



International Faculty Partnership Seminar

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Shared Visions and Divergent Realities: Imagination and Innovation Across the Continents

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Pauline ABADIE

Université Paris-Sud (Université Paris-Saclay)

Teaching Comparative Law: A Case Study from Climate Change Litigation

Climate Change, Energy and Sustainability

The French “Case of the Century”, the Dutch Urgenda Foundation case, the US Our children trusts, the Pakistani farmer Leghari or the EU People’s Climate case, etc. all illustrate a common trend consisting in bypassing States’ incapacity to bring down CO2 emissions, in the hope that *litigation* will make it up for the shortcomings of *regulation*. Indeed, as far as new societal causes are concerned, there is more to expect from committed lawyers and audacious domestic judges than long treaty negotiations, diplomatic trade-offs and lukewarm governmental mediations subject to lobby unravelling. However, such climate-related lawsuits face extraordinary challenges which, given the global nature of climate change, are common to most judicial systems. From a practical standpoint, can comparative law help parties articulate arguments to overcome them? Can foreign case law play a persuasive effect on the judge? Can foreign complaints filed in foreign courts bring other actors worldwide to follow the same path if resources are shared and litigation strategies aligned? From a more theoretical standpoint, what contribution does climate-change litigation bring to the emergence (and consolidation) of global law? Following transnational human rights litigation, foreign bribery or anti-trust enforcement, and intermediary Internet service providers’ liability, can climate change be the next area of development of what scholars call global law? Lastly, and given that the vast majority of climate-related lawsuits are filed in US courts, from a legal general knowledge standpoint, what does the study of foreign law tell us about the constitutional structure of the US legal system, about its conception of climate governance, or the power of legal professions oversea, the judicial deference, or the structure of the trial, etc.

Lasisi AJAYI

CSU San Bernardino

Education: Teaching Environmental Sustainability

Education and Language

"The recently published 2018 Fourth National Climate Assessment painted a dire picture of globally changing climate and its potential devastation in the United States. The assessment suggested that the U.S. is going through “the warmest [period] in the history of modern civilization” as “global annually average surface air temperature has increased by about 1.8°F (1.0° C) over the last 115 years” while global average sea level has also “risen by about 7 – 8 inches since 1900” (p. 10). The authors of the assessment

argued that the changing climate has caused frequent and intensive floods, droughts, heat waves, wildfires, and hurricanes and further suggested that the climate-related events have cost the U.S. more than \$1.1 trillion in the last forty years in terms of poor human health, loss of agricultural productivity, and damage to economy, and infrastructure. While the situation in France may not have been dramatic as it is in the U.S., 20th century has been the warmest as temperatures have substantially increased in the country, particularly in the Southern France where the temperature has increased by 1.5° C. The climate change has led to social issues, including the recent protests across France. Similar to the U.S. there is the problem of shrinking glaciers, rising sea levels, excessive downpours and storms, heatwaves, droughts, shifts in ranges of animal and plant species, threats to agriculture, and infrastructure. Because of the immediate threat that environmental degradation poses to every nation, environmental sustainability should be an important curricula and pedagogical issue in preservice teacher preparation. Even as grave as the danger of environmental degradation around the world, unfortunately, sustainability education has received little attention in teacher preparation programs in many nations. The research objective of this study is to explore how a teacher educator integrates environmental sustainability into literacy/language arts coursework and fieldwork to prepare pre-service teachers to use best practices to teach their own pupils. The theoretical frame for the study is based on the view that teacher preparation should:

- prepare teacher candidates to solve real-life problems;
- be locally relevant and culturally appropriate
- address content, context, pedagogy, global issues, and local priorities
- address environment, society, economy and technology

Data for the study were collected over 11 weeks from a class of pre-service teachers who enroll in EELB 315 (a course for teaching literacy/language arts to elementary school teacher candidates). The professor led discussions on different topics such as freshwater, drought, hurricane, wildfire, flood, heatwave, water contamination, population growth, and endangered species. The course included lectures, presentations, demonstrations, fieldwork, specially produced sustainability texts, and web-based materials. The pre-service teacher integrated environmental sustainability into the language arts lesson in their assigned schools. They videotaped their lessons and described their experiences with the learning activities. The researcher used the content analysis method to gain an interpretive analysis of data from lesson plans, videotapes classroom discussions, reflective essays, and focused interviews. The researcher identified best teaching practices that the pre-service teachers found to be effective in their classrooms. The findings from data analysis are highlighted."

Matthew ATENCIO

CSU East Bay

Playing for Change: The role of sports to promote youths; social engagement and development in California and Brittany

Education and Language

This presentation will provide a research-based comparison of youth sporting cultures such as soccer/football, skateboarding, surfing and sailing that are quite popular in both California and the Brittany region of France. Globally, these sports have become increasingly prominent on behalf of adult mentors who oversee them, since these activities are seen as providing youths with important life skills and opportunities. The underlying ideal here is that sports are a key solution to many pressing social concerns including youth engagement. This belief is thus reflected in the advent of numerous school- and community- based sports projects. Organized traditional sporting activities, especially soccer/football, dominate this programmatic landscape while alternative lifestyle sports such as skateboarding and surfing are also increasingly gaining traction. And, in particular, there has been growing international interest regarding how all of these contemporary sports can assist members of marginalized cultural groups (including immigrants and refugees) as well as females who have often faced gender-based exclusion. This presentation will thus provide evidence from major research studies based in both California and the Brittany region of France to illustrate precisely how new youth sports projects attempt to promote youths; engagement and development, with particular consequences for young immigrants, refugees, and females. This presentation reports on extensive collected qualitative data that includes approximately 100 interviews with sport program leaders, coaches, and families, as well as over 200 hours of direct field observations. Award-winning programs such as Soccer without Borders (SWB) and Skate Like a Girl (SLAG), as well as various local surfing and sailing organizations, are highlighted to illustrate key working practices. I specifically utilize the sociological theories of Pierre Bourdieu to demonstrate how these programs bring together youths from diverse social class backgrounds. Yet, I argue that social class hierarchies and even conflicts are still apparent in these programs because of prevailing societal structures and belief systems. I also use the philosophical work of Michel Foucault to explain how these sporting programs either support or hinder young women's participation based on certain power relations and ideologies. To contextualize this research presentation, I will also share my experiences of serving as Co-Director of the Center for Sport and Social Justice (CSSJ) at California State University East Bay. Here I have created models of civic and political engagement for CSUEB undergraduate students who want to change society through sports. I have also invited global youth sport leaders to discuss their belief systems, experiences, and concerns with CSUEB students and faculty, to raise awareness about how sports can benefit marginalized groups in society. Furthermore, in this role I have served as a visiting scholar and lead presenter in French institutions such as: the Ecole Normale Supérieure

Sports Science and Law, Economics and Culture programs, the "Laboratoire VIPS" (Violences, Innovations, Politiques, Socialisations et Sports)" at the University of Rennes 2, and the Université Toulouse III - Paul Sabatier. Based on these experiences, I will share my observations about how both French and Californian institutions conduct sports research to promote social justice and youth inclusion.

Nathalie BORGE

Université Sorbonne Nouvelle – Paris 3

Teaching Languages Through the Arts

Education and Language

According to the French new educational curricula (Official instructions of July 2015 and January 2019), learning languages should enable the learners to develop their artistic and cultural background. One of the language teacher's mission should consist in encouraging the learners to "understand and communicate in the target language by using artistic languages".

This raises the question of the language teacher's training. Indeed, how can the language teacher enrich his teaching repertoire to introduce works of art in his course and resort to an interdisciplinary perspective?

This communication aims at presenting a course entitled « art et image » in the Master's degree of didactics of languages in our department. The purpose of this course is to help future language teachers introduce works of art (in particular, photography and painting) in their teaching and be more creative by resorting to enactive" and "translanguaging" perspectives.

Claire BOURSIER

Université Paris Nanterre

Adapted Physical Activity and social inclusion: reality or utopia? International trends and perspectives.

France – US Relations

It is well described in the literature that physical activity has a positive impact on health, development, empowerment as well as social inclusion (designed to move, WHO and UNESCO). A Joint Submission on the WHO global action plan on physical activity (GAPPA) 2018-2030 collated inputs from many international organizations. It recognizes "physical activity as a critical tool in the development and maintenance of health and wellbeing and in the prevention and treatment of disease at individual and societal levels. Physical Activity is a critical tool in the development and maintenance of health and wellbeing. Its relevance and impact for people with disabilities is even more critical considering the individual and societal fiscal and human

benefits of activity and cost of inactivity. The cross-cutting principles of the GAPP are the following ones: a) life course approach.; b) equity; c) empowerment of families and communities; d) human rights based approach; e) evidence-based practice; f) Cross-sectoral Engagement and Partnership for joint actions; g) Policy Coherence; g) Universal Health Coverage. Nevertheless, there are multiple factors which limit the participation in physical activities such as accessibility of facilities and programs, transportation, lifestyles, cultural habits, motivation. (Rimmer & al., 2017). Since the beginning of the concept of Adapted Physical Activity (APA) in Canada in the 70th, many researches have emerged, creating a new disciplinary and multidisciplinary field aiming at measuring the impact at the micro and macro levels social policies and practices related to Adapted Physical Activity (APA). It is a concept that encompasses all activities, services, structures and strategies focusing on the empowerment, social participation and *inclusion* of people with special needs through physical activity and/or sports.

The aim of this presentation is to discuss whether inclusive practices in physical activity are more effective than segregated or specific ones. Inclusion can be argued as an outcome of social justice thinking. Many international organizations, federations and NGOs insist to move toward inclusion. Philosophical nuances of inclusion should certainly be explored (Reid, 2009). Actions and programs should be implemented with input from those involved in regards to the famous statement of the UN Convention on the rights of people with a disability: "Nothing about us without us". For a number of years there have been calls for inclusive practices based on empirical evidence in addition to professional skills and insights (Davies, 1999). Evidence base practices are recognized as necessary as shown by the last themes of the biennial International Symposia in APA. Most researches assessing the impact of inclusive programs have been conducted by non-disabled researchers, focusing mainly on specific groups (children, teachers, communities) without taking enough into account the disabled persons themselves and their families (Block & Obsrusnikova, 2007, Reid 2010, Goodwin, 2012, Howe 2012, Boursier 2012, Boursier 2019, Hutzler et al. 2019). The findings of researches will offer us an opportunity to open a discussion on ethical and philosophical questions. Some research show that persons who have a disability note that successful inclusion is associated with feelings of competence, a sense of belonging, and challenging opportunities. But others have emphasized that these persons may encounter in the scope of inclusive APA programs feelings of fear, sadness and anger, being different and ridiculed, incompetent and socially isolated. We will present the different scopes of APA and will discuss the outcomes, limits and perspectives of inclusive practices.

Philippe BOUSQUET Université de Versailles Saint Quentin- en-Yvelines

Climate and medias: an original master program at UVSQ

Climate Change, Energy and Sustainability

I will present the curriculum climate and medias dedicated to the training of journalists and communication professionals to climate change and its impacts.

Sophie CROISY Université de Versailles Saint Quentin- en-Yvelines

Ethnic studies in the U.S. and France: Genesis and Development of an Interdisciplinary Field

France – US Relations

This presentation will focus on the influence of ethnic studies, an interdisciplinary field that takes its roots in the 1930s Great Depression context in the U.S., on French scholarship in the humanities and social sciences. I will begin my presentation with comments on the impact (or lack thereof, until recently) of American cultural studies in general on French scholarly research, to then discuss the specific place and influence of ethnic studies in the American grain and its input and benefits with regard to contemporary research on intercultural relations in France.

François CUSSET Université Paris Nanterre

From Emancipation to Inner Violence: Fifty Years of Counter-revolution(s)

France – US Relations

Combining elements from his two last books ("La droitisation du monde", eng. ed. with MIT Press under the title "How the World Swung to the Right", and "Le déchaînement du monde", about violence today), FC will submit a few hypotheses, pertaining to both contemporary history and political theory, about the gradual decline of the emancipatory left and the general drift to the right of the world's political landscape throughout the last half-century -- against the background of a strong repression (and self-censorship) of social resistance and the emerging of new forms of collective violence, be it in the workplace, on social media, or against the environment.

Dean FAIRBANKS

CSU Chico

California's Sacramento-San Joaquin Delta Climate Change Impacts and Farmer Perceptions: Guiding Adaptation Strategies

Climate Change, Energy and Sustainability

There is increasing evidence that climate change will be one of the primary challenges facing future development and agriculture. Farmers will be faced with tradeoffs and constraints as climate change exposes them to greater risk and renders some of their current practices unworkable. The California Delta Protection Commission is tasked with sustaining the unique cultural, recreational, agricultural, environmental, and economic values of the Sacramento-San Joaquin Delta as an evolving place. California's irrigated agriculture supplies the bulk of fruits, nuts and vegetables to our nation, and California's Delta region is the critical resource for the entire state's water supply. This presentation documents research pertaining to Delta-specific climate change impacts and the climate change perceptions of farmers. Climate change alters both average and extreme temperatures and precipitation patterns, which in turn influences crop yields, pest and weed ranges and introduction, and the length of the growing season. Sea level rise, changing rain patterns, and increased winter run-off together with earlier snowmelt will increase low-land flooding risks. This work presents the California approach to the sustainability of agriculture through a scaled analysis of the impacts predicted by current climate change models combined with a survey of the perspectives of landowners with regard changes in weather, climate, and risks associated with sea level rise. Results covering the modeled spatial effects of temperature increases on field crops, wheat, rice, orchards and vineyards along with the spatial effects of sea level rise on different areas of the Delta will be presented. This will be complimented with the spatial results of the first agricultural landowner survey of its kind in this region documenting valuable information on the perceptions of farmers and their adaptation responses to the changing climate. Finally, a comparison of the climate change challenges faced by agriculture in the Sacramento-San Joaquin Delta will be drawn with the Camargue region of southern France which represents the Rhone River delta, one of France's important rice and wheat growing regions— analogous to the California Delta. Both of these Mediterranean climate-based river delta systems in California and France represent important agricultural production regions within sensitive ecosystems that are faced

with similar climate change impacts. This presentation will conclude with a discussion of the possible adaptation strategies that could improve climate resiliency in the California Delta for the sustainability of agriculture, and how France and California agriculture could share similar solutions to these future problems.

Annick FOUCRIER

Université Paris 1 – Panthéon Sorbonne

California in Franco-American relations, 19th- 21st centuries.

Franco-American Relations

Since the expedition of exploration under the command of Lapérouse set anchor at Monterey in 1786, California has fired the dreams of many French people. A French consulate was founded in 1842 in Monterey, before it was transferred to San Francisco at the time of the Gold Rush, while another was soon created in Los Angeles as the city started to grow and attract more and more French immigrants. The First World War caused a renewed interest from French authorities, with the visits of prestigious military leaders (Foch, Joffre), followed after Second World War by French presidents, curious of the innovations that started there.

Pierre GERVAIS

Université Sorbonne Nouvelle – Paris 3

Historicizing the marketplace; a long-term view

Evolving Marketplace

Are markets always the same? Is there one "market"? Historical research is often dominated by the standard economic approach, which links market operations to offer and demand and price signals as a way to reach equilibrium between the two, with the addition in the last twenty years of the proper institutional framework to make such operations possible. The presentation argues that this model, even corrected for institutional change, is overly ahistorical, and that a serious attempt should be made at periodizing market operations, so that markets would be differentiated in the same way political systems, for instance, are differentiated over time in political science and anthropology —nobody would consider that a common intellectual framework and set of rules can be directly applied to the operations of governance within an aboriginal group in Australia in the 19th century and within the U.S. Government in 2019, even if common elements do exist and a comparison may make sense in some respects. A quick presentation of some major structural differences between early Modern Euro-American markets and 21st century markets will be used to illustrate this point.

Evolving Markets and the Politics of Normalization

Evolving Marketplace

This presentation explores an evolving marketplace as a product of colonial history, decades of war, and a more recent landscape of neoliberalism and a culture of market-oriented socialism in contemporary Vietnam. Vietnamese products are everywhere. In the U.S., the least likely place in the world to find Vietnamese products merely twenty years ago, Vietnamese communities have the option to consume coffee, rice, and fish sauce produced in Vietnam. The history of Vietnamese diasporic food-ways in the U.S. is fraught with political tension over long standing anti-communist proclivities. So too is the relationship between the U.S. and Vietnam in the context of a complicated and ongoing process of “normalization” (See Schwenkel 2009; Laderman 2013). These tensions materialize as Vietnamese communities carefully choose goods without ties to the Vietnamese state owned enterprises. The availability of Vietnamese goods from Vietnam rather than “Vietnamese style goods” from neighboring Southeast Asian countries transpired only recently. In December 2001 the U.S.-Vietnam Bilateral Trade Agreement went into effect after a five-year negotiation and drafting period. The influx of Vietnamese goods to the U.S. and more significantly, the possibility of an exchange of goods in this neoliberal marketplace serve as one conceivable reconciliation point between the U.S. and Vietnam. Whereas a generation of immediate post-war Vietnamese may view products from Vietnam with persistent skepticism, a younger generation of Vietnamese Americans tack between two homes, circulating goods, tastes, and economic capital. These circulations have engendered new modes of conspicuous consumption in the U.S. By developing a commodity-based approach to the movement of ideas, values, and memories linked to material culture from Vietnam to the U.S., this presentation and the larger project it stems from explore the commodity as a possible arbitrator in reconciliation, normalization, and peacemaking processes. In particular, coffee is a fascinating reconciliation point between the U.S. and Vietnam because of its significance to the Vietnamese agricultural industry and as a nascent marker and brand of “Vietnam” now able to travel to the U.S. in new unrestricted ways. Additionally, this presentation seeks to open up a conversation with fellow CSU colleagues and MIFECA Member Universities about diasporas in France and other neighboring nation states – a region where I am eager to explore local ideas about normalization and what constitutes the “new normal” of our contemporary global marketplace. That is, who is allowed/disallowed to participate in these markets and in which ways. Alternatively, this presentation also considers what is allowed to flow freely (or not) in our global marketplace. This presentation is inherently interdisciplinary but draws primarily upon a cultural anthropological literature about bureaucracy, documents, and the nature(s) of post-war and post-socialist economic and political processes.

Cultural Legacies and Trends San Francisco; the Paris of the Pacific

Franco-American Relations

When gold was found on German-born Swiss John Sutter's land in 1848, it precipitated the number of pioneer settlers and colonizers in California, and it became the largest migration in the history of France. This presentation offers to trace the French cultural heritage in the Bay area, in particular San Francisco. The first part will sketch the stories of the French people who decided to make the dangerous and long journey to California, in hope for a better life for themselves and their children. France was living hard years during the 1848 Revolution which eventually ended the Orleans monarchy and marked the beginning of the Second Republic. Insurrection and turmoil were factors that led to the surge of French people willing to leave their home country and take a chance in the New World. On November 30, 1848 the *Courrier des Etats-Unis*, a French-language newspaper, published in New York City, announced the news of the gold discovery. Thousands of French people left for the promised Californian land, leaving everything behind them to embrace their dream of becoming rich and successful. Massive advertisement to attract the French people also triggers the haste to pack and leave to explore the goldfields of California. We will address the first accounts by the new French settlers and their struggling daily life. The second part of this presentation will focus on influential French families who shaped San Francisco. Most of the French Argonauts landed in San Francisco in hope to settle and to quickly get rich. Two of the founding fathers of San Francisco were Francophone-- Swiss Jean-Jacques Vioget who is credited to have drawn the first map of the city (formerly named Yerba Buena), and Dr. Victor Fourgeaud who studied at the Ecole de Medecine in Paris. Other prominent families include François Louis Alfred Pioche, Théophile de Rutte, François Peguillan, Jean-Louis Martel, etc. The French contingent was the largest foreign community in San Francisco. We will focus on the iconography of the time to understand the Californian appeal. The last section will address French cultural flavor in present San Francisco. Nicknamed the Paris of the Pacific, San Francisco still bears a testimony of the Gold Rush and the massive arrival of French people, which faded out during World War II. From restaurants, schools, associations, buildings, café art pieces, bakeries such as Boudin, buildings, the French spirit lingers in the city nowadays, recalling a time when French was dominant and influential.

Frédéric LERICHE & Patrick SCHEMBRI

Université de Versailles Saint Quentin-en-Yvelines

Energy Transition, and US Urban Growth Path Dependency

Climate Change, Energy and Sustainability

At the New York World's Fair, entitled "The World of Tomorrow", in 1939, Norman Geddes presented a project for a "perfect city", in the form of a scale model called "Futurama". The design of this model was subsidized by General Motors. Skyscrapers and urban sprawl and, as a corollary, freeways and automobile played a key-role in this technicist urban utopia. Echoing this model, in the real world, it appears that US city growth pattern requires unlimited amounts of space and cheap energy, i.e. of oil here. This urban growth pattern, marked by a potentially infinite (sub)urban sprawl process, as long as cheap energy is available, is the cornerstone of the fordist regime of accumulation that lasted between the 1930s and the 1980s. The spatial outcome of such a regime of accumulation is a proclivity of US cities to spread over space, particularly through suburban neighborhoods that are still operative today, though we are in a "post-fordist" regime of accumulation. Nonetheless, nowadays, global warming and the Hubbert pic oil, put together, challenge this path dependent urban growth pattern. Based on a crossed approach, mixing geography and economics, this paper aims at discussing the necessary energy transition towards a low carbon economy that US cities face.

The approach used for the research is an extended version of the so-called Kaya's identity which does integrate different indicators of the urban sprawl such as the Gallup-Sachs-Mellinger GDP density and the OECD measure of the built-up area per capita. This approach is also used to assess the potential levers for the building of the low carbon transition scenarios, questioning what should be the desired orientation of urbanization policies.

Eric MAIGRET

Université Sorbonne Nouvelle – Paris 3

Are Counter Movements Still Ideological? Lessons from the « yellow vests »

Media, Democracy and Representation

The figure of the publics, as a democratic artifact, has been put at risk and seems to be gradually disintegrating in its multiple spaces of use. In the political field is there not only a distrust and loathing of the concept of representation (and of its practice) but a strong need for immediacy. Counterpublics still do form, but mostly on a very affective and participative mode (Occupy, Nuit Debout), rejecting a Fraserian politics of compromise and asking for radical/utopian changes. In this

context, even if apathy doesn't prevail and if counterpublics sometimes interact along lines of convergence, what Stuart Hall has called a « segmentation of contradictions » or Jeremy Gilbert a « disaffected consent » handicaps claims for union. Interestingly enough, the recent social movement of the « yellow vests » seems at first to contradict this feeling as it seeks to create a unitary and mass movement. This paper focuses on this movement, conceived as a major political event, arising from an exasperation that owed to the material conditions of the popular/middle classes, bringing out wider demands, and which can converge – or not - with other struggles. But how? The paper revisits the Laclau's theory of populism as equivalence and looks at spontaneous citizens' reactions towards convergence as well as the media reiteration of images of the movement.

Monique MANOPOULOS

CSU East Bay

Literature, Rap, and Cinema: Immigrant Influences on French Language and Culture

Literature, Art and the Humanities

I intend to further the scope of postcolonial francophone studies by examining sample texts in literature, conscious rap, and cinema to demonstrate how artists from immigrant origins have been changing the French language and thus doing have been changing the socio-cultural context of France, since the mid '80s. Starting in the '80s, children of immigrants coming from former colonies reached adulthood and realized that they were in between two cultures, that of their parents and that of their home country, France. They simultaneously belonged to both of them, neither of them and sometimes one of them or the other. Consequently, they created their own culture, claiming their own space and own identity instead of an identity given by the Other, and refusing to be a sort of second-tier citizens. An important moment is the 1985 "Marche des Beurs," where thousands of young people left Marseille, in the south of France, and walked all the way to Paris. This was meant to make themselves visible to the French government, and the rest of France. Most of them lived and still live in what is called the banlieues. The term "banlieues" is usually translated as "suburbs" but the word does not represent the same connotation. The "banlieues" are on the outskirts of France's cities and, even though some of them are middle class, most of them are low-income housing, hence a more accurate connotation of "projects". Many of these young people became activists through their art, mostly literature, music, and cinema. These artists want to transcend the concept of race and are concerned with elevating humanity with dignity. In their artistic production, they tackle numerous social Justice issues that stem from a form of neo-colonialism within the borders of metropolitan France. The changing postcolonial world has undeniably transformed the parameters of "French" culture, and I will examine the various social justice issues, such as immigration, the ghettoization of such populations, socio-economic injustice, police brutality, and issues linked to the fashioning of a literary identity within the contexts of two different cultures

offered in literature, conscious rap, and cinema that shed light on how they have impacted the New France, that is the non-Bourgeois France of good food and designers. In Literature, I would like to concentrate on two texts by the author Ahmed Zitouni, Attilah Fakir, and *Une Difficile fin de moi* (A Difficult end of me) and show how his writing underscore the concept of immigration as a form of identity. In conscious rap, I will focus on the lyrics of Kery James in two songs, *Lettre à la république* (Letter to the Republic), and *Racailles* (scum), in order to study the various social justice issues tackled in those lyrics. Finally, in cinema, I will show how the film *Indigènes* (Days of Glory), which takes place during WWII, is the epitome of social justice issues that are still prevalent in nowadays France.

Mark MARTINEZ

CSU Bakersfield

American Migrant Stories: Challenges to Managing Migration, Multiculturalism and Border Tensions

Migration and Multiculturalism

With border tensions rising around the world, both migration and multiculturalism are creeping into our domestic politics in a confrontational way. Learning about and managing the challenges posed by new cultures and dispossessed populations have become a critical policy issue around the world. France's relations with North Africans and Muslims from the Middle East, and high-profile border disputes between the United States and Mexico, make understanding historical migration patterns and current challenges more important than ever. Using the power of film to present history and the individual realities of migrants from Mexico and Central America, I am offering to present "American Migrant Stories," which traces the migrant history of Kern County, California in the 20th and 21st centuries. The documentary highlights tragic personal stories in Kern County in real time, while outlining the broader political environment facing migrant communities in America today. The documentary – funded by CSU Bakersfield's Center for Social Justice (which I direct) and co-produced by The Center and Nuevo Vista Media in 2017 – provides insights into the challenges the United States is experiencing with migration, multiculturalism and America's broader democratic experience under President Trump. The power of "American Migrant Stories" (AMS) lies in revealing how the U.S. presidential election in 2016 dramatically changed the political and legal landscape for undocumented families. Using individual stories from Kern County, AMS looks at the history of migration in Kern County – California's largest producer of agriculture products, and one of its most politically conservative counties – to illustrate the difficulties migrant communities throughout the U.S. continue to experience. Against a backdrop of migration history in the U.S. – The Homestead Act, the Okie Migration during the Great Depression, and current migration patterns – Kern County residents and community leaders share their experiences from the 1950s to the present. Especially

noteworthy is how AMS highlights the activities of a team of 27 Kern County attorneys who came together immediately after the 2016 presidential election and launched the Immigration Justice Collaborative (IJC). The IJC provides much-needed legal counsel through free "Touring Legal Clinics" made available to numerous small migrant-dominated farming towns throughout Kern County. The documentary follows the IJC's initial efforts, immediately after the 2016 presidential election, through today's social and political turmoil. The individual stories featured in this documentary are especially noteworthy because they illustrate how newly arrived immigrants face a dramatically changed political landscape today. By focusing on individual realities in real time AMS will help International Faculty Partnership Seminar participants understand the challenges America's undocumented immigrant communities face, while opening our eyes to the resources and tactics required if we're going to champion a better migratory and multicultural future across the globe. Finally, it should be noted that less than a year after premiering at CSU Bakersfield, AMS was awarded the Hollywood International Independent Documentary Award for September, 2018.

Caroline MERCIER

CSU Stanislaus

Theater: Cultural Legacies and Trends Literature, Art and the Humanities

Most people expect the theatre experience to occur in a warm and dim room, reclining comfortably in old velvet seats, waiting for actors to appear on stage and sweep us away in a flurry of petticoats and painted scenery. However, theatre is also an integral part of our everyday life and moreover, sometimes reality can be even more frightening than any theatrical production. This is a new concept for most students taking an introduction class in theatre. In the same way, studying abroad can be scary with many unknowns. Moreover, many students have pre-conceived ideas of what the people they'll meet will be like, and can color the whole experience. Theatre exercises and design research can really help build confidence and create a more accepting perspective towards foreign hosts.

A great difficulty seems to lie in establishing connections between all the various elements of studying abroad so that students have a full experience, similarly to theatre. Keeping family ties alive, make new friends, developing a new culture, eventually creating a complete picture that would echo the lives of students at home. Therefore, using theatre skills and knowledge, combining that with the abroad experience. The fact is that theatre is not only a form of artistic expression, but also a representation of reality not limited to the stage.

Theatre cannot be explained or justified on its own. It needs to be situated and sustained through timeframes and references such as art movements, socio-economic contexts, religious and political beliefs to comprehend its origin as well as where its future lays. For example, when asked to name a playwright, American students will almost unanimously answer Shakespeare, probably not because

they have read his work, but because they have seen Leonardo DiCaprio play Romeo in a more recent movie. In the same fashion, when describing types of characters such as heroes or stock characters, students will reference images of video games. Studying abroad provides a dissociation effect leading to better integration of knowledge. Furthermore, like most subject matters, theatre cannot be simplified into non-cohesive fragments, as the sum of its parts is more than its basic equation. Therefore, it requires a vehicle to navigate to and fro its various elements.

In conclusion, by turning theatre into a vehicle, of communication and culture, students can reach not only a higher learning experience about the world, but they can also become an integral part of the process which they can then appropriate and further and connect to other future life experiences. Theatre makes it possible to establish a connection between fact and story (rather than history) or in this particular case study, fact and culture.

Aliyah MORGENSTERN **Université Sorbonne Nouvelle – Paris 3**

Transmission of Language and Food Practices in French and American Family Dinners **Education and Language**

We provide an overview of the framework (drawn on the language socialization paradigm, Ochs and Shieffelin, 1994), the data collection, the research methods and results of a comparative research project on family dinners in Los Angeles and Paris conducted thanks to a partnership between the University of California in Los Angeles and Sorbonne Nouvelle University. Mealtimes constitute universal occasions for members to feed and eat, share experiences, construct knowledge and express perspectives about the world around them (Ochs & Shohet 2006). These are done primarily through communicative practices that characterize meals. Based on a number of studies that reveal different approaches to dinner as a shared family activity according to the family's cultural environment, this project involved a cross-cultural examination and explored children's socialization into local ideologies and practices by analyzing parent-child interaction that promotes particular ways of being a member of a family and participating in family activities. We examined talk and practices around the dinner table of 16 French and US dinners in 8 families. Our research illustrates how the examination of family everyday practices, such as eating specific foods and using specific discourse practices makes evident local values, beliefs, norms and expectations regarding raising a child into a competent adult.

Michael PALMER **Université Sorbonne Nouvelle – Paris 3**

International news agencies: the flow of news, 1830s-2010s

Media, Democracy and Representation

The study of the international flow of news often highlights the role of major quality daily newspapers – the US *New York Times*, France's *Le Monde* and *Le Temps*, The UK's *The Times*, for example.

Such papers, and thousands of others, depended also on

international news agencies, based in the West: Britain's (until 2007-8) Reuters, France's Havas and AFP, the US AP and (until 1982) UPI. These INAs (international news agencies) produce millions of words (or 'copy'), pictures ('pix') – both still photos and moving images (news-film, video...) – infographics, and sound... For decades, they were 'unsung-heroes', relatively discreet.

In the past sixty years, the company archives of Reuters (RTR), Havas and AFP, and AP have been classified and gradually become accessible to researchers. They comprise, in some instances, both the news 'product' and news-editorial, administrative and technical material, including relations with 'clients' – governments, businesses, the media, etc.

In the on-line age, INAs are forever reinventing themselves.

This presentation takes a long overview, starting in the 1830s and raising questions about the international flow of news in the 2010s

Delphine PLACIDI-FROT **Université Paris-Sud (Université Paris- Saclay)**

(Re)negotiating the Versailles Peace Treaty 100 Years Later: a Pedagogical Outlook on a Transnational Simulation Exercise

Franco-American Relations

Simulated negotiation exercises have been widely practiced within Anglo-Saxon universities – either in Business Schools or Faculties of Law & Political Science – for at least three decades. In France, they are usually organized among Political Sciences Institutes (Instituts d'Etudes Politiques, also known as Sciences Po) and Business Schools, and mainly use Model United Nations (MUN) frameworks. It was thus quite a challenge to organize a simulated negotiation for Law students at Université Paris-Sud, all the more as the topic chosen was neither a contemporary case (ex : drafting a UN Security Council resolution or an international convention) or a fictional one (ex : ending a war between imaginary countries), but the renegotiation of a historical

treaty, 100 years later: the Versailles Peace Treaty, which ended World War I in 1919.

The first scientific interest relied in the historical immersion provided by the topic, which was both thrilling and puzzling to students unfamiliar with such historical and uchronial role-play. Participants also had to work hard on the geopolitical, economic and psychological backgrounds of the case study. The exercise thus implied to mobilize multidisciplinary competencies. The involvement of colleagues in Political Science, Law and History was essential, as well as the participation of students coming from various backgrounds.

The major historiographical renewal concerning the understandings of World War I and of the Peace negotiations (including the Treaties of Versailles, Sèvres, Trianon and Saint-Germain), fostered by the opening of archives and the celebration of the 100th anniversary of the Treaty, was also a tremendous opportunity for students to discover new interpretative trends such as the postcolonial, the gender or the aesthetic turns.

On a more practical scale, the organization of the simulation took place on a truly transnational scale, as it involved around 45 students from the Faculty of Law and 15 international students (coming from various partner universities within exchange programs, as well as 2 delegations from Catholic University of Louvain (UCL, Belgium) and University Babes-Bolyai in Romania). It thus developed students' – and supervisors' – communication and interpersonal skills (rhetoric, team building, time constraint, multilingualism – although English soon became the working language). It also implied a long-term and day-to-day cooperation between various services, both within the Faculty (Library Research Center, International Relations Office, Communication & Culture Service) and abroad, and was a starting point for new formalized partnerships between Université Paris-Sud, Catholic University of Louvain and University Babes-Bolyai. This successful exercise shall thus be improved and enlarged to other new partners next year (Germany, Hungary, Sweden), among which some US universities would be very welcome due to the major role of the US delegation during the negotiations in 1919.

Anastasia SMIRNOVA

San Francisco State

Media, Political and Linguistic Identities in an Ethnic Conflict

Media, Democracy and Representation

Language is a powerful marker for social discrimination. In multicultural and multilingual communities it is often associated with stereotypes and prejudices against various social groups. In this paper we provide a novel perspective on language-based social discrimination by contrasting the role of one's own language with the role of one's political views. The common wisdom suggests that when language becomes a part of an intergroup conflict, it also delineates ingroup/outgroup boundaries. People like more those who speak the same language. However, language can also be

associated with a particular political position, as in the cases where the political rivalry is over the secession of a region (cf. the recent events in Catalonia and Ukraine). Therefore, it is also possible that language-based social discrimination is driven by political preferences, where people favors those who speak the language associated with their political views. To address the question about the role of language and political identity in forming stereotypes, we conducted two experiments in Ukraine, where pro-government forces have been battling with pro-Russian separatists since 2014. In Study 1, we collected data from 130 participants. Each participant read three short news stories on a neutral topic. The order of the stories and the language of the story (Ukrainian or Russian) was randomly selected and was counterbalanced across participants. After each story, we measured the social evaluations of the hypothetical journalist who had written the text: how intelligent, trustworthy and likable was the writer. Next, we asked questions about linguistic and political identities. The linguistic identity question asked the participants to indicate what language they prefer to speak in everyday life (Ukrainian or Russian). The political identity section asked four questions about the events in 2014: the annexation of Crimea by Russia, the activities of the separatists in Donetsk and Luhansk, the activities of the Ukrainian army and the activities of the Russian army. The analysis of the results showed that political preferences might lead to stronger language-based social discrimination than one's own linguistic preferences. For example, speakers of Russian who are politically pro-Ukrainian might like the speakers of Ukrainian more than they might like the speakers of Russian. In Study 2 we maintained the same experimental design but used audio recordings as stimuli, and different participants. The results from Study 2, based on the answers of 128 participants, confirmed the findings from Study 1. Our study contributes to a better understanding of the role of language in multilingual societies. Our results are novel and surprising in that the only predictor of the language-based social discrimination in our study was the political view of the participants, and not their language. Our findings suggest that intergroup conflicts that appear to be centered around a "natural" divide such as language can still be driven by political mobilization. Given the stable increase of the number of active ethnic conflicts, our results, in addition to their theoretical significance, are directly relevant to policy making and conflict resolution.

Joanne SOPT

San Francisco State

Lessons on Diversity from Generation Z: Applications for Dialogic Accounting

Media, Democracy and Representation

The subject of ideology and accounting in the accounting literature has been a subject of interest over several decades. While many argue that accounting is neutral, a tradition exists in the accounting literature to highlight its ideological elements (Hunt & Hogler, 1990; Maumikel, 2013). Dialogic accounting has recently attempted to incorporate

that viewpoint more centrally into the subject of accounting with the goal of moving the process of accounting to be more democratic. Its first principle is to recognize multiple ideological orientations (Brown, 2009) which captures different “values, perspectives, and assumptions;” (p. 324). While many definitions of ideology exist in the literature, this study will focus on the understanding of ideology as a “coordinated and integrated set of ideas and beliefs and a more or less coherent conception view of nature and structure of the socioeconomic world” (Samuels, 1977, p. 40 as cited in Merino & Mayper, 2001). In other words, ideology is a set of ideas, beliefs, and perspectives. Brown (2009) anticipates difficulties with dialogic accounting since it would require more resources, some individuals lack the reflexivity needed to recognize their own ideological bias, and the process potentially would lead to relativism. Another principle of dialogic accounting is the need to have effective participatory processes. With multiple ideologies interacting even more difficulties present themselves such as the uncertainty regarding how to engage with differences (Brown & Dillard, 2013). There is a risk that the communication channels will break down from a lack of dialogue or individuals not being listened to (McKinstry, 2007; Malmlose, 2015). Even though risks exist, engaging with a diversity of ideologies has its benefits as highlighted by another principle of dialogic accounting which is better recognizing one’s own assumptions during the process (Brown, 2009). It also may be needed to provide some answers to wicked problems that are characterized as being highly complex (Rayner, 2006). Since Brown (2009), the academic community has responded with more theoretical and empirical contributions to the project, but more work is needed to make its principles more practical. As a whole, the project can be viewed as utopian (Dillard & Vinnari, 2017) so more insights into how its principles may be applied are needed. This project intends to contribute to the literature by asking those who live with diversity more than past generations (Williams, 2015) how they have learned to work with diversity of ideologies for the purpose of providing lessons to the dialogic accounting project.

Sofia STRATILAKI

Université Sorbonne Nouvelle – Paris 3

Dynamics conceptions of immigrant children in the multilingual environment of Luxembourg

Migration and Multiculturalism

Contemporary education systems, particularly in European societies, are characterised by different forms of plurality: plurality of cultural references, in terms of values and principles, languages and visions of multilingualism. In this presentation, we argue that these different forms of plurality are important in many respects for teachers and learners in the multilingual environment of Luxembourg, as both social actors have a complex experience of language forms and uses. Even if this experience naturally differs from one social actor to another, we try to gain a more comprehensive

understanding of the perceptions of plurilingual and intercultural competence, professional identity and teaching practices of a group of pupils and teachers. The plurilingual speaker is comprehended as a social actor, whose resources constitute linguistic, symbolic and cultural capital, and take different values in different contexts. Influential concepts will be discussed in terms of their significance for a reorientation of multilingual education.

Kristin VAN GAASBECK CSU Sacramento

Changes in the Global Marketplace: Recent Developments

Evolving Marketplace

An understanding of the global marketplace today requires an appreciation for cultural and political changes that have influence business and economic relations across countries. Radical departures from the post-World War II norm of economic support and cooperation have dramatically changed our understanding of the global economy. The commitment to collaboration has been challenged by recent events: the exit of Great Britain from the European Union, the imposition of large tariffs on imports into the United States (U.S.), negotiations surrounding the North American Free Trade Agreement (NAFTA) and the Trans-Pacific Partnership (TPP), and the erection of stronger border controls into Europe and the U.S. The recent changes in trade relations within Europe, and between the U.S. and Europe, are rooted in factors that are both economic and political. This presentation will review geopolitical changes which encouraged economic cooperation within Europe following World War II. We will also consider how recent political changes have influenced the global marketplace looking ahead. We will examine how these changes affected business and trade relations between Europe and the U.S. Also, we consider the tradeoffs associated with economic cooperation between the U.S. and European marketplaces.

Background

For historical context, we will examine how member states within these two regions cooperate (i.e., states in the U.S. and countries in Europe), focusing on the development of currency and trade unions within the U.S. and within Europe. This is important as we have observed that some individual member states of the U.S. and Europe have reached out to collaborate. For example, California has reached out to East Asian countries to cooperate on climate change and resource management issues. According to the literature, policymakers face on complex tradeoffs in the choice of exchange rate regime/currency union and linkages between exchange rates and output through trade and the financial system. Earlier work by Rose (1996) and others, Obstfeld, Shambaugh & Taylor (2005) define a “trilemma” facing policymakers:

1. the desire to have autonomous monetary policy to respond to economic recession,
2. the need to have a stable exchange rate to credibly maintain low inflation and reduce risk for international investors, and
3. the desire to attract foreign direct and foreign portfolio investment by allowing capital mobility.

Only two of these objectives are possible, so the question facing policymakers is: which one will be sacrificed? The states with the U.S. evolved into a currency union, culminating with the adoption of a national currency in 1914. As the recent experience in the Eurozone indicates, even currency unions are not spared from such crises. The changing political environment has challenged policies geared toward expanding trade across countries as well.

Goals

- Improve understanding and appreciation of the importance of cultural, historical, and political factors in shaping the evolving global marketplace.
- Examine how to conduct business in the current geopolitical climate.
- Study methods for integrating coverage of non-economic factors into standard business and economic models in curricula.
- Consider how economic cooperation (trade unions and currency unions) may evolve in near future.

Fabien VAN GEERT

Université Sorbonne Nouvelle – Paris 3

Museums and the representation of multiculturalism

Migration and Multiculturalism

Western national museums have contributed, since their creation in the 19th century, to the formation of a national identity through the display of a common history and heritage. As symbolically and culturally constructed places for the diffusion of values, they participated in the creation of a memory and meanings through a process of selection of material culture. According to this dynamics, since the end of the 20th century, the role of museums has gradually become that of encouraging the acceptance of cultural diversity, as we will see in this presentation. In a context of debates about the recognition of the plural nature of societies as a democratic guarantee, it was considered that these institutions had a major role in building a new multicultural, inclusive and tolerant cultural diversity.

Bertrand VAN RUYMBEKE

Université Paris 8

A Distant Mirror: the American Revolution viewed from France

Franco-American Relations

The 1780s were a key decade for the nascent Franco-American relations. Versailles was heavily involved diplomatically, financially, and militarily on the side of the Patriots. Académies in major cities throughout France also organized prize-winning contests (concours) that touched on a variety of topics such as slavery, the European « discovery » of the New World, the American revolution, and colonization. Memoirs submitted to these contests, along with pamphlets, press articles, travel accounts, compilations of translated State Constitutions, and history books published on the American Revolution, offer a privileged view into the French - and to some extent European- collective reflection on the colonization of the New World occasioned by the birth of the American republic. America served then as a distant mirror where France looked at its past and its possible futures.

Vasoodeven VUDDAMALAY

Université d'Evry Val d'Essonne

Political and Socio-Religious Dimensions of Indian Trading Diasporas: Sindhis/Gujaratis Traders in Mauritius and Tamil Merchants in Paris's Little India

Evolving Marketplace

Merchant sub-groups are part and parcel of a long-term work on ethno-religious and spatial politics within the Indian diasporas. Comparisons are made between groups localised in two different countries as France and Mauritius. Case-studies within socio-political systems should help understand the ongoing globalization of economic activities and specific roles of merchant groups. Research contextualized in the Ceias (*Centre d'études de l'Inde et de l'Asie du sud*) of the Ehess and Cessma (*Centre d'études en sciences sociales sur les mondes africains, américains et asiatiques*) of Paris-Didérot University will be part of our focus. How are merchant diasporas studied in the French system? The Ceias characterized the French approach on Indian diasporas in France and in other parts of the world. The Ceias founded in 1953 in the heat of the Cold War (by Louis Dumont as part of the area-studies policies), some of its researchers and publications will be studied as characteristics of French indianist research. Publications illustrating specific schools of thought will be discussed as part of our work on concepts and research traditions which have recently emerged such as *indianité-créolité*, *hindouisme créole* in the Mascarene and Caribbean islands. C. Markovits with his work on the Sindhis has been the key French researcher on these merchant groups. The network,

Mondes insulaires de l'océan Indien: Madagascar, Mascareignes, Seychelles, will be one the focus groups where surveys will be carried out. Our past work on immigrant *ethnic business* (as part of French traditional migration research of the 1980s -1990s) has included Tamil small traders of La Chapelle in the 10th and 18th districts of North-East Paris. The work of Abner Cohen, Curtin, Trivellato, Halevi who have dealt with merchant groups within a *longue durée* framework will also be referred to.