

History of Modern France
History 338 (Writing Intensive Section)
Fall 2011

T, Th, 10:00-11:15 a.m.
Office Hours: T, 2:30-3:30pm, Th, 11:30am-12:30 p.m.
or by appointment

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This course explores the cultural and political development of modern France as a nation and an imperial power. We will begin by looking at the legacy of the French Revolution and key developments in nineteenth-century politics and society, but the bulk of the course will concentrate on the late nineteenth and twentieth centuries. Our readings and discussions will focus on the formation of national identities; the discourse and practice of French nationalism and republicanism; and the forms of resistance and collaboration that shaped relations between citizens and the state, colonized peoples and the empire. The central question “What did it mean to be French?” will be posed in relation to peoples living inside and outside of metropolitan France during the nineteenth and twentieth centuries. By analyzing the French experience, we will try to draw larger conclusions about the political and cultural tensions inherent in all modern industrialized nation-states. **This course does NOT satisfy core requirements.**

We will examine a wide variety of sources including works by present-day historians, memoirs and other documents from the nineteenth and twentieth centuries, and a few films. Each week will be devoted to a general topic, and we will devote most of class time to group discussion. I will provide background lectures.

Texts:

The required books listed below are available at the Loyola University Bookstore. The Loyola Bookstore is located at 6435 N. Sheridan Road. The phone number is 773-508-7350. The six required books are also on reserve at Cudahy Library.

Henri Alleg, The Question

Michael Burns, ed., France and the Dreyfus Affair, A Documentary History

Andrew Feenberg and Jim Freedman, ed., When Poetry Ruled the Streets: The French May Events of 1968

Françoise Gaspard, A Small City in France: A Socialist Mayor Confronts Neofascism

Robert Paxton, Vichy France: Old Guard and New Order, 1940-1944

Eugen Weber, Peasants into Frenchmen: The Modernization of Rural France, 1870-1914

In addition to the required books, there are fourteen **required** readings that are available online through Blackboard. These readings should be downloaded and printed by the student. They are marked in the syllabus with (BB). To download the readings, the student must log on to Blackboard. From the course site, you click on to “course documents.” Then click on to the PDF file under the author’s name or title of the reading. If you choose to read the documents online, please note that you can rotate the readings by clicking on “view” and then “rotate view.”

However, it is strongly recommended that you download and print out these readings because they are the focus of several short essays and because I would like you to bring these readings to class.

Assignments:

* All assigned reading is required and must be completed by the time the class meets on the dates indicated on the syllabus. Participation in class discussions is required and will constitute a significant part of your grade.

* There will be 9 weekly (or bi-weekly) three-page reaction papers. Students must write 5 of these reaction papers during the course of the semester. **All students are required to write reaction paper # 1.** I do not accept late papers or papers sent via email. Papers must be turned in during class time. Questions for the reaction papers will be given out in class one week in advance. Since this class is designated as a writing intensive course, these short essays will constitute the bulk of our writing work. Through the process of writing several short papers during the course of the semester, students will hone particular writing skills that include: 1. Articulating a clear thesis in an introductory paragraph; 2. Selecting, quoting and analyzing passages from the reading that serve as evidence for making an argument; 3. And using correct punctuation and clear prose to present a coherent essay. Essays can not be rewritten for a higher grade.

* In addition, there will be a take-home final essay exam that asks the students to analyze the key issues raised by the readings in the class. The final essay exam will consist of two essay questions, and students will answer one of the questions (10-12 pages). The final essay exam will be due on 13 December 2011.

Course Evaluation and Grades

Final grades will be based on the quality of written work and class participation. Attendance is important and you will not do well in the course if you do not come to class.

Class Participation	25%
Five Reaction Papers	25%
Take-Home Final Essay Exam	50%

** Cheating on the final essay exam or plagiarism on any writing assignment will result in a final grade of F for the course as well as a letter, detailing the event, to be placed in your permanent file in the Dean's office. See last page of the syllabus for my working definition of plagiarism.

**Please note that the plagiarism detection service *TurnItIn* will be used to examine submitted student writing assignments. More information about using *TurnItIn* will follow.

Cellphones and all electronic devices must be turned off during class sessions. **Laptop computers are NOT allowed in the classroom.

Course Schedule:

This schedule is a general plan for the course; deviations may be necessary.

Week One

30 August Introduction to course

1 September The Legacy of the French Revolution

Readings:

(BB) Janet Polasky, "The Legacy of the French Revolution" in The Transformation of Modern France, ed. William B. Cohen.

Lecture: the Legacy of the French Revolution

Week Two

6 September Revolutionary Legacies

Readings:

(BB) Rogers Brubaker, "The French Revolution and the Invention of National Citizenship," (Chapter two) of Citizenship and Nationhood in France and Germany.

8 September Revolutionary Legacies (continued)

Readings:

(BB) Robert Darnton, "What was Revolutionary about the French Revolution," New York Review of Books, January 19, 1989.

(BB) Alyssa Goldstein Sepinwall, "Eliminating Race, Eliminating Difference: Blacks, Jews, and the Abbé Grégoire," in The Color of Liberty: Histories of Race in France, eds. S. Peabody and T. Stovall.

REACTION PAPER # 1 DUE (Required for all students!)

Please note that all students must write Reaction Paper # 1. If you do not complete Reaction Paper #1, you will not be able to make up the paper and will only be able to count four reactions papers towards your final grade.

Week Three

13 September The Revolutionary Tradition in the Nineteenth Century

Readings:

(BB) Nigel Harkness, "The Revolution of 1848: Republican principles on trial," in France since the Revolution: Texts and Contexts, eds. C. Gorrara and R. Langford.

Eugen Weber, Peasants into Frenchmen, chapters 1 and 4.

Lecture: French politics from the 1830s to the 1850s

15 September Making France Modern

Readings:

Eugen Weber, Peasants into Frenchmen, chapters 6 and 7.

Lecture: French Politics, from the Second Empire to the Third Republic

Week Four

20 September Nation-Building During the Third Republic

Readings:

Weber, Peasants into Frenchmen, chapters 16-19, and 21.

22 September Making French Citizens: Assimilation and Resistance

Readings:

Weber, Peasants into Frenchmen, chapters 28 and 29.

REACTION PAPER # 2 DUE

Week Five

27 September The Quest for Greater France: Colonialism in the Nineteenth Century

Readings:

(BB) Alice Conklin, A Mission to Civilize: The Republican Idea of Empire in France and West Africa, 1895-1930, introduction and Chapter 1.

Lecture: French colonialism in the late nineteenth century

29 September French Colonialism in West Africa: Contradictions of Republican Empire.

(BB) Conklin, A Mission to Civilize, chapter 3.

REACTION PAPER # 3 DUE

Week Six

4 October The Dreyfus Affair and the Meaning of the New Militant Nationalism

Readings:

Michael Burns, France and the Dreyfus Affair, chapters 1-4.

Mini-Lecture: The Third Republic on the eve of the Dreyfus Affair

6 October The New Politics of Antisemitism and Exclusion

Readings:

Burns, France and the Dreyfus Affair, chapters 5-6, skim chapter 7 .

REACTION PAPER # 4 DUE

Week Seven

11 October No Class / Mid-Semester Break

13 October War, Interwar Crisis and the Fall of France in 1940

Reading:

(BB) Cheryl Koos, "The First World War, 1914-1918: Death of the Old World And Birth of a New?" in France Since the Revolution: Texts and Contexts, eds. Gorrara and Langford.

Robert Paxton, Vichy France, prologue (pp.3-50).

Lecture: The Legacy of World War I and the Fall of France

Week Eight

- 18 October German Occupation during World War II
Readings:
Paxton, Vichy France, part II, (pp. 136-200).
Film: Claude Chabrol, L'Oeil de Vichy (The Eye of Vichy) (1993)
- 20 October Vichy's National Revolution and the Politics of Exclusion
Readings:
Paxton, Vichy France, part II, (pp.200-233).

Week Nine

- 25 October The Balance Sheet of Vichy: Resistance and Collaboration
Readings:
Paxton, Vichy France, Part V (pp. 330-383).
REACTION PAPER # 5 DUE
- 27 October Post-War Politics and Problems: The End of Empire
Readings:
(BB) Robert Gildea, France after 1945, Chapter 1.
Lecture: Algeria's War of Independence

Week Ten

- 1 November The Algerian War and the use of Torture
Reading:
Henri Alleg, The Question, Introduction and Preface (pp. xiii-xxv, xxvii-xliv) and pp. 33-66.
Film: Gillo Pontecorvo, La battaglia di Algeri (Battle of Algiers) (1966)
- 3 November War, Revolution and Torture
Readings:
Henri Alleg, The Question, pp. 67-96 (finish book).
(BB) Mouloud Feraoun, Journal 1955-1962: Reflections on the French-Algerian War, pp. ix-xiii, xl-iv, 84-87, 152-153, 248-252, 294-298, 309-315.
Film: Gillo Pontecorvo, La battaglia di Algeri (Battle of Algiers) (1966)

Week Eleven

- 8 November Remembering the Algerian War
Readings:
(BB) Joshua Cole, "Intimate Acts and Unspeakable Relations: Remembering Torture and the War for Algerian Independence," in Memory, Empire, and

Postcolonialism: Legacies of French Colonialism, ed., Alec G. Hargreaves.

REACTION PAPER # 6

You must write three reaction papers by 3 November.

- 10 November France Recovered: The Thirty Glorious Years
Reading:
Andrew Feenberg and Jim Freedman, When Poetry Ruled the Streets, forward, preface and pp. 3-68.
Lecture: The Politics of De Gaulle's Fifth Republic

Week Twelve

- 15 November Cultural Revolution /Political Revolt: May 1968
Reading:
Feenberg and Freedman, When Poetry Ruled the Streets, pp. 71-100, pp. 123-145 and pp. 147-152.

REACTION PAPER # 7 DUE

- 17 November Economic Crisis and the Rise of the National Front/French Neofascism
Reading:
Françoise Gaspard, A Small City in France, chapter 1
Lecture: France from the 1970s to 1990s

Week Thirteen

- 22 November The Politics of Immigration in the late 20th Century
Reading:
Gaspard, A Small City in France, chapter 2 and chapter 3 (only pp. 101-132, 144-148).

REACTION PAPER # 8 DUE

- 24 November No Class / Thanksgiving Break

Week Fourteen

- 29 November Dealing with Difference the French Way: Republican Universalism, Schools and the Headscarf Affair
Reading:
(BB) Harry Judge, "The Muslim Headscarf and French Schools," American Journal of Education, vol. 111 (November 2004), pp. 1-24.
Film: Entre Les Murs (The Class) (2008)
Mini-Lecture on France in the 1990s

- 1 December Dealing with Difference the French Way: Republican Universalism, Schools and the Headscarf Affair

Reading:

(BB) Patrick Weil, "Lifting the Veil," French Politics, Culture and Society, vol. 22, no. 3 (November 2004), pp. 142-149.

Film: Entre Les Murs (The Class) (2008)

Week Fifteen

6 December Dealing with Difference the French Way: Republican Universalism, Schools, and the Headscarf Affair

Readings:

(BB) Joan Scott, "Symptomatic Politics: The Banning of Islamic Head Scarves in French Public Schools," French Politics, Culture and Society, vol. 23, no. 3 (Winter, 2005), pp. 106-127.

REACTION PAPER # 9 DUE

8 December Summing Up and Concluding Thoughts

13 December Take-Home Final Essay Exam Due at 1:00p.m. in my mailbox

A Note on Plagiarism

I adopt the definition of plagiarism found in Booth:

You plagiarize when, intentionally or not, you use someone else's words or ideas but fail to credit that person. You plagiarize even when you do credit the author but use his [or her] exact words without so indicating with quotation marks or block indentation. You also plagiarize when you use words so close to those in your source, that if your work were placed next to the source, it would be obvious that you could not have written what you did without the source at your elbow.¹

This means, among other things, that materials cut and pasted from the web are plagiarized unless they are properly quoted and cited. It also means that papers written by someone else but handed in by you under your name are plagiarized. Even if you plagiarize only a sentence or two you will receive a grade of F for THE COURSE.

To avoid plagiarism, take notes carefully, putting into quotation marks all real quotes and summarizing other things in your own words. If you are unclear about what constitutes plagiarism, please see me during my office hours.

¹Wayne Booth, Gregory G. Colomb, and Joseph M. Williams, The Craft of Research (Chicago: University of Chicago, 1995), p. 167.