : **Observation Assignment for EFJ:**

Classroom behaviors in France. You have now been in the classroom with both French professors, American students, and French students. Write down all of the impressions and observations, and then please refine your notes and come in ready to present the following:

What are the observable behaviors that I witness in the classroom in France?

What do I recognize as familiar classroom behaviors from my perspective?

What do I recognize as different classroom behaviors from my perspective?

Did I notice anything ritualistic (repetitive actions occurring, seemingly familiar events occurring at clear intervals)?

What are the surprises I observed, if any?

What are the adjectives I would use to describe my observations?

How did my presence perhaps affect the behaviors I observed (in other words, what was my own role in that classroom?)

Blog posting/journal entry 2 : Observation Assignment for EFJ: Norms of politeness ('la politesse') and proper behavior ('la bienséance') in France. You have now been interacting with French students, professor, and a family, and you are equally meeting people daily in the public domain outside of your home and university, in shops, restaurants, cafés, and administrations. Write down all of the impressions and observations you have on what it means to be polite (or not), to have the right reaction or behavior at the right time, observed or perceived expected norms of 'properness', etc. and then please refine your notes and come in ready to present the following:

- What are the observable behaviors that I witness around politeness or expected demonstrations of polite behavior?
- What do I recognize as familiar polite behaviors from my perspective?
- What do I recognize as different polite behaviors from my perspective? (you may mention what also could be perceived as *impolite behaviors* from your perspective)
- Did I notice anything ritualistic (repetitive actions occurring, seemingly familiar events occurring at clear intervals)?
- What are the surprises I observed, if any?
- What are the adjectives I would use to describe my observations of polite behaviors?
- How does my presence perhaps affect the behaviors I observe (in other words, do I have an impact on the way people behave around me?)
- **Which cultural dimensions**, as discussed in the course readings on Trompenaars or Hofstede, could be identified or perceived as manifested in the politeness-related behaviors observed?

ASSESSMENT CRITERIA for BLOG POSTS/ ETHNOGRAPHIC FIELD JOURNAL

Beyond merely completing 18 blog posts (the form) the content will also be evaluated in the final grade. The content should be of high-quality – key assessment criteria include:

- Excellent writing,

- clear **progression/development of your subject**, using a theme or ‘heading’ for each post to tell the writer where this is going
- a demonstration of **critical thinking**,
- demonstration of **keen observational skills**: you look beyond just what you see and show curiosity, and the ability to **see beyond a first level of appearance** (what’s under the iceberg, what is the WHY behind the WHAT)
- In other words, critical thinking means you don’t limit yourself to laundry-list or exhaustive description of a given phenomenon, you go beyond the first level and say *what you understand about it vis a vis the French culture, or American culture, why is it significant, interesting, what are potential origins, explanations, what is the logic behind something you have noticed and how does it reflect a cultural dimension, value, artefact*
- **Application of theory** to the field of practice and everyday human experience. What theories, frameworks, cultural dimensions, or course-related concepts seem to apply to what you see, if any?

The content of the blog will be something for you to share with friends and family, but also with your professors, for a grade in this course.

4. Information on Writing Final Papers – individual Learning Diary

Your individual learning diary represents 25 percent of your final grade, so it’s very important! In it, you’ll be asked to reflect on what you’ve learned and how it applies to you personally and professionally. In particular, in what way this study abroad has helped you develop greater self-awareness – emotional and cultural intelligence.

There are four sections comprising the diary:

Summary (8 points): In this section, you will summarize the main points of the classroom discussions. This should include summaries of the student presentations given during class. It’s important to note that your summaries should not be summaries of the readings, but summaries of what’s discussed in class (and therefore cannot be done in advance!). Good notetaking is essential for completing this section of the diary. (~1000 words)

Link to Personal Experiences (7 points): In this section, you will write about one or multiple personal life or work experiences which you feel are relevant to the classroom discussions we had regarding **intercultural literacy**. That is, write about a situation you were involved in which you felt as though you were called upon to exercise intercultural understanding and skills. This section could include reflections on how our discussions of **cultural models** helped better explain your successes or failures in that situation, how this will modify your behavior in the future, or – conversely – why you feel our classroom discussions were misguided, incomplete, or wrong in light of your experience. (~500 words)

Synthesis of Concepts (5 points): In this section, you’ll tie together everything that we’ve learned during the class – what overarching themes do you see tying together the entirety of the material we’re covering? (~250 words)

You’ll be awarded points for each section based on my evaluation of the grammar, comprehensiveness, and effort we see evidence of in your diary.

Checklist for Writing your Final papers

- _____ **Length of paper itself: 4 pages (min) (6 pgs. max.), (2 000 to 3000 words)** double-spaced not including the interview transcription(s)
- _____ **Numbers:** Please put **page numbers** & names in the footer at the bottom of your page.
- _____ Make sure you have put your **name** on front page
- _____ **Use theoretical/research references in a bibliography (list of work cited at end of document; not counted in total number of pages)**
- _____ **Keep your Paper On Target.** Remember that this is a paper based on contemporary French issues and intercultural adaptation for American students in France, in an applied context (how can what you observed be applied in terms of behavioural strategies?). Therefore, when writing the report you must keep this clearly in mind: your report will be focused on Intercultural/social/cultural/ environmental/political issues in France and **not** on other issues of interest. You may briefly mention correlated factors, but the majority of your paper should reflect a strong focus and understanding of Intercultural management/cultural differences/Cross cultural communication/acculturation as you perceive it from the interview if you choose to do one; your observations, and from the literature on the subject we have read for the class.
- _____ **Spell Checking and Grammar Checking** is obligatory: you must run a grammar and spell check (until the Tools menu in Word).
- _____ **Self-Editing/Rereading your papers.** A fundamental aspect of good academic writing is the editing process; in other words the ability to carefully select the information essential to include in your final papers. Since for this particular paper you should assume in-depth knowledge on the part of the reader (your professors) then you should definitely spend none of your precious space describing or defining any of the theories you include, since I clearly know those theories. In other words, *be selective* about what you write.
- _____ **General Organization.** You can organize the paper in any order you choose, this is up to your discretion. However, it is important that you use sections to show the general organization and progression of the paper.
- _____ **Citing Sources & Compiling a List of Works Cited** is a fundamental requirement of responsible research. *Otherwise it is plagiarism and results in a '0'*. You may use footnotes, endnotes, or annotations directly in the text, but whatever you do, make sure you note precisely in your text when you are making reference to another

person's ideas, and cite these ideas come from (interview, book, article, web page, television or radio recording, etc.) Page numbers are necessary if you are citing an article or book. At the end of your paper you should have a bibliographic list (in alphabetical order of Author's name) under the title '**Works Cited**'.