**Paris summer 2022 Experiential Learning Plan**

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“Cities, like dreams, are made of desires and fears,

even if the thread of their discourse is secret,

 their rules are absurd, their perspectives deceitful,

and everything conceals something else.”

-Italo Calvino

Decisions in your own life brought you out of your home, took you out of your comfort zone, and to Paris. The point of the experiential learning part of the program is for you to be as fully in Paris as possible (while still doing all your other coursework of course!). Part of your job as study abroad students is to go out and experience Paris.

 Unlike other forms of experience, such as simple tourism, you will treat Paris as place that can be analyzed; as a place full of buildings, works of art, fountains, gardens, and things that make it uniquely Paris. You do not need to be an art history major to love art, a historian to be fascinated by the fact that the Eiffel Tower and the Grand Palais are part of how the International Exhibitions shaped Paris, a garden specialist to grasp that the fountains and gardens of Versailles are a demonstration of the Sun King's power, or a business major to know that there is a cost to the French government and people to maintaining this vast amount of culture and that that culture is also a major source of income for the country.

 My responsibilities include helping you get settled, advising and helping you find solutions to academic and other issues that might arise, mentoring you, helping you stay on academic track, etc. This is my eighth directorship of UHM semester and summer study abroad programs in France and Italy and I’ve had experience doing all of those things.

Even more importantly, I want to open Paris to you. I am Professor of French, I have been traveling to France for almost 50 years and have spent about 8 years total there. My own work is interdisciplinary, combining literature, history, the history of medicine and material culture, I am a specialist in the 17th century and when we are in Versailles we will be in “my” world.

**Guided excursions**. I will choose (with you) museums and cultural excursions you would like to do with me as your guide. We will choose some of the places that you will not go on IÉSEG excursions, and when you are doing independent visits, we will meet to share our finds.

**Museums:** There are more than 70 museums in Paris. We’ll do Versailles for sure and choose others depending on your interests. You will have my list of Paris museums for the trip and to keep. I have been going to Paris for almost 50 years and I have never finished visiting it.

**Versailles:** We will visit the Gardens on a weekend for the musical fountains show. You could stay there for days (or weeks) and never explore all the miles of gardens. The musical fountains and fireworks shows are unforgettable. You’ll really need a second day for the Palace too (it is all too much for one day), but there is no problem; it is an easy short ride from Paris. Versailles is the world on which I work. I know the fountains, I have stories about the King and his festivals, palaces, and gardens. We will walk and talk.

Others we might choose:

**Louvre:** we’ll see the Louvre’s largest paintings in the Red rooms (the favorite paintings of my Paris students last semester) + other rooms to be chosen. What would you like? Sculptures? Mesopotamian winged bulls? Mummies? A special exhibition this summer on Yves St. Laurent?

**Musée de Cluny**. Discover Medieval Paris and the famous Unicorn Tapestries. The museum is reopening in May 2022 after 2 years of renovations.

**Centre Pompidou** for modern art in a museum that is itself a work of modern art (and will be closing in 2023 for several years of renovations).

**The Orangerie** for Monet’s water lilies and the Musée Marmottan.

**Sainte Chapel**le for a jewel of Medieval church art, with spectacular stained glass windows and some gargoyles

**Food excursion/s**

Food is an important part of French culture. Discover the creations of a master pastry chef minutes away from IESGE, a master chocolate maker in the Marais, come by our apartment and fill up on brioche, pain au chocolat and almond croissants (then walk them off). We can have dinner if you would like in one of the oldest bistrots in Paris, that has been open for 175 years, where Rimbaud, Hemingway, Gide, Ionesco, Joyce and many others have eaten before you. Woody Allen filmed a scene of this movie *Midnight in Paris* there. While in Paris you can learn the difference between French and Italian espresso or between French ice cream and Italian gelato. Two of the best French and Italian ice cream shops are just blocks away from each other. Find the different types and flavors of French yoghurt (I am crazy for lemon yoghurt). Several smaller food excursions may be combined to be equivalent to one museum excursion (breakfast pastries + chocolate + coffee), or we can combine food and other things (master pastry chef and walking discovery of Neuilly-sur-Seine, for example).

**Garden excursion/s**. It is summer!! Admire sculptures in the Tuileries, relax among the flower beds and see children floating boats in the Luxembourg gardens, visit the flower gardens and the zoo at the Museum of Natural History, explore the many works of contemporary art and the different garden spaces at La Défense, think with Rodin’s Thinker, take a long walk above the city on an old elevated train line that has been turned into a green walk. A note on garden etiquette: do not pick flowers or leaves in gardens or trample flower beds. Look for signs that indicate when you may/may not walk or sit on the grass before you do.

**My role:** For some groups, I have been what one student called “Mamma Duck” with groups of students following behind me to museums and through gardens. Other groups enjoy more independent experiences while still getting together regularly to share finds with coffee or pizza. I will do my best to find the right balance of experiential learning for your group.

**A lifetime of experiences to follow**

 Paris offers you many more portals than you can ever go through. There are too many museums, monuments and gardens to see in one month, one year (or a lifetime). What you do get to see has the potential to change you forever. What you do not fit in will give you a lifetime of reasons to return.

**Study Abroad Strategic Learning Objectives that Students will Meet**

1. Students will demonstrate awareness of cultural values and biases and how they might impact their ability to work with others through study of a culture different from their own. Students will:

* engage in interdisciplinary learning and by engaging with French culture through history, art, gardens, gastronomy, etc.
* explore Paris and Versailles with the group and independently, engaging actively with the city and its museums, streets, river, churches, gardens, etc. throughout the stay.
* engage actively with questions of diversity and engage in reflection on the ways in which Paris and French culture resemble or differ from the world which students may experience at home.

2. Demonstrate knowledge of diversity with a focus on France and more specifically Paris, through its museums, literature, art, monuments, department stores, gardens, etc.) Students will:

* compare and distinguish trends in art proper to different centuries and different moments in French history
* record and discuss their own experiences in ways that show understanding of historical and cultural differences
* engage in reflection on the difference in cultures, styles, and viewpoints

3. Communicate appropriately and effectively with diverse individuals and groups.

Students will

* interact with diverse individuals and groups from other universities/states/countries daily in the IÉSEG classrooms.
* Develop formal writing strategies suitable for IÉSEG course assignments.
* Engage in less formal social communication practices to communicate with each other, with me, store owners and sales people etc. on visits and excursions.

4. Demonstrate an increased capacity to analyze issues with appreciation for disparate viewpoints. Students will

* reflect on Paris itself as place of realities and fantasies (architectural, artistic, zoological, and decorative) across cultural and century boundaries, from the Middle Ages through the 21st century
* research and present material from museums, places, churches, gardens, etc. in a coherent manner, and learn from the viewpoints and experience of fellow study abroad students.

**How your experiential learning will be evaluated**

**A. Participation:** Students will attend weekly group excursions and/or meetings and actively engage with the excursion and with discussion of experiences with fellow students.

Excellent: Student attends at least four excursions/meetings with the group (one per week) and participates actively. Student is attentive, engaged, does not wander off from group visits (unless independent wandering off is part of the excursion). Student takes photographs or makes drawings, and takes notes for the journal project.

Good: Student attends at least 3 excursions/meetings with the group and participates well and chooses a fourth individual independent excursion to make up for the missed meeting. Student may attend all meetings but make only a good (although not outstanding) effort to show engagement with the excursion and/or the reports of fellow students

Acceptable: Student attends at least 3 excursions/meetings with the group and participates at a minimally acceptable level. Student is polite but may not demonstrate as much attentiveness to others or to the excursion as might be hoped.

Failing; Student attends only 1 or 2 excursions with the group without excuse for absence or asking for a substitute excursion. Student may be present at all excursions or meetings but behavior might be inappropriate: student may be inattentive, wander off, be rude to classmates or people met on excursions, etc.

**B. The journal: a record of experiential learning**

Students will keep a visual or narrative journal, a scrapbook, or other form of record of experiential learning. Formats will vary and might include but are not limited to: photographs put into a PowerPoint or pdf with works of art/places/monuments correctly identified; a diary, a scrapbook including things like photographs, drawings, brochures from visits, ticket stubs, notes on your excursions; a blog; a film, etc. The journal is a record of your experiential learning. It is for me and for you, to help you organize and remember your experiences. Things you may include: photographs and/or thoughts from excursions with me, from excursions you do with IÉSEG, from other experiences you have on your own in Paris. You should have at least 8 experiences recorded for the month (2 per week), although ideally, you will have some kind of new experience every single day; a new place for coffee or a new food you try, a flower or a fountain you walk by and photograph, a different type of bread, or a different view from a different street corner. Include things in Paris and beyond Paris if you are traveling.

Excellent: Journal is submitted complete. It shows a minimum of eight experiences over the month, recorded as a visual record and/or narrative diary. All places and/or artworks are identified correctly. Experiential learning is excellent and student has sought out new experiences that differ from experiences in the home country.

Good: Journal has at least 7 experiences over the month, recorded as a visual record and/or narrative diary. All places or artworks are identified correctly. There may be minimal material not identified correctly. Experiential learning is good but may not be outstanding.

Acceptable: Journal has at least 6 experiences over the month, recorded as a visual record and/or narrative diary. Most places or artworks are identified correctly. Experiential learning is acceptable but could have been more extensive.

Minimally passable: Journal has at least 5 experiences over the month, recorded as a visual record and/or narrative diary. There may be some errors in identification of places or works, but most places and works of art are correctly identified. Experiential learning may be minimal but acceptable for a minimal pass. Student could have taken better advantage of experiential learning opportunities

Fail: Journal has 4 or fewer experiences recorded as a visual record and/or narrative diary. The journal may have errors of identification or show student has not fully engaged with the experiential learning portion of the program.

Your grade for the experiential learning component can be used to either bump up or lower your IESEG grade, for example from B to B+, or B+ to A-, or A- to B+, etc.