

History 616/626/633: Readings in Late Modern Europe/  
Global and Comparative History/International History  
***France and Its Empire at War, 1914-1918***

Rick Fogarty  
Fall 2011

Class time: W 4:40-6:40  
Location: ED 021  
Office Hours: T 1:00-2:00, W 1:00-3:00, and by appointment  
Office: SS 60N  
Phone: 442-5344  
Email: rfogarty@albany.edu

***Course Description***

This course examines the history of metropolitan France and its colonial empire during the First World War. The infamous trenches of the Western Front are central to any understanding of the Great War in general and of France's role in particular. Most of this front was located, after all, in France, and the war was both won and lost in this most decisive of theaters. Thus, we will pay close attention to the war in the metropole, both on the battlefield and on the home front. Nevertheless, a full accounting of the history of this industrialized and global conflict must extend far beyond the trenches of northeastern France. Waging total war required the mobilization of "La plus grande France" (or "Greater France," as the combined entity of the nation and its overseas possessions was known). Accordingly, we will also examine both the ways the war affected France's colonies—reaching into the lives and spaces of empire in profound ways—and the contributions of the colonies to the war effort—providing men and other resources to help France prosecute the war on the Western Front and beyond. The huge extent of the French colonial empire, then the world's second largest and stretching from North and West Africa, to Madagascar, Indochina, the Pacific, and the Caribbean, helped ensure that the war was truly global.

***Requirements and Grading***

Grades will be based upon the satisfactory completion of all of the following requirements:

- Attendance and active participation in seminar discussions (40%)
- One short class presentation (10%)
- One 2-3 page paper proposal (10%)
- One 20-25 page final essay (40%)

**Attendance and active participation** in class discussions are mandatory. You must complete all of the week's assigned reading by the beginning of class that week, and be prepared to discuss it with the group.

For the **presentation**, students will choose one week on which to present, at the beginning of that week's class, 10 minutes worth of observations and questions about the reading. You must choose a week to present by no later than our second meeting.

Due no later than 30 November, the **paper proposal** will be 2-3 double-spaced pages in length, and will outline your approach to the final paper. I will review your proposal and provide comments within one week of submission.

The **final essay** will be due no later than 14 December, and will make use of the readings from the class to make judgments about both the history and the historiography of France and its empire during the Great War.

Please see below for further details about the writing assignments. For now, please take note of the policy of the Department of History on **plagiarism**: “Plagiarism is taking (which includes purchasing) the words and ideas of another and passing them off as one's own work. If in a formal paper a student quotes someone, that student must use quotation marks and give a citation. Paraphrased or borrowed ideas are to be identified by proper citations. Plagiarism will result, at the minimum, in a failing grade for the assignment.” I would add that plagiarism violates the educational mission of the University, the ethical foundations of the scholarly endeavor, and the essential trust between instructors and students. Do not do it. If you do, and I catch you, I will enforce the appropriate penalty, including referral to University authorities for formal adjudication and sanction.

### **Readings**

The required readings, which we will discuss in seminar each week, also appear in the schedule below. Most are available for purchase at the bookstore, while others are on reserve at the library. I have made the readings available, so it is your responsibility to obtain and complete them by the appropriate time.

Books available at the UAlbany bookstore:

- Alice Conklin, Sarah Fishman, and Robert Zaretsky, *France and Its Empire since 1870* (978-0199735181)
- Leonard Smith, Stéphane Audoin-Rouzeau, and Annette Becker, *France and the Great War* (978-0521666312)
- Ian Ousby, *The Road to Verdun: World War I's Most Momentous Battle and the Folly of Nationalism* (978-0385721738)
- Alistair Horne, *The Price of Glory* (978-0140170412)
- Robert A. Doughty, *Pyrrhic Victory: French Strategy and Operations in the Great War* (978-0674027268)
- Henri Barbusse, *Under Fire* (978-0143039044)
- Martha Hanna, *Your Death Would Be Mine: Paul and Marie Pireaud in the Great War* (978-0674030510)
- Margaret Darrow, *French Women and the First World War: War Stories of the Home Front* (978-1859733660)
- Leonard V. Smith, *The Embattled Self: French Soldiers' Testimony of the Great War* (978-0801445231)
- Jean Yves Le Naour, *The Living Unknown Soldier: A Story of Grief and the Great War* (978-0805079371)

## ***Schedule***

### **8/31—Introduction and Background: Greater France from the Revolution to the 1920s**

#### Reading

Alice Conklin, Sarah Fishman, and Robert Zaretsky, *France and Its Empire since 1870*, Preface and pp. 1-180

### **9/7—Overview: Politics, Culture, Society, and War**

#### Reading

Leonard Smith, Stéphane Audoin-Rouzeau, and Annette Becker, *France and the Great War*

### **9/14—Verdun, Part One: Microcosm of the War**

#### Reading

Alistair Horne, *The Price of Glory*

### **9/21—Verdun, Part Two: Microcosm of France**

#### Reading

Ian Ousby, *The Road to Verdun: World War I's Most Momentous Battle and the Folly of Nationalism*

### **9/28—The Generals' War, Part One [\*\*No class, Fall break\*\*]**

#### Reading

Robert A. Doughty, *Pyrrhic Victory: French Strategy and Operations in the Great War*, pp. 1-249

### **10/5—The Generals' War, Part Two**

#### Reading

Robert A. Doughty, *Pyrrhic Victory*, pp. 250-516

### **10/12—In the Trenches**

#### Reading

Henri Barbusse, *Under Fire*

### **10/19—Women and Men, Home Front and Battle Front**

#### Reading

Martha Hanna, *Your Death Would Be Mine: Paul and Marie Pireaud in the Great War*

### **10/26—Women and the Home Front**

#### Reading

Margaret Darrow, *French Women and the First World War: War Stories of the Home Front*

## **11/2—War, Empire, and Race, Part One: Soldiers and Workers**

### Reading

- Richard S. Fogarty, *Race and War in France: Colonial Subjects in the French Army, 1914-1918*, pp. 1-201
- Tyler Stovall, "Colour-blind France? Colonial Workers during the First World War," *Race and Class* 35, 2 (1993): 35-55.
- Tyler Stovall, "The Color Lind Behind the Lines: Racial Violence in France during the Great War," *American Historical Review* 103, 3 (June 1998): 737-69.

## **11/9— War, Empire, and Race, Part Two: Colonial Effects and Aftereffects**

### Reading

- Fogarty, *Race and War in France*, pp. 202-293
- Sally Marks, "Black Watch on the Rhine: A Study in Propaganda, Prejudice and Prurience," *European Studies Review* 13, 3 (1983): 297-334.
- Christina Firpo, "Shades of Whiteness: *Petits-blancs* and the Politics of Military Allocations Distribution in World War I Colonial Cochinchina," *French Historical Studies* 34, 2 (Spring 2011): 279-97.
- Anne Summers and R.W. Johnson, "World War I Conscription and Social Change in Guinea," *Journal of African History* 19, 1 (1978): 24-38.
- Joe Lunn, "Beneath the Roots of the Baobab: The Repatriation of the Soldiers and the Postwar Colonial Order in Senegal," chapter 7 of his *Memoirs of the Maelstrom: A Senegalese Oral History of the First World War* (Portsmouth, New Hampshire: Heinemann, 1999).
- Alice Conklin, "Revolt and Reaction: World War I and Its Consequences (1914-1930)," chapter 5 in her *A Mission to Civilize: the Republican Idea of Empire in France and West Africa, 1895-1930* (Stanford: Stanford University Press, 1997).
- Gregory Mann, "Ex-Soldiers and Unruly Clients, 1914-1960," chapter 2 in his *Native Sons: West African Veterans and France in the Twentieth Century* (Durham: Duke University Press, 2006).

## **11/16—War, Empire, and Race, Part Three: Images, Attitudes, Memories**

### Reading/Viewing

- Noirs et blancs en couleur* (film directed by Jean-Jacques Annaud, 1976; English title, *Black and White in Color*)
- Michael Kline, War, Parody, and Historical Memory in Jean-Jacques Annaud's *Black and White in Color*," *The French Review* 79, 3 (February 2006): 586-96.
- Ruth Harris, "The 'Child of the Barbarian': Rape, Race and Nationalism during the First World War," *Past and Present* 141 (November 1993): 170-206.
- Henri de L  cluse, "Mama Pleya, Rifleman," and "The Last Column," chapters 26 and 32 in Roy E. Sandstrom, ed., *Comrades-in-Arms: The World War I Memoir of Captain Henri de L  cluse, Comte de Tr  vo  dal* (Kent, Ohio: Kent State University Press, 1998)
- Nicole M. Zehfus, From Stereotype to Individual: World War I Experiences with *Tirailleurs s  n  galais*," *French Colonial History* 6 (2005): 137-57.
- Ruth Ginio, "French Officers, African Officers, and the Violent Image of African Colonial Soldiers," *Historical Reflections/R  flexions Historiques* 36, 2 (Summer 2010): 59-75.

Eric T. Jennings, "Monuments to Frenchness? The Memory of the Great War and the Politics of Guadeloupe's Identity, 1914-1945," *French Historical Studies* 21,4 (Autumn 1998): 561-92.

Eric T. Jennings, "Representing Indochinese Sacrifice: The Temple du Souvenir Indochinois of Nogent-sur-Marne," in Kathryn Robson and Jennifer Yee, eds., *France and "Indochina": Cultural Representations* (Lanham, Maryland: Lexington, 2005), 29-47.

Ruth Ginio, "African Colonial Soldiers between Memory and Forgetfulness: The Case of Post-Colonial Senegal," *Outre-mers: revue d'histoire* 93, 350 (2006): 141-55.

### **11/23—[No class, eat turkey]**

\*\*Begin working on paper proposal for submission no later than 30 November.\*\*

### **11/30—Explaining, Remembering, Representing**

#### Reading

Leonard V. Smith, *The Embattled Self: French Soldiers' Testimony of the Great War*

Jay Winter, "P vs C: The Still Burning Anger When the French Talk of the First World War," *Times Literary Supplement*, June 16, 2006.

Leonard V. Smith, "The 'Culture de guerre' and French Historiography of the Great War of 1914-1918," *History Compass* 5/6 (2007): 1967-79.

Pierre Purseigle, "A Very French Debate: The 1914-1918 'War Culture'," *Journal of War & Culture Studies* 1. 1 (2008): 9-14.

### **12/7—Grief and Trauma**

#### Reading

Jean Yves Le Naour, *The Living Unknown Soldier: A Story of Grief and the Great War*

Donovan Webster, "The soldiers moved on. The war moved on. The bombs stayed." *Smithsonian* 24, 1 (February 1994): 26-37.

### **12/14—Final essay due**

---

#### ***Paper Proposal and Final Essay***

The paper proposal will be a 2-3 page plan for your longer, final essay. I will review the proposal and give it back to you within one week of submission, with comments and advice to help you as you develop your final essay. The exact theme of your paper is up to you. I am imposing no particular question for you to answer or themes for you to discuss. It is an opportunity for you to think about all of the reading and discussing we will have done throughout the term, and to distill this into an essay that highlights the main historical and historiographical issues as you see them. There will no doubt be many different approaches to this task and perspectives on the materials, but everyone will be working with essentially the same sources, i.e., the readings (and one film) for this class.

Incorporating or citing other sources is not necessary, though it is certainly permissible if you find other materials you've encountered elsewhere germane to your discussion. View

the essay as an opportunity to show me what you can do, to display your best thinking and writing.

Please pay particular attention to the technical aspects of your writing—grammar and style. These are critical components of persuasive writing. Also pay close attention to these **technical parameters**: papers will be **typed**, with **double-spaced**, **numbered**, and **stapled** pages, **one-inch margins**, and **12-point Times New Roman font**. At the top of the first page, put your name and a title for your proposal/essay.

Your final essay will cite all the sources you've consulted in footnotes, according to standard scholarly practice and format (*Chicago Manual of Style*; for quick reference, see: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)). Please also include a bibliography (in *Chicago* style) listing all works consulted.