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07076-1
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Dr. Bill Fischer
FL 508
April 17, 2008
Rewrite

Politics in France / the United States

Language: French	Standards:
Unit Cultural Theme or Academic Content Area: Politics/Government, Social Studies, Political History (in the expanded unit/course)	Communication: <input checked="" type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3
Target Audience: High School/College Students	Cultures: <input checked="" type="checkbox"/> 2.1 <input type="checkbox"/> 2.2
Proficiency Level: Intermediate High and above	Connections: <input checked="" type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2
	Comparisons: <input type="checkbox"/> 4.1 <input checked="" type="checkbox"/> 4.2
	Communities: <input checked="" type="checkbox"/> 5.1 <input type="checkbox"/> 5.2

Unit Timeframe:

Three-week long unit.

Main idea:

This three-week long CBI unit would be based on the theme of Politics and Government. The students would discover—through both outside research and in-class activities—some of the main values and common hot topics in the target culture's government, and the process of electing the president. Through a series of activities they would compare this system to their own, and profile certain politicians and their main pundits. The unit would culminate in a final activity of a class presidential election, where the students would prepare several key issues for discussion, and create an identity for themselves based on these issues. The class as a whole would vote on two or three candidates, and a town hall debate would be held wherein the candidates would answer audience questions about key classroom issues. The class would then discuss these various candidates and their merits, and “elect” their ideal leader.

What would go into the “box”: newspaper articles; footage of debates/political events in TC; a list of resources for research (including online resources, newspapers, etc.); lesson plans; photos of current French/American presidents; campaign realia from France (posters, buttons, French voting ballots?)

Student outcomes: To explore the area of politics, develop knowledge of certain key vocabulary/grammar, and also learn to discuss the topic of politics/government in the TL. The broader goal would be to improve the students' knowledge not only of their own society and government, but to compare/contrast this with the target culture's system. Students would—through carefully planned and scaffolded activities, improve their ability to support and defend opinions in the TL (targeting ACTFL level

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Advanced/Superior), and to improve their use of more advanced vocabulary and grammatical structures (such as the conditional mood).

Assessment plan:

Students would be assessed in several ways:

Reading/Writing assessment:

- **Graded assignment #1:** Week 1

 - Guided Research Handout

This would consist of a 1-2 page handout essentially leading students through the process of finding out certain key information in preparation for the unit, introducing them to main research sources. They would also be required to search for particular information to complete the handout, including finding the main political parties in France and the U.S., current presidents, and identifying some of the major issues of the last elections of both countries.

- **Graded assignment #2:** Beginning of Week 2

 - Historical Candidate Profile

In this profile, the students would write the pertinent information they were able to find about their candidate's political views and their stance on major issues.

- **Graded assignment #3a:** Beginning of Week 3

 - Student Election Profile: Class President

Each student would prepare a short, 1 page summary of their candidate profile for class president. They would include their particular ideas for improving the classroom, using imperfect/conditional constructions (ex: *si j'étais élu(e), j'achèterais un nouveau livre pour la classe!*). This activity could be used as a "primary" for the town hall debate, having the students read each other's profiles and vote on who they would like to present as their main candidates for the election.

- **Graded assignment #3b:** Beginning of Week 3

 - Student Election Profile: Mock French Candidate

Each student would prepare a short, 1 page summary of their imaginary identity, representing either a real or a fictitious French politician. They would include in this profile their particular ideas regarding French political policy, using imperfect/conditional constructions (ex: *si j'étais élu(e), je défendrais les immigrants d'entrer en France.*). This activity could be used as a "primary", having the students read each other's profiles and vote on who they would like to represent their party in the Town Hall debate.

- **Unit Assessment Activity:** End of Week 3

 - Student Assessment Survey

The students would have a short writing activity at the end of the unit where they demonstrate the knowledge they have acquired about their

own system of government/politics, and compare this with what they have learned about the TC. They would also include a short reflection on how the unit helped (or hindered) them in better understanding both cultures.

Oral assessment:

- **Daily classroom participation**
- **Participation in student town hall debate:** Week 3

After preparing political profiles, the class will vote on the two or three students they would like to see in the town hall debate (this would be done at the end of week 2). The entire class would participate in a town hall debate, where the audience poses the questions and the candidates must explain/discuss/defend their particular stance on each issue.

Weekly outline for CBI Politics Class

Week 1: Basic introduction to main political parties and key issues in both the U.S. and France

Students will discuss the basic political parties/issues in their own culture, and through a series of activities including a guided research handout and readings from several newspapers (in English and/or French) make comparisons between their own system or political "hot topics" and those of the target culture. They would be introduced to the key vocabulary of these issues, and encouraged to use this vocabulary in both classroom discussion and writing activities. They will also discuss several past political events, including the 2007 French presidential elections (to familiarize them with the current issues of importance in France), one or several articles on the CPE demonstrations of 2005/2006, etc.

Week 2: Elections/Presidents

In this second week of the unit, students would explore political figures past and present, and what made them particularly successful/unsuccessful in their campaigns. Each student will prepare and present a short profile of a political leader, and the class will discuss how this figure's stance on certain issues or affiliations (covered in week 1) may have contributed to or hindered their success.

Example of activity from Week 2:

20 minutes: Presentation of current political figures

Show students a photo of current U.S. president—launch discussion (10 min) about this person's main platform, and what may have helped/hindered them in being elected. Show photo of current French president, and repeat process above (10 min)

Week 3: Town Hall Debate

In this third week, the students' prior research will culminate in one of two ways:

A) Students will use what they have learned about political issues and elections to hold their own class elections. Students will decide what main issues are important to their classroom, write their own campaign profiles, and decide on 2 or 3 candidates for the election. The final class will include a town hall debate where the class will ask questions of each of the candidates, and then vote on who they wish to become president of their classroom.

B) As above, students will participate in a mock debate/election, but rather than a class president, students will instead be running for "President of France". The class will be divided into two or three political parties, and each student will use what they have learned about politics and social issues to create a political identity that they feel best represents their party. Each group will nominate their leader, and a Town Hall debate (as described above) will be held in the final class, followed by an election.

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Lesson Plan for CBI Activity: Politics in France / the United States

10 minute warm-up

ON BOARD: Divide board in three sections, using the K. W. L. system (L to be completed the following day, after they finish a guided research homework assignment). Begin with:

K—what do students already know?

“What do you know about your own political system? What are the political parties? What are the main issues that are most discussed during elections? “

W—what sorts of things would students like to know?

Ask students what they would find important to know about the French system (or their own), to make an informed decision as a voter. This list will hopefully correspond to what they will be learning throughout the unit.

ACTIVITY FOR NEXT LESSON:

10 minutes: Review of last class, including the K/W lists they created

15 minutes: Discussion of homework assignment

L—what have they learned?

“What sorts of things did you find out in the homework (Guided Research Handout)? What are France’s main political parties? What are these parties’ main issues? How does this system compare to ours?” Also, if there are any students from other backgrounds, ask if they know anything about their own systems.

10 minutes: the issues (vocabulary list)

“What are the main issues that are most discussed during US elections?”

(Generate list of topics on the board):

“How do these compare with the issues of importance in France?”

(generate a second list on the board, next to this original list)

Law enforcement, immigration (HOT TOPIC!!!), religion, unemployment/labor (they will be reading an article about this tonight), international relations, European relations, environment, housing, health, taxes

5 Minutes: 2007 Elections in France

“Did any of you watch the French elections in 2007? Were you studying French back then? For those of you who did watch the elections, who were the main candidates?”

Nicolas Sarkozy and Ségolène Royal

“Does anyone know anything about these candidates?”

15 minutes: group discussions

“We will go into more detail on these politicians next week, but for now let’s focus on the issues that were brought up. In groups, each of you will look at two of the main topics during the 2007 election, and summarize this information for rest the class.”

Divide class into 7 groups, each with two topics to look at. They will have a reading about these different issues (in French, if I can find it) as they relate to the 2007 elections. If I cannot locate a translation, groups will make themselves notes in French.

20 minutes: group reporting (to be continued in the next lesson)

Each group will report on their issues, and we will create a list of Sarko vs. Royal.

Lesson Plan for CBI Activity: Politics in France / the United States
ON BOARD: Divide board in three sections, using the L, W, L system (L to be completed the following day, after they finish a guided research assignment).
Begin with:
K—what do students already know?
"W—what do you know about your own political system? What are the political parties?
What are the main issues that we most discussed during elections?"
W—what sorts of things would students like to know?
Ask students what they would find important to know about the French system (or their own), to make an informed decision as a voter. This list will hopefully correspond to what they will be learning throughout the unit.

ACTIVITY FOR NEXT LESSON:

10 minutes: Review of last class, including the KW lists they created
15 minutes: Discussion of homework assignment
L—what have they learned?
"W—what sorts of things did you find out in the homework (Guided Research Handout)? What are France's main political parties? What are these parties' main issues? How does this system compare to ours? Also, if there are any students from other backgrounds, ask if they know anything about their own systems.

10 minutes: the issues (vocabulary list)
"W—what are the main issues that we most discussed during US elections?"
(Generate list of topics on the board)
"How do these compare with the issues of importance in France?"
(generate a second list on the board, next to the original list)
Law enforcement, immigration (HOT TOPICS), religion, unemployment (they will be reading an article about this tonight), international relations, European relations, environment, housing, health, taxes

5 minutes: 2007 Elections in France
"Did any of you watch the French elections in 2007? Were you analyzing French back then? For those of you who did watch the elections, who was the main candidate?"
Nicolas Sarkozy and Ségolène Royal
"Does anyone know anything about their candidates?"

15 minutes: group discussions
"We will go into more detail on these politicians next week, but for now let's focus on the issues that were brought up. In groups, each of you will look at two of the main topics during the 2007 election, and summarize this information for rest the class."
Divide class into 7 groups, each with two topics to look at. They will have a reading about these different issues (in French, if I can find it) as they relate to the 2007 elections. If I cannot locate a translation, groups will make themselves notes in French.

FOR CBI UNIT, GROUP DISCUSSIONS

Officially proposed policies

• **Europe**

- *Ségolène Royal* (Socialist Party) proposed a referendum on a new European treaty for 2009. She declared she would request guarantees on the social policies followed by the European Union, in particular by reaching an agreement with German chancellor Angela Merkel on the controversial role of the European Central Bank — contrary to the U.S Federal Reserve, the ECB has an *exclusive role* to counter inflation. Royal stated she would negotiate with European partners in order to include economic growth and employment as aims within the ECB's policies.
- *Nicolas Sarkozy* (Union for a Popular Movement) proposed a simplified European treaty which would be ratified by the French Parliament instead of being submitted to a referendum. He also declared himself against the rule of unanimity in European decisions and opposed the accession of Turkey to the European Union.^[39] Furthermore, he said he would argue in favour of revaluing the euro, increasing the European defence budget and creating a European Foreign Affairs Minister.^[40]

• **International policies**

- *Royal* proposed a new EU-led peace proposal in the Middle East.^[41] She also declared herself in favour of a nuclear deterrent power, increased European cooperation on military matters, relaunching the Euro-Mediterranean cooperation (see Barcelona Conference) and promoting generic drugs in developing countries.^[37]
- *Sarkozy* pledged to maintain the Defence Budget at its current level; develop new weapons; create a national security council, which would respond to the President of the Republic; launch a reflection on nuclear deterrence; limit French military presence in Africa; maintain a firm policy concerning the Iranian nuclear programme, enacted in the frame of the United Nations.^[40]

• **Economic and social policies**

- *Royal* promised a SMIC (minimum wage) of 1,500 euros per month and 90% of salary for year after losing job.^[41] She declared herself for the repeal of the CNE employment contract.^[37] She declared herself for the reimbursement of public aid to companies who offshored themselves, and would not support with public money firms that implement downsizing plans.^[37]
- *Sarkozy* proposed to the contrary to adapt the 35-hour workweek previously established by PS minister Martine Aubry during Lionel Jospin's government by promoting overtime work.

• **Energy and environment**

- *Royal* stated she would cut dependency on nuclear technology and that France would reach 20% of renewable energies before 2020.^[41] She also said she would create a public pole of energy around EDF and GDF (this

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diametrically opposes the merger of Suez and GDF announced in 2006 by the government of Dominique de Villepin, which involved a privatisation).^[37]

- *Sarkozy* said he would develop nuclear technologies and increase the tax on pollution.^[41] He also said he would promote international law on environment.^[40]

- **Unemployment**

- *Royal* promised that no youth will stay unemployed for more than six months without receiving a publicly-supported job or training.^[37] She also said she would create zero interest loans to youth.^[37]

- **Health**

- *Royal* said she would emphasise occupational health and safety; sanction physicians who refuse CMU patients; re-establish free medicine for illegal aliens;^[37] create a plan of research on rare diseases; grant a weekly free medical consultation for those 16-25 years old; free contraceptives for women under 25.^[37]

- **Housing**

- *Royal* declared herself for a construction project of 120,000 council homes a year to cut the "housing crisis" as well as a private rent cap and life-long guarantee of housing (in the continuation of the debate on the *droit au logement*, right to housing, on the model of Scotland's 2003 Homelessness Act). She said she would simplify procedures for evicting people who were deliberately not paying their rent; and would facilitate the purchase of council housing by people who have rented it for 15 years.^[37]
- *Sarkozy* promised to provide assistance for those who want to buy their council homes and to eradicate homelessness within two years.^[41]

- **Immigration**

- *Royal* declared herself in favour of granting residency papers (i.e. of regularisation of the status of illegal aliens) if they have a work permit and reside in France for a sufficient time.^[41]
- *Sarkozy* promised to cut immigration flux and favour "chosen immigration" (i.e. "qualified immigration").^[41]

- **Taxes**

- *Royal* said she would not increase general taxation, would lighten burden on employment-creative firms and "consolidate" the 35-hour week, a goal which would pass by decreasing its negative effects.^{[41][37]} She said she would modulate tax on companies depending on if they use it for re-investment or to redistribute the profits to the shareholders.^[37] She also declared she would simplify the procedures to create new firms and better social protection for employers.^[37]
- *Sarkozy* promised to cut taxes by four percent, increase the exemption for inheritance tax to 95% and grant a "right to work for more than 35 hours."^[41]

- **Law and order**

- *Royal* said she would force young offenders to military-like education.^[41] She promised to double the budget of the Minister of Justice, strengthen

security on public transport, promote a law against domestic violence, reinforce judicial aid processes and create an independent organ of surveillance of the state of prisons.^[37]

- *Sarkozy* declared himself in favour of minimum terms for reoffenders and tougher sentences on juvenile offenders.^[41]

• **Culture and Media**

- *Royal* promised to support the tertiary sector of culture. She also pledged to take measures against concentration of media ownership and tax private TV companies (TF1, M6, etc.) to support public companies (France Télévisions, Arte TV etc.).^[37]

- *Sarkozy* promised free entry to national museums; to increase the budget of the Minister of Culture; to remove blocks to private patronage of the arts; to force public TV to increase the amount of cultural shows; to support the *droit d'auteur* (authors' rights — French version of copyright — see also DADVSI); and to support free software.^[40]

• **Research**

- *Royal* said she would increase the research budget by 10% and increase the budget for universities to the extent that, within five years, it would reach the average of OECD countries.^[37]

- *Sarkozy* said he would increase by 40% the budget dedicated to research by 2012.^[40]

• **Budget**

- *Royal* said a 2.5% expected economic growth would finance her promises.^[41]

- *Sarkozy* gave assurances he would cut civil service costs, which account for 45% of the budget.^[41]

• **Institutional reforms**

- *Royal* said she would grant the right of foreigners to vote in local elections.^[37] She would repeal the veto of the Senate in constitutional matters.^[37] She declared herself in favour of the addition of a *laïcité* charter (secular charter) to the Constitution.^[37]

- *Sarkozy* said he would establish minimum service in the public administration (thus restricting right of strike); cut unneeded government bodies; increase the productivity of the public administration; insure state expenses by taxes only; limit the Presidency to two terms; organise the responsibility of the President before the Parliament; limit the number of ministers to 15; non-replacement of one civil servant out of two which retires and increase of wages and training in the public administration.^[40]

SAMPLE RESEARCH FOR CBI COURSE GUIDED RESEARCH HANDOUT:

Political parties and leaders in Metropolitan France

(From Wikipedia: http://en.wikipedia.org/wiki/List_of_political_parties_in_France)

Nationwide parties

Name in English	Name	Acronym	Leader or Chairman	Remarks	Political Position
<u>Left-wing</u>					
<u>Socialist Party</u>	<i>Parti Socialiste</i>	PS	<u>François Hollande</u>	major	social democracy, socialism
<u>Greens</u>					
<u>The Greens</u>	<i>Les Verts</i>	VEC	<u>Cécile Duflot</u>	major French green-ecologist party of the left	green politics, social democracy
<u>Centrists</u>					
<u>Democratic Movement</u>	<i>Mouvement Démocrate</i>	MoDem	<u>François Bayrou</u>	major, former UDF created by Bayrou after his relative success in the 2007 presidential ballot to contest the <u>legislative election</u> of June 2007	social liberalism, liberalism, centrism
<u>New Center</u>	<i>Nouveau Centre</i>	PSLE or NC	<u>Hervé Morin</u>	major; formed by 80% of former UDF assembly members in May 2007 following the creation of the independent Democratic Movement. These assembly members wished	liberalism, Christian democracy

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				to remain in the presidential majority with <u>UMP</u>	
<u>Right-wing</u>					
<u>Union for a Popular Movement</u>	Union pour un Mouvement Populaire	UMP	<u>Patric Devedjian</u> (acting)	major; As of 2007, the president (<u>Nicolas Sarkozy</u>), the prime minister (<u>François Fillon</u>) and the speakers of both houses of parliament are from UMP.	conservatism, liberal-conservatism, also libertarianism and nationalism
<u>Far-right</u>					
<u>National Front</u>	<i>Front National</i>	FN	<u>Jean-Marie Le Pen</u>	major; personalist	strong law enforcement, anti-immigration, eurosceptic
<u>National Republican Movement</u>	<i>Mouvement National Républicain</i>	MNR	<u>Bruno Mégret</u>	minor, personalist. Split off the National Front	strong law enforcement, anti-immigration, eurosceptic

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SAMPLE ARTICLE TO BE READ OUTSIDE OF CLASS FOR CBI COURSE:

France: Political issues in the fight against the government's "First Job Contract"

*Statement of the World Socialist Web Site editorial board
18 March 2006*

The following statement will be distributed at mass demonstrations being held Saturday, March 18, in Paris and other cities across France. It is also posted as a PDF file. We urge readers and supporters of the WSWS to download the leaflet and distribute it at the demonstrations as well as at schools, universities and work locations.

The struggle of youth and workers in France against the Gaullist government's CPE (First Job Contract) demonstrates the growing opposition among youth and workers across Europe to the assault on jobs, wages and working conditions. The issue at stake goes to the heart of the problems facing working people throughout Europe and internationally. In the name of making business competitive, governments are pitting young workers against older workers, immigrants against the native born, low-paid workers in the East against those in the West.

According to the perverse logic of Prime Minister Villepin, in order to create employment for young workers the bosses must be given a free hand to sack them. This is just another way of saying: Accept having your working conditions driven back to Zola's times, or reconcile yourself to permanent unemployment!

The CPE robs workers 26 and younger of any legal protection. But as far as the big business organization Medef is concerned, it does not go far enough. Medef's president wants a CPE-style contract for all workers. This only confirms that the CPE will set a precedent for similar attacks on the workforce as a whole.

The wave of student strikes and occupations, actively supported by broad sections of workers, brings together youth and working people of all nationalities, religions and races. This shows the potential for defeating the ruling elite's efforts to whip up anti-immigrant prejudice by uniting working people across Europe and internationally in a common struggle to defend social conditions and democratic rights, and oppose war.

In fighting this attack by the government of President Chirac and Prime Minister Villepin, workers and youth in France are giving a lead to their brothers and sisters around the world. However, as bitter experience has proven—from the mass strikes of 1968 and 1995 to the demonstrations and walkouts of the past two years—protest by itself will not defeat the corporate/government assault on the working class. The defense of living standards and democratic rights requires a political perspective that can unite

workers internationally in a common struggle against the profit system that is the source of these attacks.

The conscious and declared aim of the current mobilisation must be not simply to pressure or shift the government, but to force it to resign. But this raises the question: With what should the Gaullist government be replaced?

Once again, bitter experience—from Mitterrand to the Plural Left government of Jospin—demonstrates that replacing the Gaullists with governments of the Socialist Party and Communist Party is not the answer. These parties will betray in the future as they have in the past, because in the end they are opposed to a revolutionary struggle against the profit system.

Villepin has made clear that the government has no intention of giving way. He sent the CRS riot police to break the occupation of the Sorbonne and the Collège de France, and in his interview with TF1 on Sunday he emphasized his determination to impose the CPE.

He has the support of the entire political establishment and international big business. As far as the French and European bourgeoisie are concerned, the only way to succeed against their longstanding economic rivals in the US and Japan and the rising threat from China and India is by gutting the living conditions and intensifying the exploitation of the European working class. All over Europe governments are imposing the same type of "labour market reforms."

This universal assault on workers' living standards and democratic rights is inseparably linked to the turn by the ruling elites of America and Europe to imperialist war and neo-colonial aggression. Three years after the US-British invasion of Iraq, the German Social Democrats and Greens are exposed as secret collaborators in this war crime, even as they were publicly denouncing the war, and Chirac has dropped all pretence of opposition to imperialist war, joining Washington's provocations and threats against Iran and threatening to unleash France's nuclear weapons.

It is impossible to oppose the attacks at home without opposing the illegal and criminal actions being carried out abroad. It is necessary to raise the demand for the immediate and unconditional withdrawal of all US, British and other foreign troops from Iraq and Afghanistan and to denounce the preparations for military aggression against Iran.

In the fight against the CPE, no confidence should be placed in the trade unions or the so-called left parties. Despite Villepin's pledge to enforce the CPE, the union confederations have all accepted his invitation to discuss youth employment with the employers and government ministers. Once again, as with the struggle against the pension and education "reforms," the unions are offering their services to the French ruling elite to isolate the youth and stifle their struggle.

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The Socialist Party and the Communist Party have for nearly a quarter century played critical roles in helping impose austerity measures demanded by big business, first under Mitterrand and then under Jospin. They initiated many of the cheap-labour schemes that opened the way to the CPE.

Another government of the official left would play a no less treacherous role. Despite their criticisms of "neo-liberalism," these parties are wedded to a nationalist and reformist perspective that leads inescapably to capitulation before the demands of the ruling elite.

They criticise the policies of the government from the standpoint of a return to the nationally based reformist policies of the 1960s and 1970s. In the era of globalisation, this is an illusion that they themselves must abandon the moment they assume government responsibility.

The starting point for an effective struggle against the attacks on the working class and youth is the recognition that the source of these attacks is the historic failure of the capitalist system itself. Capitalism is in crisis not just in France, or Europe, or the US, but on a global scale. This is the root cause of the growth of imperialist militarism and the turn to dictatorial forms of rule.

The *World Socialist Web Site*, the Internet publication of the International Committee of the Fourth International, opposes all forms of nationalism, communalism and racial politics, which serve only to aid the ruling class in its strategy of divide and rule. We insist that the only program which articulates the needs of working people in any part of the world is the program of international socialist revolution.

The struggle against the global attack on workers' rights and living standards requires the development of an international mass movement of the working class based on a socialist perspective. Such a movement must unite workers of all nationalities, races and religions and support the right of workers to live and work in any country they choose, with full and equal legal rights. It must indefatigably defend democratic and social rights and oppose imperialist war. It must champion the placing of the major financial, industrial and commercial enterprises under democratic and public ownership, so that economic life is no longer subordinated to the accumulation of corporate profit and personal wealth, but rather is organised on an international and rational basis to eliminate poverty and provide secure employment and decent living standards for all.

The working class of Europe must unite against the capitalist policies of the European Union on the basis of its own program: the Socialist United States of Europe.

We invite youth and workers to read and support the *World Socialist Web Site*. Providing a socialist analysis and orientation on world events on a daily basis, it is a crucial instrument for building an international socialist movement of the working class.