

DEAN'S ADVISORY COMMITTEE  
STUDENT VENTURE GRANT APPLICATION

Please read all instructions and regulations on the reverse side of this sheet prior to the completion of this form. The original plus 6 copies of your proposal are due in the Dean's Office on the 2nd Friday of the Block by 1:00 p.m.

DATE SUBMITTED 13 November 2005

NAME [REDACTED] CLASS Senior WORNER BOX [REDACTED] EXT. \_\_\_\_\_

ID # [REDACTED] HOMETOWN (Not Address) Evergreen, Colorado

NAME \_\_\_\_\_ CLASS \_\_\_\_\_ WORNER BOX \_\_\_\_\_ EXT. \_\_\_\_\_

ID # \_\_\_\_\_ HOMETOWN (Not Address) \_\_\_\_\_

NAME OF ORGANIZATION Colorado College

BRIEF DESCRIPTION OF INTENDED USE OF FUNDS

I would travel to France (Lille, Lyon, Paris and La Creuse) for a month to interview French citizens on their experiences of modernization in the 20<sup>th</sup> century and how they have affected peoples' social status and perceptions of "the past".

PROPOSED DATE/BLOCK OF USE 5<sup>th</sup> Block (Approximately January 16<sup>th</sup> - February 16<sup>th</sup> 2006)

NAME OF FACULTY SPONSOR Susan Ashley

HAVE YOU BEEN THE RECIPIENT OF A PREVIOUS VENTURE GRANT Yes  No

IF SO, WHAT AMOUNT? \_\_\_\_\_ WHEN? \_\_\_\_\_ REPORT SUBMITTED? \_\_\_\_\_

TOTAL AMOUNT OF VENTURE FUNDS NOW REQUESTED \$ 850.00

ARE YOU SEEKING OTHER FUNDING FOR THIS PROPOSAL?  Yes  No

IF YES, WHAT IS THE SOURCE? Colorado College History Department

If this proposal is approved, I understand that it is my responsibility to notify the Dean's Office immediately if I do not pursue my project as proposed to the Dean's Advisory Committee. I further understand that all funds are to be used according to the proposal as submitted and approved by the Dean's Advisory Committee. Any changes to an approved project must be submitted to the Chair of the Committee for approval. Please note: the IRS requires that we report Venture Funds as taxable income.

SIGNATURE [REDACTED] DATE 11/12/05  
\*\*\*\*\*DO NOT WRITE BELOW THIS LINE\*\*\*\*\*

DATE \_\_\_\_\_ ACTION TAKEN \_\_\_\_\_ DATE \_\_\_\_\_

LOCKS TO BE USED \_\_\_\_\_ REPORT SUBMITTED \_\_\_\_\_  
COMMENTS AND SUGGESTIONS: \_\_\_\_\_

Venture Grant Proposal:

I would like to conduct research for my history major Senior Essay on how modernization in France provided tremendous prospects for individual advancement and how peoples' or generations' upward social and intellectual movement has affected their perception of the 20th century and the very forces that gave them their opportunities. I would like to leave for France a week before the start of 5th block and return a month later (approximately January 16-February 16).

I will be interviewing a number of people but my project will focus on my grandfather, Lucien Malterre. His story is unique because unlike most who were affected by modernization he was able to benefit from it, changing his life. He not only witnessed and experienced the changes of time but also of social standing and intellectual growth—giving him the possibility to better analyze and understand his own and the country's progression. Mr. Malterre profited from development which in France was promoted through planned national social systems (such as education) but also through larger, uncontrollable and detrimental geopolitical events, such as the Second World War.

Born in 1915, he was raised on a farm where the way of life had not evolved much for a few centuries (an agrarian economy, little movement or interaction between communities, use of a local dialect and no running water or electricity). His elementary school teacher realized he was a bright student and helped him pass national exams. He continued to move through the ranks of state public education and eventually became an economics professor in a French university. He experienced the war as an officer in a prisoners' camp but after liberation, he moved to Lille and became an engineering and economics professor until retirement. I will compare his story to that of Emilie Carles, a woman who underwent nearly the same course but chose to return home to the countryside after she completed university. I would like to investigate how unique these situations are as these individuals were able to use the effects of modernization. Most of France during the 20th century was reeling from rapid and unprecedented change, which altered the way people perceived the past and the progress brought about by national programs and new technologies. For those who still lived in small villages during the 20th century--many workers had left for the cities during the great "rural exodus" of the late 1800s, before their hometowns underwent modernization--the shock of change was probably greatest and most detrimental. But certain individuals like my grandfather, Emilie Carles and others who I will be interviewing have a unique experience: rising

from a rural setting then partaking in an urban lifestyle, coming from a community and family background of little education and reaching the highest intellectual ranks in the nation. Unlike many others before them in any country or time period, they have seen the most change socially, technologically and temporally (I include the latter although it may seem evident because at present changes which before the 1900s would have taken a few centuries to occur, come to pass at an extremely rapid pace, widening the gap between generations).

The lifestyles these people led as children no longer exist. The peasant class and agricultural means which used to be the fulcrum of French society has mostly disappeared with modernization. The implementation of national public programs (education, infrastructures—water, electricity and transportation) and the two World Wars forged a unified contemporary culture instead. The individuals that are from the “old way of life” and who managed to receive a higher education have a unique understanding of the forces that helped the nation develop and carry the memory of their origins with them. This is because they managed to use factors of modernization for their benefit and were not simply left behind to perish with the dying rural culture. Their histories span classes and the thoughts particular of each social level, making them quite exceptional, which is why I would like to study them further.

#### Methods and Itinerary:

My project is based on oral history, therefore I will be interviewing a number of individuals, please see the attached sample interview questions following the proposal.

Day 1: Arrival in Paris where I would possibly stay for the day because I am seeking to have an interview with Mireille Thuret, secretary for the Limousin senator. Her parents remained farmers their entire lives but she studied law and became a legal secretary which demonstrates generational social mobility.

Days 2-10: Travel to and stay in Lille to my grandfather's house, Lucien Malterre. His evolution of growing up in a rural area, reaching the rank of professor through many stages of education and fighting in WWII represents the transformations brought on by modernization. His reflections on his life, the way in which he portrays it (which events marked him personally and which ones had the greatest affect on present day France according to him) would be quite insightful.

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I would also be reading his memoirs and comparing them to the narrative he would telling me as a student, youth and his granddaughter.

Finally, Lille itself is a good physical example of modernization as it is the third largest urban center in France and was primarily industrial until a few decades ago.

Days 11-15: Travel to the département of La Creuse to visit where my grandfather was raised and interview Lucienne Laurent who was born into a family of métayers (landless workers). She became a housekeeper and nanny for Lucien's children. The interview would focus on her experiences as a child of a very low-class family, her coming to and living in a modern city and how she believes her upbringing shaped her urban experience.

Days 16-21: Travel to Lyon to interview Anne Dumoulin. Her father Henri is Lucien's elder brother who was not raised in the countryside but received an education, became a teacher and then rooted his family in a rural environment. His three daughters became well-educated and were all hired as secretaries. Anne then married Robert Dumoulin who was a wealthy entrepreneur, climbing the social and economic ladder. This is an example of how French public education promoted generational upward mobility.

Days 22-29: Return to Lille, continue interviewing my grandfather and integrating ideas from discussions with other people and my travels. Interview Lucienne Kerguignas whose parents were farmers but, like Lucien became a teacher because her elementary school teachers recognized her talents and pushed her to continue her studies. Her husband was an engineer whose family farmed and were illiterate. He continued his education to escape the draft into the German workforce during WWII.

Day 30: Return to Paris and fly back to Colorado.

#### Background Preparation:

I am a history major, specializing in European affairs and to complement my area of focus I have

taken a few classes that discussed WWII (War & Society since the Renaissance and Morality in War), as well as political science and sociology classes revolving around globalization and the influences of modernization (Introduction to International Political Economy, Global Inequality, and Sociology of Developing Countries). I was born in France and return every year to visit my extended family. This, as well as my fluency in French (both spoken and written), has given me a good understanding of the culture and would allow me to conduct my interviews without using a translator, and enable me to read primary sources.

I am in the process of preparing myself by beginning to read accounts on traditional village life and others' experiences with modernization:

- Gabriel Chevallier's *Clochemerle* (1934) and *Le Cheval d'Orgueil* by Pierre-Jakez Hélias (1975) present different accounts of village life.
- Emilie Carles' autobiography, *La Soupe aux Herbes Sauvages* will play a significant role in my preparation because her account is so similar to my grandfather's. She differs from him in that she returns to her village and then uses her skills to campaign against the construction of a highway through her native valley in order to preserve its culture and serenity. This will help me prepare initial questions and controls such as was moving upwards through social and intellectual classes common or affected by factors such as gender and geographical location?
- *Memory and history: essays on recalling and interpreting experience* by Jaclyn Jeffrey and Glenace Edwall (1994) and *From Memory to History: using oral sources in local historical research* by Barbara Allen and William Lynwood Montell (1981) will help me put together my questions.

Finally, to really learn good interviewing skills I will have a few sessions with Julia Jones-Eddy (from Tutt Library) who specializes in oral history.

Justification for Project:

Research for senior history essays (which are required for the major), are based solely on primary sources, therefore I feel that with my knowledge of the French language and culture it would be invaluable for me to do my research and make my own observations in France. In and of itself, I feel my topic is of interest and

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importance because countries and their populations justify their present states and roles in the world based on cultural ideals which are shaped by their histories. Yet modern societies are developing at such a rapid pace that the connection between people and their historical narratives change quickly and can become more unstable. I believe it is important to gauge how modernization takes place and how it affects peoples' and nations' psyches, their perceptions of their cultural pasts and their country's current state of being. I will be presenting my paper to my peers and history professors on Senior Work History Day, during 8th block.

Expenses:

I am requesting \$850.00 from the Venture Grant Committee as I am estimating that my project will cost between that figure and \$940.00. I am also seeking funds from the history department. I understand that this is an expensive endeavor but I would be very grateful for any assistance the school can give me.

- Food and board: I would not have expenses for these things as I would be staying with family and acquaintances.
- Transportation: Roundtrip Denver – Paris (plane): Prices vary between \$600 and \$670  
Roundtrip Lille – Paris (train): \$50-\$55  
Lille - La Creuse – Lyon - Lille trip (car): \$175.00

Total: \$825.00-\$900.00


Thank you very much for your consideration.

Sample Interview Questions:

Background information: Where and when the interviewee was born and raised, parents'/guardians' occupations, general outline of where they have lived, where they went to school, were they married and do you have children, spouse and childrens' occupations.

Most of my questions are fairly broad as I am relying primarily on peoples' accounts of their lives and then analyzing why they chose to speak about particular events, and try and understand whether there are common experiences and beliefs that arise from their level of education and social class.

1. What was an average day like for you when you lived in the country?
2. How many people lived in your house and community? How often did you see them?
3. What role did everyone play in your household?
4. Who influenced you most as a child?
5. When did you learn French?
6. At what age were you going to finish school?
7. Did your family support you in your education?
8. What did your family expect you to do/become after you had finished school? Did you have the same expectations or hopes?
9. When you were young, did you ever travel to large towns or cities?
10. What impressions did you and your family have about cities?
11. What brought you to the city?
12. Why did you work in the field in which you made your career? Did you have several different jobs throughout your life?
13. Do you feel fortunate to have had the occupation you held?
14. How do you think the French today view work/employment?
15. When did the war (WWII) first affect you personally?
16. How do you now view where you grew up?
17. What were your expectations for your children when they were growing up?
18. Do you think they have more or less opportunities than you did? Due to what?

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19. Presently do you visit with friends and family a lot? If so, how often?
  20. Do you think that farmers and their families today have a lot of opportunities? Why or why not?
  21. Do you think children "come of age" at a different stage in life now than they did when you were young? If so, why do you think that is?
  22. How would you define social progress? How would your parents' have done so?