



Liberté • Égalité • Fraternité

RÉPUBLIQUE FRANÇAISE

CONTEMPORARY FRENCH HISTORY

Fall 2012

ACE 218

Tuesday-Friday 1:00-2:20

Professor David Allen Harvey



This course will examine the history of France from Napoleon's defeat in 1815 to the present. Topics covered will include the failure of two Restorations, industrialization and class conflict, the revolutions of 1830, 1848, and 1871, the rise and establishment of republicanism, imperialism, religion and cultural conflict in the fin de siècle, the First World War, the interwar crisis, defeat and occupation in 1940, Gaullism and Americanization, decolonization and immigration, the May '68 movement and its consequences, and today's French society.

Course meetings will be devoted primarily to lecture and discussion of readings. Students will be expected to complete in-class midterm and final examinations, lead class discussions based on course readings, and write a term paper (about 15 pages) on a subject of their choosing within the scope of the course. Students are encouraged to meet with the instructor during office hours to discuss their term paper topics, and will be expected to submit an abstract and bibliography at the beginning of the second module.

All assignments are due on the dates given in the course calendar. Exams may be rescheduled only in cases of documented illness. Extensions on other assignments must be requested prior to the relevant due dates, and no extensions will be granted beyond the last day of classes. Class participation is an important part of this course. Attendance will be taken, and students may miss no more than five class meetings (barring documented instances of extreme circumstances) in order to receive a satisfactory evaluation for the semester.

Contact Information:

Office Hours: Tuesdays, 9:00-10:00, and Fridays, 10:00-12:00,

Social Sciences Division Office

E-Mail: dharvey@ncf.edu

Phone: 487-4511 (from campus network, 2-4511)

Required Readings:

The following readings will be available for purchase at the bookstore:

Robert Bezucha, *The Lyon Uprising of 1834*

Gay Gullickson, *Unruly Women of Paris*

Robert Aldrich, *Greater France*

Ruth Harris, *Dreyfus*

Leonard Smith, *France and the Great War*

Eugen Weber, *The Hollow Years*

Thomas & Michael Christofferson, *France During World War II*

Alec Hargreaves, *Multi-Ethnic France*

Helen Drake, *Contemporary France*

The above readings will also be available on 3-hour reserve in the library. All other readings listed below are accessible through the electronic course reserves system.

Course Calendar:

Tues. 8/28: The Revolutionary and Napoleonic Legacy

Fri. 8/31: The Restoration

Tues. 9/4: Discussion: Spitzer, "Malicious Memories"
Hazareesingh, "Memory and Political Imagination"
Lyons, "Fires of Expiation"
Pilbeam, "The Growth of Liberalism"

Fri. 9/7: Economic Change and Social Conflict

Tues. 9/11: Discussion: Bezucha, *The Lyon Uprising of 1834*, Ch 1-2, 5-8

Fri. 9/14: Revolutionary Paris: From 1848 to 1871

Tues. 9/18: Discussion: Gullickson, *Unruly Women of Paris*, Intro, Synopsis, Ch. 1, 3, 5-7

Fri. 9/21: Republicanism and Empire

Tues. 9/25: Discussion: Aldrich, *Greater France*, Intro, Prologue, Ch. 1, 3, 5-6

Fri. 9/28: The Dreyfus Affair and the Fin de Siècle

Tues. 10/2: Discussion: Harris, *Dreyfus*, Intro, Ch. 1, 3, 5-6, 8, 12, 16, 18, Epilogue

- Fri. 10/5: The First World War
- Tues. 10/9: Discussion: Smith, *France and the Great War*
- Fri. 10/12: **Mid-Term Examination (in class)**

Week of October 15-19: Fall Break (No Class)

- Tues. 10/23: The Interwar Period
- Fri. 10/26: Discussion: Weber, *The Hollow Years*, Intro, Ch. 1-2, 4-6, 9-10
Term Paper Abstract and Bibliography Due
- Tues. 10/30: Defeat, Occupation, and Liberation
- Fri. 11/2: Discussion: Christofferson, *France During World War II*
- Tues. 11/6: The Fourth Republic: European Integration, Americanization, and Colonial Crisis
- Fri. 11/9: Discussion: Hitchcock, *France Restored*, Ch. 3-4
Kuisel, "The Missionaries of the Marshall Plan"
Aldrich, Ch. 8-9
- Tues. 11/13: France in the 1960s: Gaullism, Technocracy, and Rebellion
- Fri. 11/16: Discussion: Hecht, *The Radiance of France*, Ch. 3-4
Wolin, *The Wind from the East*, Ch. 2-3, 8
- Tues. 11/20: Immigration and Cultural Pluralism
- Tues. 11/27: Discussion: Hargreaves, *Multi-Ethnic France*
- Fri. 11/30: France Today
Term Paper Due
- Tues. 12/4: Discussion: Drake, *Contemporary France*
- Tues. 12/11: **Final Exam**

General Guidelines:

The first of New College's four founding principles declares, "Each student is responsible in the final analysis for his or her own education." The benefit that you will take away from this class is directly related to the effort you put into it. I pledge to do my part to make this course both educational and (hopefully!) fun, through careful preparation of lectures and selection of readings, and I am always willing to discuss the course, your performance, and my expectations with you, before or after class, in office hours, or via e-mail. In return, I expect you to complete all assigned readings, submit assignments on time, and participate actively in class. My specific expectations, and suggestions on how to do well in the different facets of this course, are listed below.

Discussions:

Class discussion is an integral part of a liberal arts education, but for discussions to be fruitful and informative, both discussion leaders and participants must do their part. Discussion leaders should craft a list of questions (about eight to twelve for a 90-minute class session). These questions should be made available before the class meeting via the webboard, and discussion leaders should also bring printed copies to distribute to all class members. Keep in mind that the purpose of the exercise is to stimulate substantive discussion. Purely factual questions, or questions that can be answered with a simple yes or no, are not particularly helpful in this regard. Try instead to focus on interpretive issues (do you agree with the author's interpretation? what are the strong and weak points of the book/article?), particularly on questions of causality (why did a particular event occur, and what were its consequences?), agency (who made things happen? how much freedom of action did they have?), and contingency (how might things have turned out differently?). Discussion participants are responsible for completing all class readings before the session in which they are to be discussed, and should come prepared to participate actively in discussions (when the conversation comes to a halt, I will begin to call on students randomly, and I will expect a response from each person on whom I call).

Exams:

There are two examinations in this course: a midterm and a final, both administered in class, with a maximum of 90 minutes for completion. Both exams will have the same structure: you will be asked to complete 6 out of 8 identifications (about a paragraph each), and 2 out of 3 essay questions (which should be, as much as possible under the circumstances of an examination, clear, coherent, and complete, incorporating material from lectures and course readings to support an argument formulated in response to the question). If you attend classes regularly, take detailed notes, and complete all course readings, you should do well on these exams; I am looking for you to show me what you've learned, not trying to trip you up with obscure references or trick questions! The exam dates are listed on the syllabus, and I expect all students to take the exams on the dates on which they are offered. I will allow make-up exams only in the case of documented medical or family emergencies.

Term Paper:

All students are expected to complete a term paper of approximately 15 pages (no fewer than 12, excluding notes and bibliography, and no more than 20), which is due on the penultimate day of class. The topic for the paper is open, provided it falls within the scope of the course, and I want you to write about something that interests you, so that you will be motivated to do the best work of which you are capable. It should go without saying that all papers must be your own original work; please use appropriate citation (Chicago style is standard in history, but MLA is also acceptable) for all references to sources. You will be required to submit a one-page abstract summarizing your paper topic, as well as a provisional bibliography, following the midterm break. I am available during office hours, before or after class, or via e-mail, if you wish to discuss possible paper topics with me. I expect all term papers to make use of at least six, and ideally ten or more, scholarly books and articles (Wikipedia and other online materials, with the exception of online versions of peer-reviewed journals, are not acceptable sources). You can find relevant books through the Cook Library catalog and through online catalogs such as WorldCat, which lists the holdings of other college and university libraries throughout the nation and the world. You can find articles through databases such as J-STOR and Historical Abstracts, both accessible through the library website. J-STOR and other online journal collections allow you to download and print articles directly, and articles not available online, as well as books held by other libraries, can be requested through interlibrary loan. Careful planning is vital to a successful term paper: you need to define your topic in the first half of the semester, request loan materials ahead of time, and begin outlining and writing your paper well before the due date. I will not accept late term papers unless an extension has been granted in advance, and I will not grant extensions beyond the end of the semester.