

AALAC Collaborative Workshop Proposal

Blended Learning Approaches to Teaching Early Modern France in a Liberal Arts Context

May 28, 2014

Designated Workshop Liaison: H el ene Bilis, Assistant Professor, French, Wellesley College (hbilis@wellesley.edu)

AALAC Workshop Co-Organizers:

Jean-Vincent Blanchard, Professor, French, Swarthmore College

David Harrison, Professor, French, Grinnell College

Thomas Parker, Assistant Professor, French, Vassar College

H el ene Visentin, Professor, French, Smith College

Project Description:

As professors of French studies who work in liberal arts colleges, we are well aware that the pedagogy of foreign languages and cultures is currently undergoing a profound shift on American campuses. Courses taught in French, once a core area of study for a liberal arts education, draw lower enrollments as students register instead for languages that they perceive to be more strategic in the geo-political landscape of the twenty-first century. French professors, in particular those whose expertise lies in historically distant periods (pre-nineteenth century), must find new means of attracting students who may be dubious that material from such far-removed times will have much significance and contemporary pertinence to them.

Moreover, in our increasingly global world and in the digital information age, models of knowledge production are being transformed, and new online tools and approaches for engaging with cultural artifacts are developing at a rapid pace. We recognize that online technologies have created new opportunities to generate deep learning outcomes for our students. Furthermore, such models foster collaboration not only among disciplines, but also among cultural institutions and the public sphere. Given the emphasis liberal arts colleges place on pedagogical expertise and on institutional investment in student learning, we are convinced that faculty from these colleges are ideally suited to collaborate in the development of new strategies and tools that will enhance how the pre-modern era is taught in an undergraduate context.

Our proposed workshop has three main goals: 1) Pedagogical: to focus on flipped/blended approaches to teaching early modern France with the aim of enhancing the learning experience of our students through an informed use of new media. 2) Philosophical: to reflect on how best to convey the relevance and importance of the French early modern period to twenty-first-century undergraduates in the liberal arts. That is to say, as new technological trends in teaching emerge, we wish to reflect on how to help students learn most effectively through finding the right balance between technology, archival research, and close reading. If the goal is to teach students to think historically, how can we best foster in them an understanding of the past and a value for languages and cultures seemingly distant from them? 3) Collaborative: to build professional connections through the implementation of shared pedagogical projects across campuses.

We have identified the following questions to guide our meetings:

- What pedagogical opportunities do archival and digital humanities projects, interdisciplinary partnerships and collaborative teaching initiatives offer specifically to students in the liberal arts?
- How can we enhance the student learning experience in early-modern studies through the use of new technologies? What already constituted online materials could we draw on? What does not yet exist that we could put in place?
- How can we incorporate the on-campus resources of liberal arts colleges (museums, rare books collections, humanities centers, internships, etc.) into early-modern coursework most effectively?
- How should we promote student sensitivity to the specificities of time and place? Would a larger emphasis on geographical spaces (the Mediterranean, the Americas, Oceanic Studies) or conceptual categories (Authorship, Sovereignty, Narrative) enable students to gain a broader and clearer picture of the early modern era? What other markers and categories would be helpful in bridging temporal gaps?
- What has our experience on liberal arts campuses, where there are often only one or two French professors of the early modern era, taught us about alternating between our clearly-defined research focus and the necessity of covering large historical swaths of time?

Participants:

Our primary focus will be to seek out faculty from institutions across the AALAC who have experimented with incorporating innovative materials in their teaching to make the study of early-modern France attractive to today's undergraduates. We intend to recruit from various ranks in order to bring together the innovations of younger professors and the experience of established faculty. This combination will allow us to reflect from a variety of perspectives on the changing face of the field. Our goal is that these demonstrations provide specific ideas for faculty to incorporate into the design of their courses and disseminate them to colleagues on their home campuses. We have already identified ten faculty members from different AALAC institutions (Grinnell, Barnard, Swarthmore, Reed, Bryn Mawr, Smith, Vassar, Middlebury, and Wellesley) who would like to participate in this project. Dan Edelstein, Associate Professor of French at Stanford University and Director of Undergraduate Studies, has agreed to join us as a guest speaker. His acclaimed digital humanities project "Mapping the Republic of Letters" represents the sort of innovative and integrative approach undertaken by a research institution that we seek to draw upon, but also to tailor to the resources of our undergraduate institutions.

Workshop schedule:

We plan to organize a workshop in the fall of 2015 to be held at Wellesley College. We would meet for a day and a half, starting on a Friday afternoon with a panel on best practices with presentations by a selection of AALAC participants to foster initial group discussions on innovative approaches to teaching early modern France. Following this panel, participants will attend the presentation by our guest speaker. A full-day workshop will follow on Saturday with presentations by faculty members on potential collaborative endeavors and online activities, group discussion based on pre-assigned

readings, and, in smaller groups, a brainstorming session on the elaboration of a collaborative and innovative pedagogical set of assignments and tools to be shared online.

Workshop Outcomes and Follow-up Activities

Within the first year after the workshop, we plan to create a digital resource as an integral part of the Teaching Resources section of the Society for 17th-Century Studies website. It is our hope that this will become the go-to place for innovative pedagogy in the early modern. The site will draw upon the participants' syllabi, assignments, research, and campus resources to provide a set of models that would be applicable to all courses dealing with the early modern era. We also plan to identify several courses that will be digitally connected between the different campuses on which they are taught, to allow students to share research projects. In subsequent years, we plan to monitor and report back on the use of our digital resource and the learning outcomes attained by the digitally connected courses. Finally, the journal, *Cahiers du dix-septième: An Interdisciplinary Journal* (ISSN: 1040-3647), has already invited our group to publish a series of articles as a contribution to the new teaching section that will appear beginning in Fall 2014.

Estimated Budget (for 15 participants):

Workshop Meeting 1 (Wellesley College)

Travel expenses for 6 @ 300 each	1800
Travel expenses for 5 @ 600 each	3000
Travel expenses for 4 @ 1000 each	4000
Lodging \$150 per person, 1 night, 14 participants	2100
Food , 1 dinner, 1 lunch, 1 end-of-the-day reception	1500
Stipends for 4 organizers @ \$250 each	1000
Expenses for guest speaker	1800*
Workshop materials	100
Logistical, administrative support Wellesley will provide	200
TOTAL	\$15,500

*Including travel and lodging expenses and an honorarium of \$500.

Hélène E. Bilis

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ACADEMIC POSITION

2008-present: Assistant Professor of French, Wellesley College

EDUCATION

Ph.D. **University of California, Berkeley**, French, Spring 2008. Dissertation: *Passing On: Dynastic Succession and the King's Body in French Tragedy, 1637-1749*.
Chair: Prof. Nicholas Paige.

M.A. **University of California, Berkeley**, French Literature, Fall 2002.

B.A. **Rutgers University**, New Brunswick, N.J., Highest honors, French major,
Spanish and Italian minor, Fall 2000.

MONOGRAPH IN PROGRESS:

“Passing Judgment: The Politics and Poetics of Staging Sovereignty in French Tragedy from Hardy to Racine.” (Under Review)

EDITED VOLUME:

L'Eloquence du Silence: Dramaturgie du non-dit sur la scène théâtrale des 17^e et 18^e siècles eds. Hélène Bilis and Jennifer Tamas. Paris: EDPS Classiques Garnier, 2014.

PUBLICATIONS

“L'Héritage de la souveraineté dans l'*Œdipe* de Voltaire” in *Voltaire, homme de théâtre, Actes de Colloque Genève-Fernay* eds. Christophe Cave and Martial Poirson (Paris: Classiques Garnier, Forthcoming).

“Solo on Stage: The Single Mother's Solitary Path to Tenure” in *Staging Women's Lives in Academia: Performing Life Stages in Language and Literature Workplaces* eds. Nan Bauer-Maglin and Michelle Massé (Forthcoming, SUNY Press).

“The Silence of Subjects: Tragedy and the Refusal to Speak in Tristan's *La Mort de Sénèque*.” *L'Eloquence du Silence : Dramaturgie du non-dit sur la scène théâtrale des 17^e et 18^e siècles* eds. Hélène Bilis and Jennifer Tamas. Classiques Garnier, 2014.

“Voir la Sorcière de Colchis d'un nouvel œil ou comment rendre visible la dignité.” *Littératures Classiques* 83 (winter) 2013.

“Corneille’s *Cinna*, Clemency, and the Implausible Decision.” *The Modern Language Review* Volume 108, Number 1, January 2013: 68-89.

“Poétique tragique et pensée politique: mise en scène de la souveraineté dans l’*Œdipe* de Voltaire.” *Symposium* Volume 64, Issue 4, October 2010: 258-274

“Corneille and the Politics of Seventeenth-Century Succession.” *MLN Volume 125, Number 4, September 2010 (French Issue): 873-894.*

“Tragic Succession in Racine’s *Mithridate* and *Phèdre*.” *Fortune and Fatality: Performing the Tragic in Early Modern France*, ed. Hosford and Wrightington (Oxford: Oxford Scholars Press, 2008).

AWARDS, GRANTS, and PROFESSIONAL SERVICE

MLA French Seventeenth-Century Division Executive Committee Officer (2012-2017)

Conference Organizer and President: 31st Annual Conference of The Society for Interdisciplinary French Seventeenth-Century Studies, Wellesley College (Nov. 8-10, 2012)

Faculty Fellow for “Teaching with Books and other Text-Technologies: Book History, Book Arts, and Book Studies in the Wellesley Curriculum.”

Madeleine Korbel Albright Institute for Global Affairs, Faculty Fellow (2012)

Wellesley College Faculty Research Grant (2009-2011)

Theodore E. Braun Travel Grant, American Society for Eighteenth-Century Studies (2009)

Educational Research and Development Grant, Wellesley College (2009)

Effectiveness in Teaching Award, UC Berkeley Graduate Division (2006)

Outstanding Graduate Student Instructor Award, UC Berkeley

French Department (2004)

COLLEGIATE SERVICE

Wellesley College Agenda Committee, Group A non-tenured member-elect (2012-2015)

Trustee Committee on Academic Affairs Member, 2012-2013

Wellesley-in-Aix Committee Member, 2012-2013

Associate Director Medieval-Renaissance Program, 2012-13

CURRICULUM VITAE (Abridged): JEAN-VINCENT BLANCHARD, Ph. D.

Swarthmore College, Professor of French Studies

I. EDUCATION AND AWARDS

Programs

1992-1997, Yale University, Ph. D. French Studies
1991-1992, Université de Montréal, M.A. French and Québec studies
1988-1991, Université de Montréal, B.A. French and Québec studies

Other

2003 School for Criticism and Theory at Cornell University (T. Conley's seminar)
1997 Dartmouth College, Institute for French Cultural Studies (Dir: L. D. Kritzman)
1994-1995 École Normale Supérieure, rue d'Ulm, Paris: Pensionnaire étranger

Prizes, Grants, and Fellowships

2004 Fédération canadienne des sciences humaines (FCSH): aide à l'édition savante.
1994 Social Sciences and Humanities Research Council of Canada Doctoral fellowship

II. RESEARCH

INTERESTS

History of rhetoric in early modern France
Late Renaissance and XVIIth-century culture, history, and literature

PUBLICATIONS

Monographs and edited volumes:

State of Stone: The Monuments to Louis XIV and the Rhetoric of Sovereignty. Manuscript completed.

Éminence: Cardinal Richelieu and the Rise of France. Walker and Co/Bloomsbury USA, September 2011. French version published under the title *Richelieu: Son Éminence* in Paris: Éditions Belin, 2013.

L'Optique du Discours au XVII^e siècle: De la rhétorique des jésuites au style de la raison moderne (Descartes, Pascal), Presses de l'Université Laval, Québec, Collection La République des Lettres, éd. T. Belleguic and E. Van der Schueren, Summer 2005.

L'Invraisemblance du Pouvoir: Mises-en-scènes de la souveraineté au XVII^e siècle. Schena-Presses de l'Université de Paris-Sorbonne, 2005 (edited volume with H. Visentin of Smith College).

Other monographs:

At the Edge of the World: Maréchal Lyautey and the Golden Age of the French Foreign Legion. Under contract at Walker and Co/Bloomsbury USA, manuscript due January 2015.

Articles:

"Rhétorique," "Littérature." Forthcoming in *Dictionnaire des Jésuites*, ed. B. Pierre. Paris, Laffont, 2014.

"Beyond Belief: Sovereignty and the Spectacle of Martyrdom in Early Modern France." Accepted for publication at *French Seventeenth-Century Studies*.

“De quoi donner une jaunisse à Richelieu: Autour d’une lettre de Descartes à Guez de Balzac.”
Littératures classiques, no 82, 3-2013, p. 219-232.

“La Description des Grandes Cascades de Saint-Cloud,” in *Corps et Interprétation (XVIe-XVIIIe siècle)*,
ed. C. Thouret and L. Wajeman, Amsterdam, Rodopi, 2012.

“Dies Irae: le Coup d’État de Louis XIII, les pamphlets et l’institution du public.” *Littératures classiques*,
no 68, 1-2009, p. 31-42.

“Claude-François Menestrier and the Querelle des Anciens et des Modernes.” *Biblio 17*, no 71, 2009, p.
507-514.

PUBLIC LECTURES

Invited lectures and conferences

Université de Louvain, “Descartes et l’optique de l’économie politique,” Conférence *La Vision comme opérateur de figurabilité*, Université de Louvain-la-Neuve, June 12-14, 2014.

“Richelieu: Machiavellian despite himself,” NEH seminar on Machiavelli, Hood College, March 26, 2014.

“Cardinal Richelieu: History’s Favorite Villain.” Cooper Union, September 16, 2011; Yale University, February 14, 2012.

Conferences

“Le Mercure Galant, Architecture, and the Public Sphere,” SE17, UC Long Beach, November 8-10, 2013.

Conference Direction and Organization

SE17 - 2009 The Society for French Interdisciplinary Seventeenth-Century Studies Annual Meeting, Philadelphia and Swarthmore, October 22-24. 45 speakers and 2 guest-speakers (A. Zanger and J. Soll).

Conference panel chair

SE17, October 2014, London (Ontario), session “Centres et marges.”

III. PROFESSIONAL ACTIVITIES AND EXPERIENCE

PROFESSIONAL ACTIVITIES

Member at large, Executive Committee, North American Society for Seventeenth-Century French Literature (2007-2009).

President, SE17, The Society for French Interdisciplinary Seventeenth-Century (2009-2010).

Manuscript and peer reviews

Social Sciences and Humanities Research Council of Canada (post-doctoral fellowships, research grants)
Université du Québec (Masters’s and PhD Thesis committee).

Barnard College/Columbia University; CUNY Hunter College: tenure review.

EMF, *Comparative Literature* (article manuscript reviews)

David Harrison

Abbreviated Curriculum Vitae

Professor of French and Chair,
Department of French and Arabic
Grinnell College
Grinnell, IA 50112
harrisod@grinnell.edu

EMPLOYMENT HISTORY

2007-2013	Director, Center for International Studies, Grinnell College, Grinnell, Iowa
2012-present	Professor of French, Grinnell College, Grinnell, Iowa
2005-2012	Associate Professor of French, Grinnell College, Grinnell, Iowa
2001-05	Assistant Professor of French, Grinnell College, Grinnell, Iowa
1999-2001	Instructor of French, Grinnell College, Grinnell, Iowa

EDUCATION

2001	Ph.D., French, University of Wisconsin-Madison Dissertation: "Satire and the Ambiguous Comic: The Verbal Portrait and Saint-Simon's <i>Mémoires</i> ." Director: Richard Goodkin.
1994	M.A. with distinction, French, University of Wisconsin-Madison
1989	B.A. with Highest Honors, French, Swarthmore College

SELECTED PUBLICATIONS

- "Comic Epitaphs: Lucian, Scudéry, and Boileau." *Seventeenth-Century French Studies*. 35.1 (2013): 38-53.
- "L'art de Saint-Simon: Une relecture de la 'Catastrophe de Fargues'." *Cahiers Saint-Simon*. 39 (2011): 123-132.
- "The Politics of Politesse." *Teaching Seventeenth- and Eighteenth-Century French Women Writers*. Ed. Faith Beasley. New York: Modern Language Association, 2011. 303-309.
- "Portrait of the Courtesan: The 'Two Bodies' of Ninon de Lenclos." *Papers on French Seventeenth-Century Literature* 34.67 (2007): 309-17.

"The Feminine Signature: Saint-Simon, Elaine Marks and the *Esprit Mortemart*." In *Memory of Elaine Marks: Life Writing, Writing Death*. Ed. Richard Goodkin. Madison: UW Press, 2007. 183-203.

"The Problem of Friendship in *Tartuffe*." *Dalhousie French Studies* 76 (Fall 2006): 3-12.

"Saint-Simon and the Ambivalence of Hate: The Portrait of Achille de Harlay III." *French Review*. 78.3 (2005): 536-545.

Forthcoming

"Les femmes, le roman, et l'enjouement : De Madeleine de Scudéry à Germaine de Staël." Chapter of *Mélanges en honneur de Jean Garapon*, ed. Christian Zonza.

"Empowering Faculty to Develop and Share Global Knowledge." Chapter of *Undergraduate Global Education: Issues for Students, Faculty, and Student Services Staff*, ed. Ann Highum. San Francisco: Jossey-Bass.

COURSES TAUGHT REGULARLY AT GRINNELL COLLEGE

Introductory French I and II

Intermediate French I and II

Sites of Myth and Memory: French Civilization I

From Knights to Libertines: Introduction to French Literature from the Middle Ages to the Revolution

Power and Resistance in Seventeenth- and Eighteenth-Century French Literature

Theatre and Society in Seventeenth- and Eighteenth-Century France

PROFESSIONAL SERVICE OUTSIDE OF GRINNELL COLLEGE

Consultant for Committee on International Programs at Williams College, October 2012.
Reviewer of Department of Modern Languages and Literatures, Beloit College, April 2012.

Reviewer of McCulloch Center for Global Initiatives, Mount Holyoke College, April 2012.

Reviewer of Department of French, Reed College, November 2011.

Reviewer of Department of Foreign Languages and Literatures, Lewis & Clark College, February 2009

Reviewer of manuscripts submitted to *Cahiers du Dix-septième: An Interdisciplinary Journal*.

Outside reader of scholarship for a promotional review at Colorado College.

THOMAS PARKER
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New Haven, CT 06511
thparker@vassar.edu
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EDUCATION

- Ph.D.** **Columbia University, New York, NY (2005)**
Dissertation: "Pascal and the Divided Will: Rhetoric, Volition, and Emotions in the Work of Pascal." Director: Pierre Force.
- DEA** **Université de Paris IV, Paris, France (1998)**
Thesis: "Le Travail de l'intention chez Pascal." Director: Gérard Ferreyrolles.
- M.A.** **Columbia University, New York, NY (1997)**
Thesis: "La Notion de vague dans la littérature." Directors: Pierre Force and Michael Riffaterre.
- B.A.** **Cornell University, Ithaca, NY (1993)**
Honors thesis: "The Conception of Love in *La Princesse de Clèves*." Director: Philippe Lewis.

TEACHING EXPERIENCE

- Assistant Professor** **Vassar College, Poughkeepsie, NY (2012-present)**
- Mellon Post-Doc
Fellow** **Vassar College, Poughkeepsie, NY (2010-2012)**
Investigate trends in pedagogy and research in field of French and Francophone literature. Teach language and literature classes and seminars.
- Visiting Assistant
Professor** **Vassar College, Poughkeepsie, NY (2005–2010)**
Teach language and literature classes and seminars, direct theses, advise pre-majors and majors, perform administrative work.
- Full-time Lecturer** **Princeton University, Princeton, NJ (2003–2005)**
As course head, taught variety of language courses and mentored graduate students.

BOOKS

- Taste, Identity and Nation: A Cultural History of French Terroir.* (under contract, UC Berkeley).
- Volition, Rhetoric, and Emotion in the Work of Pascal* (2008). Routledge, Studies in Philosophy, New York.

PUBLISHED PAPERS/ARTICLES

- "Terroir and Red Wine: Grounding French Vitality, Aesthetics, and Philosophy in the Eighteenth Century," under review.
- "Le Terroir du terroir: rencontres entre science et mythe à l'époque prémoderne," dans « De Jules Guyot à Robert Parker : 150 ans de construction des territoires du vin », Éditions Universitaires de Dijon (2011).

“Saint-Évremond and the Case of Champagne d’Ay: Early Modern French Aesthetic Theory Viewed through the Optic of Terroir,” forthcoming in *Papers on Seventeenth-Century French Literature* 37:72 (2010): 129-146.

“Montaigne and the Spanish Mirror: Art and Nature Reflected in the New World,” *Montaigne Studies* 22 (2010): 23-37.

“Beauté Poétique, Beauté Véridique et Badiou,” delivered for NASSCFL conference, Columbia, SC, April 2005. Proceedings in Burford Norman, ed., *Formes et formations au dix-septième siècle: actes du 37e congrès annuel de la North American Society for Seventeenth-Century French Literature* (Tübingen: Narr, 2006), 118–27.

“La Bruyère Gives His Two Cents,” delivered for “The Knowledge Economy in the Long Seventeenth Century, 1580–1715,” Glasgow, Scotland, September 2004. *Seventeenth-Century French Studies* 27 (2005): 163–73.

“Intensionality with an 's' and *Non Causa Pro Causa* in Pascal,” delivered for NASSCFL conference, Tempe, AZ, May 2001. Proceedings in David Wetsel and F. Canovas, eds., *Pascal/New Trends in Port-Royal Studies, Actes du 33e congrès annuel de la North American Society for Seventeenth-Century French Literature* (Tübingen: Narr, 2002), 173–80.

BOOK REVIEWS

Peter Shoemaker, “Powerful Connections: The Poetics of Patronage in the Age of Louis XIII,” forthcoming in *Papers on French Seventeenth-Century Literature*.

Philippe Sellier, “Essais sur l’imaginaire classique: Pascal, Racine, Précieuses et Moralistes, Fénelon,” *Romanic Review* 97:1 (2004).

John Boitano, “The Polemics of Libertine Conversion in Pascal’s *Pensées*,” *Papers on French Seventeenth-Century Literature* 31:60 (2004).

HONORS

Mellon Emerging Humanities Network Grant- for “Subnature and Culture project (spring 2014)

Duke University Visiting Fellow “Humanities Writ Large” program (spring 2014)

Vassar Faculty Research Fund for terroir book project research in France (summer 2008)

Mellon Conversations Grant for “Salon” project, Vassar College (2005–2010)

Carolyn Grant for terroir research in France (summer 2007)

Mellon Grant for class development in France (2007)

Mellon Grant at NITLE for expanding technology in the classroom, Middlebury, VT (2003)

President’s Fellowship at Columbia University (1996–2002)

Paris American Club Fellowship (1999)

Mellon Grant for Early Modern Salon at Columbia University (1997–99)

Fellowship for exchange at École Normale Supérieure (1997)

American Society of the French Legion of Honor Fellowship (1996)

REFERENCES (Reference information available upon request)

Pierre Force, Columbia University

Susan Hiner, Vassar College

François Rigolot, Princeton University

Hélène Visentin

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Smith College, Northampton, MA 01063
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Academic Employment

Professor, Smith College, 2013- present
Associate Professor, Smith College, 2005-2013
Junior Year Abroad Paris Program Director, Smith College, 2006-2007 and Spring 2012
Junior Year Abroad Geneva Program Director, Smith College, 2007-2008
Assistant Professor, Smith College, 1999-2005

Education

Doctorat de l'Université, Université Paris-Sorbonne-Paris 4, French Literature/Theater Studies, 1999
Diplôme d'Études Approfondies, Université Sorbonne Nouvelle-Paris 3, French Literature, 1994
M.A., Université de Montréal, French Literature, 1993
B.A., Université de Montréal, French and Quebec studies, 1991

Selected Competitive Grants

Five Colleges Digital Humanities Mellon Grant, 2012-2013
Student-Faculty Summer Research Grant, Smith College, Summer of 2010 and 2012
Social Sciences and Humanities Research Council of Canada, Major Collaborative Research Initiatives Grant, 2002-2008 (co-investigator and principal researcher)
Smith-Wesleyan Grant Course Release, Mellon Foundation, Fall 2004

Selected Publications

Books

- *Les Sosies, comédie (1638)*. Texte établi, annoté et présenté par Hélène Visentin. In Jean de Rotrou, *Théâtre complet* 8. Eds J.-Y. Vialleton, H. Visentin et N. Courtès. Paris: Société des Textes Français Modernes, 2005. P. 275-491.
- Chapoton, François de. *La Descente d'Orphée aux Enfers, tragédie (1640)*. Établissement du texte, notes et postface par Hélène Visentin. Rennes: Presses Universitaires de Rennes, "Textes Rares", 2004. 179 p.

Edited Volumes

- *French Ceremonial Entries in the Sixteenth-Century: Event, Image, Text*. Eds N. Russell and H. Visentin. Toronto: Center for Reformation and Renaissance Studies/Essays and Studies 11, 2007. 275 p.
- *L'Invraisemblance du Pouvoir. Mises en scène de la souveraineté au XVII^e siècle en France*. Eds J.-V. Blanchard et H. Visentin. Paris: Presses de l'Université Paris-Sorbonne/Schena Editore, 2005. 186 p.

Books in Progress

- *Andromède (1650)*. Texte établi, annoté et présenté par Hélène Visentin. In *Théâtre complet de Pierre Corneille*. Dir. Liliane Picciola. Paris: Classiques Garnier (book under contract).
- Bolduc, Bolduc, Visentin, Hélène. *Corpus des entrées solennelles sous les règnes de Henri II et de François II*. Paris: Éditions Honoré Champion (book under contract.)

Selected Articles and Book Chapters

- "La Pratique des tableaux vivants dans les entrées royales françaises." In *Le Tableau vivant : sources iconographiques et textuelles*. Eds J. Ramos and L. Pouy. Paris: Institut National d'Histoire de l'Art. Submitted to the editors; forthcoming in 2014.
- "The Louvre Towards Political, Social and Urban Transformations in the *Grand Siècle*." In *Building the Louvre: Architectures of Politics and Art*. Eds P. Bray and P.J. Usher. Forthcoming in *L'Esprit Créateur*, fall 2014.
- "The Status of the Printed Accounts of Henri II's Royal Entries (1547-1552)." In *Writing Royal Entries in Early Modern Europe*. Eds M.-C. Canova-Green, J. Andrews and M.-F. Wagner. Turnhout, Belgium: Brepols Publishers, 2013. 1-30.
- "Au cœur d'une mutation socio-politique et esthétique de l'art dramatique en France: le théâtre à machines à la Cour et à la Ville (1630-1650)." In *Rome-Paris, 1640. Transferts culturels et renaissance*

d'une centre artistique. Dir. M. Bayard. Rome: Collection d'histoire de l'art de l'Académie de France à Rome, Villa Médicis, 2010. 509-520.

- "The Multilayered Production of Meaning in Sixteenth-Century French Ceremonial Entries" (co-authored with N. Russell.) In *French Ceremonial Entries in the Sixteenth-Century: Event, Image, Text*. Eds N. Russell and H. Visentin. Toronto: Center for Reformation and Renaissance Studies/Essays and Studies 11, 2007. 15-27.

- "La souveraineté est-elle une poétique de l'exception?" (co-authored with J.-V. Blanchard.) In *L'Invraisemblance du Pouvoir. Mises en scène de la souveraineté au XVII^e siècle en France*. Eds J.-V. Blanchard et H. Visentin. Paris: Presses de l'Université Paris-Sorbonne/Schena Editore, 2005. 9-28.

Pedagogical/Digital Mapping Project

"Mapping Paris, A Cultural Capital": An interactive web-based platform of the city of Paris by using a hypermedia environment with the Geographic Information Systems (GIS): <http://www.smith.edu/insight/stories/paris.php>

Selected Recent Public Lectures and Conferences

- "Using GIS Technology for a Blended Learning Approach in a Foreign Language Course." Bryn Mawr College, Blended Learning in the Liberal Arts Conference, 20-21 May 2014

- "Mapping Paris': Engaging Students Through a Digital Humanities Project." Smith College, Liberal Arts Luncheon, May 2013.

- "Paris, A Multi-Layered City." Bard College, 'Thinking The City' Symposium, April 2013.

- "Digital Mapping Paris: How to Work on *Plans anciens* in the Classroom." Wellesley College, Annual Conference Society for Interdisciplinary French Seventeenth-Century Studies (SE17), November 2012.

- "The Louvre Towards Political, Social, and Urban Transformations in the *Grand Siècle*." *Building the Louvre: Architectures of Politics and Art*, Columbus Museum of Art, October 2012.

- "Formes et fonctions des tableaux vivants au sein du dispositif scénographique de l'entrée royale (1515-1615)." Seminar on the 'Tableaux Vivants.' Institut national d'histoire de l'art (INHA), Paris, France, October 2011.

Conference/Panel Organization

- Workshop Co-organizer (with Dana Leibson): *From Hypercities to Big Data and #alt-ac: Debates in the Digital Humanities*, Kahn Liberal Arts Institute, Smith College, October 2012; February 2013 ; and November 2013.

- "Teaching the Seventeenth-Century from a Comparative Perspective." Wellesley College, Annual Conference Society for Interdisciplinary French Seventeenth-Century Studies (SE17), November 2012.

- "Teaching and Technology." Philadelphia, The Society for Interdisciplinary French Seventeenth-Century Studies (SE17), October 2009.

- International Symposium Co-organizer: *French Royal Entries in the Sixteenth Century: Event, Image, Text*, Smith College, October 2004.

- International Conference Co-organizer: *L'Invraisemblance du pouvoir*, Swarthmore College, September 2002.

Relevant Professional Activities

- Participant and presentation, AALAC Workshop "Visual Studies in the Liberal Arts College." Smith College, 2-3 May 2014

- Participant, Digital Humanities Group, University of Massachusetts, Spring 2010

- Participant, Mellon 23 Workshop: "Digital Archivalism: the Liberal Arts College and the Humanities." Haverford College, April 2009

- Member of the Editorial Board, *@analyses Revue de critique*, 2005-present

Selected College Services

- Committee on Educational Technology 2010-2011; 2013-2015

- Online Learning Task Force Committee 2013-2015

- Technology Steering Committee 2013-2015

- Paris Junior Year Abroad Advisor 2005-present

