

History 492 Seminar: France under the Nazi Occupation

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Description. This seminar explores the history of *les années noires* (“the dark years”) of the Nazi Occupation of France during WWII. It examines the myth that arose upon the Liberation that under the Occupation the “true French” were *résistants* who had opposed the collaborationist French Vichy regime and had supported General Charles de Gaulle’s Free France movement. It wasn’t until the 1970s, with the publication of *Vichy France: Old Guard and the New Order* by American historian, Robert O. Paxton, that this view was seriously challenged. Paxton suggested that Vichy had not only collaborated with the Nazis, but that Marshall Pétain’s “National Revolution” had also claimed to represent the “true French.” As scholarly research has continued over the past three decades, critical understanding of both the historical record and the legacy of the Occupation have become more nuanced. In this seminar we will learn about this more complex awareness of the history and memory of Occupied France.

Goals. As a group and individually, seminar participants will develop an in-depth knowledge into some aspect of the history of France under the Nazi Occupation and its legacies. Major issues concerning this subject will include: the place of the Vichy regime within French history and national memory, the shifting legacies of *collobos* (collaborators) and *résistants* (resistance fighters) in the ongoing writing of that history, the strategies and tactics practiced by ordinary French men and women under the Occupation, the fate of French and refugee Jews under Vichy and the Nazis, the significance of putting Vichy collaborators on trial after the war, and the meaning of Occupation era commemorations and memorials for French identity today. As individual seminar members, each participant will focus on some dimension of this history in depth. Through directed reading, discussion, and presentations, seminar participants will *master* university competencies in the areas of written and oral communication, information literacy, critical thinking, computer skills, professional behavior, and will further develop a social sciences competency in the appreciation of cultural diversity.

Requirements (Objectives). As an upper-division history seminar, the emphasis is upon group reading and discussion, not upon instructor expertise and lecture. Most sessions, seminar participants will prepare and lead group discussions. For the seminar paper, each participant will research three scholarly works an approved topic concerning the history of the Nazi Occupation of France or another country in Europe, and will both deliver a presentation to the seminar and write a review essay on that topic.

Grading (Assessment). Your course grade is based upon seminar participation (attendance and leading discussions) and successful completion of the seminar paper (review essay) in both written and oral formats. **Seminar participation (40%)** = regular attendance (20%) calculated by absences: 0-1 = A; 2 = B; 3 = C; 4 = D; 5+ = F, and leading discussions (20%) calculated by sessions: 4+ = A; 3 = B; 2 = C; 1 = D; 0 = F. **Successful completion of the seminar paper (60%)** = timely completion of each step in the review essay process. Professor Walz makes final judgments about the quality of work.

Required Readings. All readings may be purchased in the UAS bookstore:

Thomas R. and Michael S. Christofferson, *France during World War II: from Defeat to Liberation*
Irène Némirovsky, *Suite Française*
Robert O. Paxton, *Vichy France: Old Guard and New Order 1940-1944*, revised 2001 edition
Robert Gildea, *Marianne in Chains: Daily Life in the Heart of France during the German Occupation*
Susan Zuccotti, *The Holocaust, the French, and the Jews*
Alice Kaplan, *The Collaborator: The Trial and Execution of Robert Brasillach*
Sarah Farmer, *Martyred Village: Commemorating the 1944 Massacre at Oradour-sur-Glane*

SEMINAR READING & DISCUSSION SCHEDULE

Note: Readings Correspond to discussion. Complete reading before coming to class.

Week 1 Introduction: History and Memory of Occupied France

Sept 14

Course Themes
Syllabus Review

Paper Project Step #1: Library Resources Orientation

Week 2 The Defeat of France: “Phony War” and “The Debacle”

Sept 21

Reading: Christofferson & Christofferson, Chp 1 “Defeat of France” in *France during World War II*; Irène Némirovsky, *Suite Française*

Leading Discussion:

1. One “Storm in June” (Némirovsky)
2. Two “Dolce” (Némirovsky)

Week 3 The “National Revolution” of Vichy France

Sept 28

Reading: Christofferson & Christofferson, Chp 2 “National Revolution” in *France during World War II*; Robert O. Paxton, *Vichy France* (through Part II, p. 233)

Leading Discussion:

1. “Prologue: Summer 1940” (Paxton)
2. II “The National Revolution” (Paxton)

Paper Project Step #2: Proposing Review Essay Topics

Week 4 Collaboration

Oct 5

Reading: Christofferson & Christofferson, Chp 3 “Collaboration” in *France during World War II*; Paxton, Parts III “The Collaborators” & IV “Collaboration” in *Vichy France*; Robert Gildea, *Marianne in Chains* (through Chp 8, p. 208).

Leading Discussion:

1. III “The Collaborators” (Paxton)
2. “Bread” & “Circuses” (Gildea, Chps 4 & 5)
3. “Demonstrators” & “Trimmers” (Gildea, Chps 6 & 7)

Presentation: Photographs from *Les Parisiens sous l’Occupation* (2008)

Paper Project Step #3: Individual Conferences with the Professor Walz

Week 5 France and the Holocaust

Oct 12

Reading: Christofferson & Christofferson, Chp 4 “Exclusion” in *France during World War II*; Gildea, Chps 9 “Sinners” in *Marianne in Chains*; Susan Zuccotti, *The Holocaust, the French, and the Jews* (all).

Leading Discussion:

1. Exclusion & Internment (Zuccotti, Chps 1-5)
2. Arrests & Expulsions (Zuccotti, Chps 6-11)
3. Rescue & Resistance (Zuccotti, Chps 12-15)

Presentation: “Gentile Extermination” – The Fate of the Jews in Anjou (Western France)

Week 6 Resistance

Oct 19 Reading: Christofferson & Christofferson, Chp 5 “Resistance” in *France during World War II*; Gildea, Chps 10-13 in *Marianne in Chains*; Sarah Farmer, *Martyred Village* (all).

Leading Discussion:

1. The Massacre at Oradour-sur-Glance (Farmer, Chps 1 & 2)
2. Memorializing the Massacre (Farmer, Chps 3 & 4)
3. Memory of the Massacre (Farmer, Chps 5 & 6)

Presentation: “The 50 Hostages” – Commemorating the Assassination of Lieutenant-Colonel Hotz in Anjou (Western France)

Paper Project Step #4: Proposed Bibliography

Week 7 Liberation & “Purification”

Oct 26 Reading: Christofferson & Christofferson, Chp 6 “Liberation” in *France during World War II*; Gildea, Chps 14 & 15 in *Marianne in Chains*; Alice Kaplan, *The Collaborator* (all).

Leading Discussion:

1. Robert Brasillach, Fascist Intellectual & Collaborator (Kaplan, Chps 1-4)
2. Brasillach’s Trial (Kaplan, Chps 5-8)
3. Brasillach’s Legacy: Villain or Victim? (Kaplan, Chps 9-14)

Paper Project Step #5: Bibliography Approval with Prof. Walz’s Input

Week 8 “The Vichy Syndrome,” or “The Past We Can’t Get Past”

Nov 2 Reading: Paxton, V “A Balance Sheet: The Legacy of Vichy” in *Vichy France*; Gildea, “Memories” & “Conclusion” in *Marianne in Chains*; Selections from *The Papon Affair: Memory and Justice on Trial*, ed. Richard J. Golsan.

Leading Discussion:

1. “A Balance Sheet: The Legacy of Vichy” (Paxton)
2. “Memories” & “Conclusion” (Gildea)
3. Selections from Selections from *The Papon Affair: Memory and Justice on Trial*

Week 9 Occupation Cinema (1)

Nov 9 What is a Review Essay? Guidelines & Suggestions on Crafting Your Essay

Viewing: *The Eye of Vichy*, dir. Claude Chabrol (France 1993).

Reading: Michael Roth, Review of *L’œil de Vichy (The Eye of Vichy)*.

Paper Project Step #6: Progress Report with Professor Walz

Week 10 Occupation Cinema (2)

Nov 16 Viewing: *Le Corbeau*, dir. Georges-Henri Clouzot (France 1943)

Week 11 Occupation Cinema (3)

Nov 23 Viewing: *The Last Metro*, dir. François Truffaut (France 1980)

Paper Project Step #7: Rough Draft Due (Criticism Guidelines Distributed)

Week 12 Presentation Panels (1)

Nov 30 **Paper Project Step #8: Presentation Panels**

Week 13 Presentation Panels (2)

Dec 7 **Paper Project Step #8: Presentation Panels**

Week 14 End of Seminar

Dec 14 **Paper Project Step #9: Written Review Essay Due — 6:00 p.m.**

How Your Course Grade is Calculated

Attendance and Participation (Letter Grade; 40% of Course Grade)

- Mastery of UAS Competencies: Oral Communication, Critical Thinking, Professional Behavior.
- Development of Social Science Competency: Appreciation of Cultural Diversity.

1. Attendance (20%): A seminar is a highly effective course of academic study. However, it only works when participants are thoroughly prepared. Therefore, the highest level of professionalism is expected of all seminar members. Since we only meet once a week, missing a seminar session is the equivalent of missing an entire week of the course. Therefore, your participation grade is fundamentally determined by your seminar attendance; i.e., absences: 0-1 = A; 2 = B; 3 = C; 4 = D; 5+ = F.

2. Leading Seminar Discussions (20%): In addition to coming to class, each seminar participant will help lead discussions on the required readings. In small groups of no less than two and no more than four, you will prepare questions on that session's readings, as listed on the syllabus. Get together as a group (physically or virtually by e-mail) to generate those discussion questions. I recommend "brainstorming" a list, and then combining recurring or similar issues into a few open-ended questions (three or four should suffice). One group member should briefly summarize (5 minutes maximum) key points or issues raised by the reading. Other members should ask the questions and lead group discussion. Ask open-ended questions (e.g., "Did the Vichy regime act as an effective buffer against the Nazi occupiers?" "Do you find it surprising that the French willingly participated in the exclusion, arrest, and deportation of Jews?") rather than solicit information. Photocopy the group's questions for seminar participants, or print them out on an overhead transparency that can be projected during class session. (Note: Do *not* spend class time writing them on the board.) Be sure to list the small group members who actually prepared the questions. The grade for leading seminar discussions is determined by the number of sessions conducted: 4+ = A; 3 = B; 2 = C; 1 = D; 0 = F

The Seminar Paper (Letter Grade; 60% of Course Grade)

- Mastery of UAS Competencies: Written & Oral Communications, Information Literacy, Critical Thinking, Computer Skills, Professional Behavior.
- Development of Social Science Competency: Appreciation of Cultural Diversity.

Writing a review essay is a challenging, academic assignment. To assist you in its successful completion, I have divided the paper assignment into nine steps; each is important. Completion of all of the steps means that the grade you receive on the completed review essay becomes your letter grade for seminar paper. Failure to complete steps in the assignment on time will result in a lowering of your seminar paper grade; one-third a letter grade at a minimum and one-full letter grade at a maximum, depending upon the step. Professor Walz makes final judgments both about the quality of the seminar paper and penalization for failing to complete steps.

The Overall Course Grade will be calculated on the weighted average of your attendance and participation grade and the seminar paper grade.

WHAT IS A REVIEW ESSAY?

The paper required in this seminar is a very specific type: a review essay. It is a substantial essay that reviews multiple books according to a common topic, issue, or problem.

A good review essay accomplishes two tasks. First, it provides a short review of each of the books. This includes the articulation of the thesis or perspective of each book under review, and an evaluation of how well the author handles the topic; e.g., treatment of evidence, literary merit, coherency of the argument, style of presentation. Here, the burden is upon the reviewer to represent the book's style and content accurately and fairly.

Second, the essay also sets the books within an analytical or interpretive context. This might be a *common topic* (e.g., everyday life under the Occupation; the fate of the Jews under Vichy and the Occupation, Liberation and Purification; filmmaking under the Occupation) or a *critical issue* (e.g., Was Vichy a "French" regime? How was a collaborator or a resister defined under the Occupation? What was the significance of shaving the heads of women during the Liberation who had fraternized with Germans?). It is up to the reviewer to articulate both the focus of the essay and its larger context. This is where the creativity and intellectual skills of the reviewer should shine.

You are being asked to review a collection of scholarly books, rather than engage in original research. At the same time, substantial library research is involved. You will need to identify, locate, and obtain a cluster of books closely related to one another. You should also search and read scholarly reviews that have already been published on those books to inform you about current consensus and debates on your topic, issue, or problem. Your goals: (1) to accurately represent of the books, (2) to perceptively criticize them (strengths as well as faults), and (3) to draw together the discussion into a cogent and cohesive essay. *The more informed you are as the reviewer, the higher the quality your review essay will be.*

Minimum Requirements. Each seminar participant will write a review essay of approximately 15 pages on three books according to the above criteria. You should include one of the required readings among the three. The books under review should be listed in proper bibliographic form at the beginning of the essay. All citations and bibliographic notations must conform to Chicago style (the format used by historians).

Guidelines for Writing an Excellent Review Essay. In addition to the minimum requirements, a good reviewer will have read outside reviews on the books under consideration. A truly outstanding reviewer will have searched additional articles which pertain to the larger theme, issue, genre, or problem that frames the essay overall. An excellent review will work these supplemental materials into the overall analysis or interpretation, without letting them dominate the books under review (i.e., the books should not reduced to a rhetorical foil for a tangential perspective; the tail should not wag the dog). These sources should be appropriately cited in the footnotes or endnotes.

A Note on the Use of Web Sites. For purposes of academic integrity, generally web sites will not count as academic sources in your review essays. You may find web sites very useful in leading you to topics, issues, or problems. They can lead you to important authors and books. However, your review essay must be based upon published academic sources. Some academic books and journals are available through on-line resources; these sources will be permitted. If you have difficulty determining the status of an internet source, check it out with Professor Walz, who must approve the bibliography for your review essay.

Steps and Due Dates in the Production of the Review Essay: The following schedule is absolutely strict; if an assignment is not completed on time, it is simply incomplete. The pace of the seminar is such that neither I nor other seminar members will be able to accommodate late assignments.

1. Library Resources Orientation (September 14). Many students think, “I already know how to use the library!” In a general sense, undoubtedly this is true. However, few of us know how to fully exploit the resources available through the Egan Library in terms of serious academic research. Therefore, this library resources orientation will be required of all seminar members.

This orientation will emphasize (in order of priority): (1) How to access the full range of books and journals available within the Egan Library and CCL. (2) How to use FirstSearch to locate books in “World Cat” and reviews in “ArticleFirst,” “Arts & Humanities Index,” “Social Sciences Index,” and “Book Review Index.” (3) How to locate and retrieve archived academic journal articles from JSTOR. (4) How to locate and print out full-text reviews and articles from the “Academic Search Elite” in EbscoHost and “Wilson Full Text” in FirstSearch.

2. Proposing a Review Essay Topic (September 28). On a word-processed page, write out three potential review essay topics. If you need ideas, browse the books assigned in this class for possibilities. Combing the bibliographies of the books is particularly useful. While this course focuses on the Nazi Occupation of France, you are free to consider other European countries that came under Nazi Occupation as well (e.g., conquered countries like Poland Denmark, or even Nazi allies like Hungary and Italy that were occupied toward the end of the war). If you already have some books in mind, list them. Note: This topic selection is due early in the seminar – don’t delay!

3. Individual Conferences with Professor Walz (Week of Oct 5-9). During this week, seminar participants will sign up for a 30-minute conference with Professor Walz to focus the review essay topic and generate a list of proposed readings.

4. Proposed Bibliography (October 19). Each seminar participant will turn in a complete bibliography of books and book reviews that will be used in the review essay. In a short paragraph, define the topic or issue being explored and what each book will contribute to it. Word-process the bibliography in proper bibliographic form (Chicago style).

5. Bibliography Approval with Professor Walz’s Input. The proposed bibliography will be returned on the October 26 seminar. If you have Professor Walz’s seal of approval, then you’re on your way. If changes are needed, a consultation appointment with Professor Walz will be scheduled.

6. Progress Report with Professor Walz (Week of November 9-11). Each seminar participant will set up an individual appointment to discuss progress on the review essay.

7. Rough Draft Due (November 23). Bring three copies a completed rough draft of your paper to seminar on this date. Two copies are for other seminar members who will critique your paper, one copy is for Professor Walz. If you cannot photocopy your paper, provide Professor Walz with a hard copy no later than 12:00 noon.

Paper Criticism Guidelines will be distributed during the November 23 seminar session. Use these guidelines to provide your colleagues with written criticism. Written criticism should be returned to the author the same date as her or his panel presentation. Oral criticism may be given as well during the discussion period following the panel presentation.

8. Presentation Panels (November 30 & December 7). During these sessions, each participant will give a 20-minute presentation on the topic of the review essay. Participants will be organized into panels of three persons. Class discussion will follow the three presentations.

9. Review Essay Due (Wednesday, December 14). The completed review essay is due. Since this is also finals week, the date is firm. You are encouraged to turn in the paper early, if possible. Seminar participants who turn in their paper after December 14 will receive an “Incomplete” for the course; Prof. Walz will read and grade late papers according to his schedule. No paper will be accepted after Monday, December 18; students with outstanding papers at this time will fail the assignment and the course.