

History 332: Modern France



Professor Hugh Dubrulle

Class Time: Tuesdays and Thursdays, 10:00 AM-11:15 AM

Classroom: 10 Alumni Hall

Office: 304 Joseph Hall

Office Hours: Mondays 10:00 AM-12:00 PM, Wednesdays 1:00 PM-2:00 PM,
Fridays 11:30 AM-12:30 PM, and by appointment

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"Learn if you can the why and the wherefore."—Lord Chesterfield

Themes of the Course

Over the last 225 years, the French have flirted with or experienced a multitude of political arrangements, from absolute monarchy to radical utopian visions of socialism. For this reason, France in modern times has constituted perhaps the most interesting and tumultuous political laboratory in all of Europe. Our story begins with the Revolution of 1789, an extraordinarily important event, or rather, series of events, that shaped France for decades to come. Indeed, for over a century, French politics was consumed by the struggle not only between those who opposed and supported revolutionary ideas, but also among those who disputed the revolution's meaning and significance. Over the course of the semester, we will follow these struggles and trace how France eventually came to terms with "The Revolution" while attempting to attain political stability. As we conduct this survey, we will also pay close attention to the way in which social, economic, and economic developments interacted with politics throughout this period.

Required Readings

Jeremy Popkin, *A History of Modern France* (2012)

Honoré Balzac, *Eugénie Grandet* (1833)

Emile Guillaumin, *The Life of a Simple Man* (1904)

Henri Barbusse, *Under Fire* (1916)

Mehdi Charef, *Team in the Harem* (1983)

Various Primary Sources on Sakai

Student Requirements and Assignments

Academic Honesty

According to the American Historical Association's Statement on the Standards of Professional Conduct, "the expropriation of another author's text, and the presentation of it as one's own, constitutes plagiarism and is a serious violation of the ethics of scholarship." The Statement goes on to assert the following: "Plagiarism includes more subtle and perhaps more pernicious abuses than simply expropriating the exact wording of another author without attribution. Plagiarism also includes the limited borrowing, without attribution, of another person's distinctive and significant research findings, hypotheses, theories, rhetorical strategies, or interpretations, or an extended borrowing even with attribution." So what exactly does plagiarism look like? The Statement continues by stating that "the clearest abuse is the use of another's language without quotation marks and citation. More subtle abuses include the appropriation of concepts, data, or notes all disguised as newly crafted sentences, or reference to a borrowed work in an early note and then extensive further use without attribution." If you would like more information on this topic, please refer to the AHA's statement on plagiarism:

<http://www.historians.org/PUBS/Free/ProfessionalStandards.cfm#Plagiarism>

You should also look at the Student Handbook's definition of plagiarism:

<http://www.anselm.edu/Documents/Dean%20of%20Students/2012-2013%20Student%20Handbook.pdf>

Depending on the egregiousness of the infraction and the relative weight of the assignment, you can expect anything from a zero on a particular assignment to failure in the class. I will also report you to the Dean. These penalties serve not only to punish the guilty, but even more important, to deter those who might feel tempted to engage in unethical behavior. For even more information, please consult the College's Academic Integrity tutorial:

<http://www.anselm.edu/Library/Research-Help/Research-Tutorials/Academic-Integrity.htm>

Attendance

According to the Student Handbook, since this course meets twice per week, students enjoy two "allowed absences" over the course of the entire semester to deal with a "brief illness, a personal obligation that conflicts with class, or participation in College-sponsored events." For every additional absence that you accumulate above these two, I will deduct a percentage point from your overall grade.

Turning in Papers

Extensions: I will grant NO extensions on or after the due date. I will provide an extension only if you produce the necessary documentation from the academic dean's office.

No Electronic Submission: I will not accept papers submitted to me via e-mail. You must either give the paper to me in person on the day it is due or drop it off at my office before I leave campus.

Late Paper Penalties: Late papers will suffer a penalty of 10% for each day they are late. A B- paper turned in a day late will become a C- paper. The meter runs on weekends just as on weekdays. If a paper is due on a Friday, it will be one day late on Saturday (10% off), two days late on Sunday (20% off), and three days late on Monday (30% off). The meter also keeps running during holidays and breaks. It is your responsibility to get the paper to me in such a manner that I can verify you completed it by a certain time. I will give priority to papers turned in on time. If your paper arrives late, I will grade it when I have the time to get to it—whenever that may be. In other words, if you turn in your paper late, I will return it late

Disabilities

Students with appropriately documented disabilities may be eligible for reasonable accommodations. It is the student's responsibility to contact and submit documentation of a disability to the Office of Academic Advisement.

Class Participation (20%)

I will base your class participation grade on the frequency and quality of your contribution to classroom discussion.

Positive contributions to class discussion consist not merely of answering the professor's questions. They also include:

- Asking questions concerning the reading, the discussion, or the themes of the course in general
- Challenging what either the professor or your peers have said
- Making pertinent observations of all sorts
- Visiting me during office hours
- Displaying a positive attitude toward learning and the course

On the web site, you will find a more detailed rubric concerning the grading of class participation.

If you are a student, your job consists of learning. I expect you to come to class prepared to learn.

- Come to class having completed the readings assigned for that day (including the textbook readings).
- If we are scheduled to discuss a book or another reading, bring the reading to class so that you can refer to it.
- Bring the textbook to class.
- Also, please arrive on time if not a little early. If you must leave class early, let me know in advance.

Remember, if you are not attending class, you are not participating. For more information concerning my rubric for grading class participation, please go to the "Grading Criteria" section under "Grading & Assignments" on the web site.

Food for Thought: Quizzes and Other Exercises (20%)

In anticipation of class meetings, I will post several questions associated with the reading for that particular day. These questions will appear in the "Food for Thought" section of the website. While you read, pay attention to these questions. At the beginning of every class meeting, I will give you a five-minute open-note quiz on one of the posted questions.

Five minutes will probably not provide you with enough time to scan the reading and write a meaningful answer. I highly recommend that you jot down notes as you read so that you have some sort of prepared answer when you take the quiz. If you arrive late, you will only have what remains of the five minutes to complete your quiz. If you miss the quiz completely, you will have no opportunity to make it up.

On other occasions, as my capricious mood strikes me, instead of asking you to prepare for a quiz, I will ask you to produce some sort of short written assignment. The assignments will vary from day to day, so please pay close attention to the "Food for Thought" section of the website to see what I expect on any given day.

Essays (30%)

During the semester, I will provide more information about these assignments.

Draft (due TBA) (10%): You will turn in a first draft of a research project. I will provide further details about this project later. Please remember that this assignment is not due on the day of a class meeting.

Final Project (due TBA) (20%): On this date, you will turn in a final draft of your research paper.

Criteria: For more information concerning my rubric for grading written assignments, please go to the "Grading Criteria" section under "Grading & Assignments" in the web site.

Examinations (30%)

Both examinations in this class will consist of a short essay section followed by a series of essay questions. Everyone must take the examinations at the assigned time—no exceptions.

Midterm Examination (10%): This examination will take place in class on Thursday, February 28.

Final Examination (20%): This examination will take place on Thursday, May 2 at 9:00 AM.

Schedule

WEEK 1

Tuesday, January 15

Introduction

Reading:

None

Thursday, January 17

The Old Regime

Reading:

Popkin, pp. 8-26

Excerpts from Jean-Jacques Rousseau, *The Social Contract* (1762)

Excerpts from Arthur Young, *Travels in France during the Years 1787, 1788, and 1789* (1792)

French Folk Tales (17th and 18th centuries)

WEEK 2**Tuesday, January 22**

The Liberal Revolution

Reading:

Popkin, pp. 27-52

Cahiers de Doléances of the First, Second, and Third Estates of Dourdan (1789)

King's Declaration of Intentions (1789)

August 4 Decrees (1789)

Declaration of the Rights of Man and Citizen (1789)

Decree of the Fundamental Principles of Government (1789)

Thursday, January 24

The Radical Revolution and the Thermidor Reaction

Reading:

Popkin, pp. 53-70

Maximilien Robespierre's Proposed Declaration of Rights (1793)

Excerpts from Maximilien Robespierre's "Republic of Virtue" Speech (1794)

Analysis of the Doctrine of Babeuf (1797)

WEEK 3**Tuesday, January 29**

Napoleon

Reading:

Popkin, pp. 71-83

Jean-Francois Curée, "Motion . . . Seeking That Napoleon Bonaparte . . . Be Declared Emperor of the French" (1804)

Excerpt from Carl von Clausewitz, *On War* (ca. 1830)

Thursday, January 31

The Restoration

Reading:

Popkin, pp. 84-92

The Constitutional Charter of 1814

Excerpts from Benjamin Constant, *Principles of Politics* (1815)

WEEK 4**Tuesday, February 5**

The July Monarchy

Reading:

Popkin, pp. 93-101

Excerpts from Karl Marx, *The Class Struggles in France* (1850)

Thursday, February 7

The Rise of Industry and the Bourgeoisie

Reading:

Popkin, pp. 102-114

Excerpts from Pierre-Joseph Proudhon, *First Memoir: An Inquiry into the Principle of Right and Government* (1840)

Excerpts from Louis Blanc, *The Organization of Labor* (1840)

Excerpts from Frédéric Bastiat, *Selected Essays on Political Economy* (1848)

WEEK 5**Tuesday, February 12**

Eugénie Grandet

Reading:

Honoré Balzac, *Eugénie Grandet* (1833)

Thursday, February 14

The Revolution of 1848

Reading:

Popkin, pp. 115-123

Excerpts from Alexis de Tocqueville's *Recollections* (ca. 1851)

WEEK 6**Tuesday, February 19**

The Second Empire

Reading:

Popkin, pp. 124-140

Louis-Napoléon Bonaparte, "The Napoleonic Idea" (1840)

Thursday, February 21

The Establishment of the Third Republic

Reading:

Popkin, pp. 141-160

Belleville Manifesto and Léon Gambetta's Response (1869)

Excerpts from Karl Marx, *The Civil War in France* (1871)

Testament of the Commune (1871)

Excerpts from Adophe Thiers, *Memoirs of M. Thiers 1870-1873* (ca. 1875)

WEEK 7**Tuesday, February 26**

The Challenges of the Third Republic

Reading:

Popkin, pp. 161-179

Ernest Renan, "What is a Nation?" (1882)

Declarations of the Radical Socialist Party (1901, 1907)

Ernest Lavissee, *The Second Year of French History* (1895)

Thursday, February 28

MIDTERM

WEEK 8**Tuesday, March 12**

The Life of a Simple Man

Reading:

Emile Guillaumin, *The Life of a Simple Man* (1904)

Thursday, March 14

The Fin de Siècle and the Belle Époque (180-200)

Reading:

Popkin, pp. 182-200

Jules Ferry, Speech before the National Assembly (1883)

Debate between Jules Guesde and Jean Jaurès at Lille (1900)

Excerpts from Jules Harmand, *Domination and Colonization* (1910)

WEEK 9**Tuesday, March 19**

World War I

Reading:

Popkin, pp. 201-219

Thursday, March 21

Under Fire

Reading:

Henri Barbusse, *Under Fire* (1916)

WEEK 10**Tuesday, March 26**

Under Fire

Reading:

Henri Barbusse, *Under Fire* (1916)

WEEK 11**Tuesday, April 2**

Interwar Challenges

Reading:

Popkin, pp. 221-249

Popular Front Manifesto (1936)

Thursday, April 4

World War II

Reading:

Popkin, pp. 249-273

Philippe Pétain, Message to the French People (1940)

Excerpts from Marc Bloch, *Strange Defeat* (1940)

WEEK 12**Tuesday, April 9**

The Fourth Republic

Reading:

Popkin, pp. 274-291

Jean Monnet, *Memoirs* (1978)

Thursday, April 11

De Gaulle and the Fifth Republic

Reading:

Popkin, pp. 291-322

Charles de Gaulle, Bayeux Speech (1946)

Charles de Gaulle, Press Conferences at the Palais d'Orsay (1958)

Excerpts from Charles de Gaulle, *Renewal* (ca. 1970)

WEEK 13

Tuesday, April 16

Thirty Glorious Years

Reading:

Popkin, pp. 303-310

Excerpt from Laurence Wylie, *Village in the Vaucluse* (1961)

Excerpt from Georges Perec, *Things* (1965)

Thursday, April 18

1968

Reading:

Popkin, pp. 311-322

“The SNE Sup Explains” (1968)

“The Amnesty of Blinded Eyes” (1968)

WEEK 14

Tuesday, April 23

The Mitterrand Years

Reading:

Popkin, pp. 323-332

Independent Obituary of Francois Mitterrand (1996)

Thursday, April 25

Tea in the Harem

Reading:

Mehdi Charef, *Team in the Harem* (1983)

WEEK 15

Tuesday, April 30

Contemporary France

Reading:

Popkin, pp. 333-347

National Front Immigration Policy (2005)