

HST 200.1: Of Barricades and Baguettes: Understanding Modern France

Syracuse University in Strasbourg
Discovery Strasbourg Program, Fall Semester 2013

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Office hours by appointment

Course Description

This course will introduce you to the history of France since the French Revolution. Our journey through France's past will be both chronological and thematic. We will examine major upheavals (the revolutions of 1789 and 1848, the Franco-Prussian war and the Paris Commune, the Dreyfus Affair, the two World Wars, and May 1968) together with longer-term developments including the emergence and dissolution of the French empire, scientific and technological change, secularization, evolving gender and social relations, the establishment of the Republic, the rise of mass politics, population decline, postwar cultural and social change, "Americanization," globalization, immigration, and France's role in European construction. Taking advantage of Strasbourg's unique surroundings, we will supplement our coursework with visits to the city's European institutions and to key historical and cultural sites in the Alsace region, as well as to Paris. You will gain a hands-on understanding of France's past and present and a sense of Strasbourg's multiple identities as a French, European, and formerly German imperial city. We will also consider the importance of public memory and commemoration in France as well as foreign, including US, perceptions of France.

Teaching will be interactive, with emphasis on discussion, in-class group work, oral presentations, and short weekly writing assignments. Our approach will be interdisciplinary in that we will study different kinds of "texts" including primary source texts, visual material, excerpts from novels and essays, and films. Relevant concepts from political and social theory may also be introduced.

Learning Outcomes

Content

You should leave the course with a basic knowledge of French history since the Revolution, having discovered how key historical events, transformations and individuals have shaped French identities, society, culture and political life. Through study and discussion of the French empire and decolonization you will gain a better understanding of current events and France's relations with the rest of the world. Attention paid to the local history of Strasbourg and Alsace will shed additional light on France's role in the construction of Europe, as well as on the critical importance of Alsace-Lorraine in French history and the French national imagination.

Skills

One skills goal is to introduce you to college-level study of history and to the critical analytical methods of the historian. You will learn to read critically; and to analyze, synthesize, contextualize, compare and contrast, both orally and in writing, different kinds of documents, literary and audiovisual sources and material culture. You will seek meaning and intent, recognize different rhetorical strategies, and be attentive to extra-textual elements. You will also become aware of contrasting historical interpretations.

In addition to critical reading and thinking, the course will offer you the chance to participate constructively and civilly in discussion, to work in small groups and to hone your oral presentation skills during in-class work.

Course requirements

- Regular class attendance (see attendance policy)
- Timely completion of reading assignments
- Active participation in class discussions and group work
- Preparation of weekly response papers and occasional oral presentations
- Oral or written “debriefings” on field trips
- In-class midterm exam
- In-class final exam

Required readings in addition to our main textbook include scholarly articles and book chapters on French histories, source documents, fiction and films.

Evaluation

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|-------------------------------------------------------------------------------|-----|
| Participation (includes individual or group work, pop quizzes, presentations) | 20% |
| Response papers | 25% |
| In-class midterm | 25% |
| In-class final | 30% |

What is a response paper?

The response paper should contain **your own analysis** of the week’s readings. **DO NOT SUMMARIZE THE ENTIRE ARTICLE or DOCUMENT:** state only what you feel to be the main points. Relate these points to the week's topic. Compare and contrast the texts with each other and if you like, with other readings. You may also connect the readings to earlier lectures or subjects already discussed in class, or consider them in light of the general questions raised throughout the term. Feel free to relate the readings to relevant current events, your own research or material from your other courses. The best papers will contain thoughtful critiques of the articles or documents and your own interpretations and ideas about the documents, indicating you have really engaged with the material. The ideal length for a response paper is 1-2 pages, maximum length 3 pages.

Response papers must be handed in at the start of the class on the day we discuss the topic treated in your paper. Late journals will receive a lower grade. I will comment on the responses and hand them back to you as quickly as possible.

Electronic devices

The use of computers and other devices is restricted as follows:

- *Mobile phones* must be turned off. Text-messaging will not be tolerated.
- *Recording devices* are not permitted.
- *IPods, MP3 players, etc.* should be turned off and put away.
- *Laptop computers, iPads, and similar devices* should be turned off unless authorized for specific purposes. Using wireless internet to surf the Web, check e-mail, or catch up on social networking during class periods is prohibited.

Textbooks

Required:

Colin Jones, *The Cambridge Illustrated History of France*, 6th printing (Cambridge, 2011).

Optional (may be borrowed from SU Strasbourg's library, for additional background information): Gordon Wright, *France in Modern Times*, 4th ed. (Norton, 1987) or 5th ed. (Norton, 1995).

All other documents will be distributed in class or posted on Blackboard.

Academic Integrity

Students are expected to abide by Syracuse University's rules concerning academic integrity. The work that you turn in or present orally must be your own. All sources must be cited according to recognized rules of citation. Failure to comply with Syracuse University policies in this area may result in an "F" for an individual assignment, or, in some cases, for the course. For more detailed information, please consult the following SU website: <http://academicintegrity.syr.edu>. If you have questions, please do not hesitate to discuss them with me.

Attendance Policy

You are required to attend class on a regular basis. Students are allowed only one unexcused absence without penalty for the entire semester. After that, every unexcused absence will lower your final grade by 2.5 points. Thus, for example, an 85 (B) will become an 82.5 (B-) after one absence, an 80 after a second absence, and so on.

There are only two kinds of excused absences: (1) medical absences and (2) academic absences that have been authorized by the director. If you are ill and cannot attend class, you must call the SU Center to alert the staff. Any further medical absences must be justified by a note or bill (« la fiche de la sécurité sociale ») from the doctor.

Special Learning Needs

Any students with special learning needs (e.g. ADD), should speak to me at the start of the semester.

Schedule of Class Meetings and Readings

****Readings must be completed on the date indicated in the reading schedule****

Week 1

9/4 – Introductions; what this course is about

9/6 – Reading, writing, and thinking about history

Handouts: Using historical sources ; excerpts from "What is history?" (E. Carr);
"What are Historical Facts?": (C. Becker)

Week 2

9/9 - French politics, culture and society under the Old Regime

Jones, 176-193

Documents: Voltaire/*Encyclopédie*

9/11 - The French Revolution(s) and Napoleon's empire

Jones, 193-200

Documents for analysis/discussion:

Abbé Sièyes, "What is the Third Estate?"; Déclaration des droits de l'homme; Déclaration des droits de la femme; Condorcet; Vincent Ogé and Abbé Grégoire on abolition of slavery; documents on religious freedom.

Week 3

9/16 – Restoration and reaction; utopias and progress

Jones, 200-211

Jerrold Seigel "The Boundaries of Bohemia," Chapter 1 in *Bohemian Paris: Culture Politics and the Boundaries of Bourgeois Life, 1830-1930* (NY: Penguin Books, 1986).

9/18 - 1848 revolutions and beyond

Rebecca McCoy, "Alsace in 1848." In *Encyclopedia of the 1848 Revolution*, Ed. J. Chastain, Ohio University, 1997 (<http://www.ohio.edu/chastain/ac/alsace.htm>)

Documents:

Excerpts, K. Marx, *The Eighteenth Brumaire of Louis Bonaparte*

Excerpt, A. de Lamartine, *History of the Revolution of 1848 in France*

Excerpts, Jeanne Deroin's debate with P.J. Prudhon on women's political role in 1848

Optional (for additional background on workers):

W. Sewell, "The Revolution of 1848," Chapter I in *Work and Revolution in France* (Cambridge, 1987), 243-251 and 271-276.

Week 4

9/23 - Napoleon III, Paris and the Second Empire

Jones, 212-217

Chapter 4, "The Organization of Space Relations" in David Harvey, *Paris, Capital of Modernity* (Routledge, 2006), 107-116

9/25 - Republicanism and the bourgeoisie under empire

Chapter 8, "Political Culture" (excerpts, 190-195 and 205-212) and Chapter 9, "The Middle Class Interior" in Philip Nord, *The Republican Moment* (Harvard, 1995).

Jurgen Habermas, "The Public Sphere" in *Rethinking Popular Culture* (U of California Press, 1991) 398-404.

Week 5

9/30 - The Franco-Prussian War, the Paris Commune and the establishment of the Third Republic

Jones, 217-225

Ernst Renan, "What is a Nation?"

Documents: Treaty of Frankfurt, Paris Commune (from D. Thomson, ed. *France: Empire and Republic, 1850-1940* [Harper&Row, 1968])

10/2 – Republican education and the making of French[wo]men

Eugen Weber, *Peasants into Frenchmen*, 303-338.

Documents: Moral education program, teachers' testimony (from Thomson)

Week 6

10/7 – The Nation vs. the Republic: the Dreyfus affair and *fin-de-siècle* crises

Jones, 232-241

Documents on the Dreyfus affair: Zola's *J'accuse*; A. France, *Penguin Island*.
Barrès on nationalism (From D. Thomson); Law on Separation of Church and State (1905)

10/9 – NO CLASS – Q & A session with Secretary General of OSCE

Required reading must still be done:

Karen Offen, "Depopulation, Nationalism and Feminism in Fin-de-Siècle France," *American Historical Review* 89, no. 3 (June 1984): 648-676.

Document: Nelly Roussel, "The Freedom of Motherhood" in *Feminisms of the Belle Époque*, ed. J. Waelti-Walters and S. Hause (Nebraska, 1994).

Week 7

10/14 - A "belle époque"? Imperialism, nationalism and modernity on the eve of "total war"

Jones, 225-232

Alice L. Conklin, "Colonialism and Human Rights, A Contradiction in Terms? The Case of France and West Africa, 1895-1914," *American Historical Review* 103, no. 2 (April 1998): 419-442.

Document: J. Ferry

10/16 - IN-CLASS MIDTERM

10/18-20 PARIS HISTORY FIELD TRIP (3 days/2 nights)

Detailed itinerary to be provided.

Week 8

10/21- France, the Great War, and Alsatian identity

Jones, 242-248

Samuel Goodfellow, "From Germany to France? Interwar Alsatian Identity," *French History* 7, no. 4 (1993): 450-471.

10/22 - FIELD TRIP: Strasbourg Municipal Archives (tour and presentation of WWII posters promoting re-Germanization and nazification of Alsace; documents from Strasbourg history)

10/23 - Interwar politics and World War II

Jones, 248-253

Documents to be distributed.

Week of Oct 28 - FALL BREAK (No class)

Week 9

11/4 - After the Liberation: Vichy's legacy and the emergence of "Europe"

Jones, 264 (from second paragraph)-275

Julian Jackson, "Vichy France and the Jews," *Historian* (Spring 1999): 4-9.

Document: "The National Revolution at Vichy" (in Thomson)

11/6 – Gender, family, and work: change and continuity through two world wars
Jones, 253-264 (to second paragraph)
Mary Louise Roberts, “Women Are Cutting Their Hair as a Sign of Sterility,”
Chapter 3 in *Civilization without Sexes: Reconstructing Gender in Postwar France, 1917-1927* (U of Chicago Press, 1994), 63-87.
Jane Jenson, “The Liberation and New Rights for French Women” in M. Higonnet, J. Jenson, S. Michel, and M.C. Weitz, eds., *Behind the Lines: Gender and the Two World Wars* (Yale, 1987), 272-284.
Documents: “The French Decree Establishing Medals for Mothers” (1920);
“Law of 31 July” (1920) [Bell & Offen, *Women, the Family, and Freedom* document collection, Vol. 2 (Stanford, 1983)]

Week 10

11/11 – Holiday: No Class

11/13 – Coca-Cola, Cold War and the “Trente glorieuses”
Jones, 276-282 (to 3rd paragraph), 287-292.
Richard F. Kuisel, “Coca-Cola and the Cold War: The French Face Americanization, 1948-1953,” *French Historical Studies* 17, No. 1 (Spring 1991): 96-116.

FILM screening: *The Battle of Algiers*

Week 11

11/18 – Decolonization and the Algerian War
Jones, 282 (from 3rd paragraph)- 286; also map, 289
Documents: Manifesto of the 121 [Fanon excerpt/Sartre preface]
11/20 - May 68, a new revolution?
Jones, 292-302; 310-311.
Feenberg and Freedman, “Students vs. Society” in *When Poetry Ruled the Streets: The French May Events of 1968*
[Documents: Cohn-Bendit, “The Student Revolt” or Sartre interview w/Cohn/Bendit]

FILM screening 11/20: *Generation 68* (S. Brook, ARTE 2008).

Week 12

11/25 – Politics in a changing world: obstacles and opportunities
Jones, 302-309; 312-314
Documents to be provided.

Film screening: *La Haine* (Kassovitz, 1996) – Tuesday 11/26, 4:30 pm, rm. 203.

11/27 – French identity in a “global” age
Jones, 320-334
Joan Scott, “Symptomatic Politics: The Banning of Islamic Head Scarves in French Public Schools,” *French Politics, Culture & Society* 23: 3 (Winter 2005), 106-127.
Document: CRAN/Patric Lozès.

11/29 or 12/4 - FIELD TRIP to Council of Europe or Europe Parliament (to be confirmed)

Week 13

12/2 - The French cult of commemoration: memory, forgetting and the politics of public apology

William B. Cohen, "The Algerian War, the French State and Official Memory." *Historical Reflections/Reflexions Historiques* 28, no. 2 (2002): 219-239.

Chapter 6, "Vectors of Memory," in Henry Rousso, *The Vichy Syndrome: History and Memory in France since 1944* (Harvard, 1991):

- pp. 219-256 (required)
- to p. 271 (optional)

Document: Law on French colonialism (J.O. no. 46, 24 February 2005 at www.legifrance.gouv.fr)

12/4 – Semester wrap-up and exam review

FINAL EXAM: Monday, December 9, 2013, 10am-noon, room 202.