

Page 1: Cover Sheet

**Principal Investigator**

Name: Mary Christensen (she, her, hers)  
Department: Languages, Literatures & Cultures  
Campus email: christmc@newpaltz.edu  
Rank (during award period): Associate Professor

**Student Investigator**

Name: David Mano (he, him, his) Major / minor: History major / French minor  
Expected graduation date and degree: May 2022, B.A.

**Project Title:** *Translation and Analysis of the Correspondence of the Count of Artois, Future King Charles X of France, 1792-1804*

**Ethical Considerations:**

1. *Does this work involve human subjects?* No.  
*If yes, has the HREB been notified or has the project been approved?* N/A
2. *Does this work involve recombinant DNA?* No.  
*If yes, has the IBC been notified?* N/A
3. *Does this work involve non-human vertebrates?* No.

**Expected start date:** June 1st

(This is needed for budgeting purposes. Provide the most accurate date possible. This information will not affect proposal ranking!)

**Budget** (cannot exceed \$1000, including delivery fees). Please provide a preliminary list of items and associated costs. Items may be categorized if you have a long list of items:

\$0

*Budget total: \$0*

*Does the requested budget cover all expenses related to the proposed work? Yes*  
*If not, explain the additional sources of funding that will be used.*

## Pages 2-3: Faculty Statement

I accept responsibility for the conduct of this project and assure that the information in this application is correct. (Indicate your agreement by checking the box.)

*Question 1: What is the issue you are addressing? Provide a BRIEF and clear review (citations not required) of the prior work that led you to the proposed project.*

This project will involve translation, close reading, and research on a collection of 75 original, autographed, and authenticated letters written in French by the Comte d'Artois (the Count of Artois) to his close friend, the Comte de Vaudreuil (the Count of Vaudreuil) between 1792 and 1804, during the French Revolution and the reign of Napoleon. The goal for this project is three-fold. First, to give David experience with primary documents in French. Second, to provide him with experience translating these documents for a non-French speaking audience. And also to prepare him as a historian to present his findings in an analysis of the context and conditions of the production of these letters using primary and secondary sources both in oral presentations on the topic in the Fall and Spring of next year and in writing for potential publication and as a writing sample for graduate school applications.

The Count of Artois (1757-1836) was never expected to become king but was crowned after the death of his older brother, Louis XVIII during the period of the Restoration after the fall of Napoleon. His reign as King of France ran from 1824-1830. He was known as an ultraconservative monarchist, called by his own brother "plus royaliste que le roi" (more royalist than the king). We can see parallels with current politics characterized by polarization on both the left and the right. In part, David's project will explore approaches to this issue from the perspective of a participant in the ultraconservative wing of French politics of the day. He will explore opposing ideologies of the period such as divine right monarchy and democracy; accumulation of personal property vs. distribution of wealth; the impulse toward the traditional patriarchal concentration of power compared to class struggles and the disruption of political structures through violent means. Issues that are pertinent even today.

*Question 2: How does your project address this issue? Include any hypotheses, if applicable.*

We have been contacted by the current owner of the letters, Roger Ross, of Kerhonkson, NY, and asked to undertake this project. As this series of letters has never before been translated or published, it is a clear opportunity for us for the first time to grasp the outlines of this king's mind and character. These letters to his close friend are written from a variety of locations where he was in exile from the beginning of the Revolution including Italy, Russia, Austria, and England. He describes these countries and their inhabitants as part of his narration of the conditions of his exile along with his plans to re-take France from the hands of the Revolutionaries. Through analysis of these letters, we will explore the Count's attitude toward the Revolutionaries governing France, his characterization of their usurping the traditional monarchical governance structure, and his desire to re-take the country in his family's name.

*Question 3: How will the project be conducted? Summarize any core procedures or activities. Outline your anticipated timeline for each major phase of the project.*

This project will include reading in French, translation from French to English, and research on the production of the letters that will culminate in an introduction and contextualization of these documents. David will translate three to four letters per day during the mornings, send me those translations via e-mail and spend part of the afternoon doing research on the letters and their context using secondary sources. Once a first draft of the translation is completed, which should take approximately 25-30 days, David will move toward spending all his time on the comprehensive introduction and annotation of the letters. I will provide him a mid-term evaluation half way through the project.

*Question 4: What is the student's role in the project? What are the student's qualifications?*

From previous coursework and personal interest, David is already familiar with the time period in question

and has taken four semesters of college-level French. With some guidance, he will be able to undertake translation of the letters and analyze and interpret them. He has spent the last year as my student in Intermediate French 1 and 2 and is one of the most outstanding students I've worked with, which is even more impressive since we've been working remotely.

*Question 5: What are the project's main learning outcomes for the student? Explain how they extend beyond those achieved by normal course activities in your major.*

The main learning outcomes for David include:

- Improve reading comprehension skills in French;
- Develop the ability to read and translate manuscripts from 18th- to early 19th-century France;
- Assess the credibility of primary and secondary sources;
- Describe the influence of political ideologies, economic structures, socialization, cultural perceptions, and environment on historical events;
- Differentiate between historical facts and historical interpretations;
- Construct in writing and orally a well-organized historical argument using current theories and approaches to 18th- to early 19th-century historiography.

This project mirrors the combination of David's major in History and minor in French. No professor in the History department uses primary sources like this in French as the basis for any course. While I have taught French Civilization and a 400-level course on Epistolary Literature (letters in fictional or non-fictional form), these courses provide an overview and do not concentrate so closely on one body of work such as this. Furthermore, this project requires skill in a language combined with critical analysis of the past, which is not a focus of either curriculum separately.

*Question 6: What is your mentoring plan? Include your meeting schedule. Address safety (laboratory, studio, travel, etc.) or ethical issues too, as appropriate.*

We will communicate daily over e-mail and will meet at a minimum on a weekly basis over webex so that I can assist him with questions of paleography, translation, and analysis of the contents of the letters. I will have him locate and read secondary sources on the topic and establish a working bibliography and assist him with evaluation of primary and secondary sources, current research methods, and historiographical theories and debates. Because work in the humanities requires intensive reading, critical thinking, and often debate, we prefer to schedule 10 weeks of work for 30 hours per week rather than 8 weeks of work for 40 per week. With this in mind, we propose to begin work on June 1st and finish by August 9th.

*Question 7: How do the requested budget items support the project and the student's learning outcomes?*  
N/A

*Question 8: Should campus remain in its COVID-19 protocol during this summer, what steps you will take to adhere to campus guidelines in conducting the project and mentoring the student?*

We will plan to communicate via e-mail and meet using webex for the duration of the project if need be.

*Question 9 (if applicable; include additional pages, if needed): What work (whether tied to the current project or not) was accomplished with previous (past 3 years) AYURE or SURE funding? Information on the post-graduation placement of former AYURE / SURE students will be appreciated.*

N/A

#### Page 4: Student Statement

I accept responsibility for the conduct of this project and assure that the information in this application is correct. (Indicate your agreement by checking the box.)

*Question 1: Describe your role in achieving the goal(s) of proposed project.*

My role in the project will be to provide initial translations of the original 18th- and 19th-century French manuscripts into English, as well as provide annotation and background information on the historical subjects to which the letters pertain.

*Question 2: Describe the specific methodology you will employ in carrying out this role.*

I will translate the letters from French to English and provide these translations to my mentor for review. I will then conduct research into Charles X of France, as well as the social and political climate in which he lived, and use these insights to provide useful and relevant annotations to the letters. Nearing the culmination of the project, I will be expected to write a comprehensive introduction to the letters, explaining their cultural and political relevance, both modern and historic.

*Question 3: Describe your qualifications to participate in the proposed project.*

I have been invested in studying the French Revolution since early high school and chose to major in the field of history because of it. While the *révolution de Juillet* (The July revolution) is not the same as my preferred area of study, it was still very heavily influenced by the original French Revolution and many of the same historical figures, ideals, and social issues play a hand in both historic events. The knowledge I have gained in my years of study will lend itself to better understanding the circumstances, contexts, and affectations inherent to the writings of a man who lived through and played a vital role in these revolutions. I am minoring in French and have been relatively successful in the study of the language. I am confident in my reading and writing abilities, and have experience translating modern French texts for historical research purposes. I have experience in conducting and presenting research projects and was invited to the SUNY Undergraduate Research Conference last Spring for one of my papers, though this was unfortunately cancelled due to the pandemic.

*Question 4: Describe your plans to meet with your mentor for guidance.*

We will communicate daily through email and meet virtually at least once a week.

*Question 5: Describe your plans after graduation and how your involvement in the proposed work relates to these goals.*

Following graduation from SUNY New Paltz I will work toward a PhD in history with a focus on the Pre-Marxist Socialist groups that existed during the French Revolution. I plan to engage in research that will garner further understanding of the social and political climate of the time and broaden the range of perspectives through which the revolution is viewed. With this project, I will work with primary source documents authored by Charles X, allowing me to more personally read into the thoughts and psyche of a major figure of the original French Revolution and the July Revolution of 1830. This will provide incredibly valuable experience in translating and understanding primary source documents, which will undoubtedly make up a large part of my future career.

*Question 6: Describe your plans for presenting the results of your research, including but not limited to the required SURE presentation in Fall.*

I am hoping this research will be of interest to historians and anyone with a passion for history, locally, nationally, and internationally, and that the culmination of the project might be presented both at the SURE conference and made open and accessible to the local community. I will apply to local and national conferences in hopes of presenting my work, and hopefully this project can serve as a writing sample for future applications to PhD programs.