

Spring 2-1-2019

HSTR 353.01: Modern France

Gillian Beth Glaes

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History 353: Modern France & the Francophone World 1870-present

Tuesdays & Thursdays, 9:30-10:50
Liberal Arts 334

Please note that this syllabus is subject to change as necessary.

Instructor:

[Professor Gillian Glaes](#) History Department UM-Missoula

Office: Liberals Arts building 259
 Email: gillian.glaes@mso.umt.edu
 Mailbox: history department (2nd floor/Liberal Arts building)
 Phone: Please text me at (406) 624-9571.

Office hours:

in Liberal Arts 259 (history department wing):

Tuesdays & Thursdays: 11:00 a.m.-12:00 p.m.

- I am available to meet with students on a drop-in basis during this time.
- *If you cannot meet with me during my office hours, please let me know and we can schedule an appointment.*
- *Please contact me to schedule an appointment.*

Methods of communication with students:

- Moodle, email, and individual conversations and meetings
- In your email messages, please include the course number and topic in the subject line.
- I've established a Twitter hashtag for the course, #hstr353s, which will also be visible through the course Moodle page.
- Per official UM policy, please use your UM email account for email communications.
- *Please remember to maintain a professional demeanor in all interactions, including email and other electronic forms of correspondence.*

Course overview:

HSTR 353 covers the history of modern France from 1870 to the present. The course is organized chronologically, covering major historical events from social, political, cultural, and economic perspectives. Throughout the course, using a seminar-style format, we will examine major historical events and developments, including the impact of two World Wars on France, important developments in the interwar period, and post-war issues including decolonization,

immigration, European integration, Franco-German reconciliation, and the rise of the extreme right. Important analytical tools such as gender, race, ethnicity, and social class are woven throughout the class to understand critical moments in modern French history. We will also position France internationally, taking a global perspective while asking how this country's place in the world changed over the course of the twentieth century.

Expected Learning Outcomes:

This course will assist you in:

1. developing writing and critical thinking skills.
2. understanding the social, political, cultural, and economic history of modern French history from the late nineteenth century to the present
3. positioning France internationally in relation to other European countries and regions throughout the world, including North and Sub-Saharan Africa and Southeast Asia.
4. understanding important historiographical concepts such as gender, race, ethnicity, and social class and the ways in which they shaped modern French history.
5. connecting historical developments to present-day events.
6. evaluating the relationship between France, Germany, and Britain historically to understand, for example, World War I and World War II.
7. examining struggles between the "right" and the "left" as defined within the French political spectrum and the ways in which these ideologies shaped modern French politics and history.

Expectations for student conduct:

To nurture your rapport with others in the class and the instructor, please remember to:

- maintain a collegial and a professional demeanor throughout the semester (please do not serve as a distraction to others and their learning)
- come to class on time, participate actively, and pay attention
- refrain from using laptops and tablets for anything other than note-taking & classwork (when using laptops & other electronic devices for academic purposes, you must follow all UM policies)
- refrain from eating in class (non-alcoholic drinks in closed containers are okay – if you spill them, though, please clean them up)
- avoid side-bar conversations during class
- avoid texting in class (I will mark you absent for doing so)
- avoid sleeping in class (I will mark you absent for doing so)
- treat yourself, your fellow students, and the instructor with respect.

UM's [Student Code of Conduct](#) governs student behavior on and beyond campus. Please see especially the section VI on General Conduct.

Technical Support

Having trouble with Moodle? Unable to post or log in? Can't submit assignments?

Avoid waiting until the last minute to [contact UM Online's Help Desk](#) or me. If you are experiencing technical difficulties and need immediate assistance, contact [UMOnline](#):

Email: umonline-help@umontana.edu
 Phone: 406.243.4999 or 866.225.1641 (toll-free)
 Web: [UM Online Technical Support](#)

[Note: Firefox is the preferred internet browser for Moodle. For more information go to UMOOnline.](#)

Academic honesty & academic integrity:

Issues with academic integrity, plagiarism, and/or cheating will be addressed according to the University of Montana-Missoula's [Student Conduct Code](#) and, specifically, its policies regarding academic misconduct.

The Academic Misconduct policy within the [Student Conduct Code](#) defines misconduct as plagiarism, misconduct during an academic exercise, unauthorized possession or examination of course material, tampering with course materials, submitting false information, submitting work previously presented in another course, improperly influencing conduct, submitting or arranging substitution for a student during an examination or other academic exercise, facilitating academic misconduct, or altering academic documentation (transcripts, etc.).

I assume that you have read and understand these policies. I also assume that you will abide by them and conduct yourself in an ethical manner throughout the semester. Instances of academic misconduct will be dealt with swiftly and in accordance with UM's policies. If you have any questions, please contact me.

Accessibility and accommodations:

The course materials, interactions, and policies are intended to accommodate all students. The University of Montana assures equal access to instruction by supporting collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that requires an accommodation, please contact me during the first week of the semester so that proper accommodations can be provided. For further information or if you feel that you have a disability for which you need accommodation, please contact:

[Disability Services for Students \(DSS\)](#)

Lommasson Center, 154
 The University of Montana
 Missoula, MT 59812
 Voice/text: (406) 243-2243
 Fax: (406) 243-5330
 Email: dss@umontana.edu
 Web : [Disability Services for Students](#)

Required texts:

- Alice Conklin et al., *France and its Empire since 1870* (course textbook)
- *Poilu: The World War I Notebooks of Corporal Louis Barthas, Barrelmaker, 1914-1918*
- Emilie Carles, *A Life of Her Own*
- Marc Bloch, *Strange Defeat*
- Irène Némirovsky, *Suite Française*
- Sarah Farmer, *From Vichy to the Sexual Revolution: Gender and Family Life in Postwar France*

- Henri Alleg, *The Question*
- Daniel Gordon, *Immigrants and Intellectuals: May 68 and the Rise of Anti-Racism in France*
- Fadela Amara, *Breaking the Silence: French Women's Voices from the Ghetto*

Assignments and grading:

Your final grade will be calculated based on the following categories:

5% ATTENDANCE AND PROMPTNESS

Attendance: Five percent of your final grade is based on attendance.

Promptness: Being on time is a choice. I expect all students to be present and ready to go when class starts. *Consistently arriving late to class may result in a lower overall final grade.*

10% PARTICIPATION

Participation comprises an important aspect of this course. Your grade will be calculated in part how much you contribute to the class in the form of active participation in class discussions.

In class participation will be graded on the following scale:

9-10 = Student participates in class discussion without prompting and demonstrates a familiarity with the assigned materials.

7-8 = Student demonstrates familiarity with assigned materials, but only participates when called upon.

6 = Student participates in class discussion without prompting, but demonstrates little or no familiarity with assigned materials.

5 = Student rarely participates in class discussion.

0-4 = Student does not participate in class discussions and demonstrates little or no familiarity with assigned materials or student was absent from discussion.

10% DISCUSSION FACILITATION

As a discussion facilitator, you will write 6-8 discussion questions based on the assigned reading for at least one of our formal discussions. To submit them, please email them to me:

- Tuesday by noon before Thursday discussions
- Sunday by noon for Tuesday discussions

You'll then lead the all-class discussion based on the questions that you've written. I will be there to assist and students will be expected to actively participate in the conversation.

Here are [helpful guidelines](#) on how to lead a class discussion.

Each discussion facilitator will be evaluated on the following scale:

9-10 = **Questions**: discussion leader or leaders have provided questions that lead the class to understand the significance of the readings beyond the textbook. **Planning**: discussion is well planned demonstrating critical thinking about the assigned materials. **Content**: discussion questions require analysis from the class rather than summary. **Form**: moderators speak clearly, express enthusiasm for the subject, and elicit active participation from the class. All discussion leaders are on time and ready to lead discussion at the start of class.

- 8 = Discussion was deficient in one of the four areas: questions, planning, content, and form.
 7 = Discussion was deficient in two of the four areas: questions, planning, content, and form.
 6 = Discussion was deficient in three of the four areas: questions, planning, content, and form.
 0-5 = Discussion was deficient in all of the four areas: questions, planning, content, and form.

NOTE: Failure to submit questions as a group on time and/or to arrive unprepared to lead discussion could result in a grade of “zero” for the entire class.

10% IN-CLASS PRESENTATION OF THE READINGS

At least once during the semester, you will be responsible for making a 10-minute presentation of the assigned readings to the class.

Here’s an overview:

- Your presentation will include an overview of key themes, debates, and issues covered in that day’s assigned readings. You can highlight certain readings that you found interesting while linking the readings collectively to key course themes.
- Please do not exceed 10 minutes for your presentation.
- Please put together an accompanying visual presentation via PowerPoint, etc. for your presentation. You will submit the PowerPoint, etc. to Moodle on the day of your presentation.

Your presentation will be graded on the following rubric:

18-20 (A): Student posts the visual aid to the Moodle assignment before class and is prepared with an engaging and informative 10-minute presentation. The presentation touches on key points made in the readings and connects that item effectively to broader themes of the course. Visual aids are appropriate, well thought out, and effectively incorporated into the presentation. The information conveyed is specific and precise. The student shows strong engagement with the readings and course concepts.

16-17 (B): Student posts the visual aid to the Moodle assignment before class and is prepared with an engaging and informative 10-minute presentation. The presentation touches on key points made in the readings and provides a connection to broader course themes. Visual aids, if incorporated, are effectively used. The information conveyed is mostly specific and precise but might be a bit more general. The student shows engagement with the readings and broader concepts. The news item is from a reputable source.

14-15 (C): Student posts the news item and accompanying visual aid to the Moodle assignment before class and is prepared with a 10-minute presentation. The presentation makes some connections to the readings and course themes. Visual aids are appropriate for the class and the presentation. The information conveyed is somewhat general. The student shows some engagement with the readings and broader concepts.

12-14 (D): The student does not post the visual aid to the Moodle assignment before class and is not as well prepared for the 10-minute presentation. The presentation does not make specific connections to the readings or to broader themes. The information is quite general. There is little engagement with the readings and broader course themes.

11 & below (F): The student does not post the visual aid to the Moodle assignment before class and is not at all prepared for the 10-minute presentation or the student does not make the presentation at all. The presentation if made does not meet the minimum criteria set forth for a passing grade.

15% JOURNAL ENTRIES

Each student will keep an electronic journal in a Word document or similar program (if you are using Pages, please convert your submission to a PDF prior to uploading it to Moodle). Students will complete journal entries for each class session. Entries are to be completed by the start of each class period. Make sure to stay up to date with your journal entries—please do not play catch up before the journals are due.

If I sense that students are not coming to class prepared to discuss the assigned reading material, I reserve the right to shift gears to online discussion forums, short in-class quizzes, etc.

The journals will be collected and evaluated twice throughout the semester, including on:

- **Friday, March 1** (upload to Moodle as a Word document or PDF by 5 p.m.)
- **Friday, April 26** (upload to Moodle as a Word document or PDF by 5 p.m.)

You'll upload your entries as a Word document or PDF to Moodle by the due date and time.

Journal entries will be evaluated on the following scale:

45-50 =Each journal entry expresses critical thinking about the assigned readings and course materials, relying on a mix of course materials while incorporating details, examples, and insights from the readings. The entries are well-written. Entries are written on time. The required number of entries is met.

40-44 =Each journal entry expresses critical thinking about the assigned materials for the week but with indirect references to readings. The entries well-written and contain only a few grammatical or spelling mistakes. The entries are made on time. The required number of entries is met.

35-39 =Each journal entry expresses some critical thinking about topics from the week, but without any or with very few references to the assigned readings. The journal entries contain grammatical mistakes and/or incomplete sentences. In some cases, the journal entries appear to have been written late. The required number of entries is met.

30-34=The journal entries contain speculative comments without support from the content of the course (e.g., assigned readings, lectures, etc.) or comments are not relevant to the topics, readings, and materials. The journal entries were not made on time. The required number of entries might not have been met.

Below 29 =The journal entries were not completed or did not meet the requirements outlined above. In some cases, the journal was submitted more than 5 days late. The required number of entries is not met.

55% THREE (3) PAPERS

Please see in-depth instructions for these papers on the course Moodle page.

Paper #1 (10%):

5 pages/in-class sources due to Moodle by **Friday, 2/8**, by 5 p.m.

Paper #2 (15%):

5 pages/in-class sources due to Moodle by **Friday, 3/15** by 5 p.m.

Paper/project #3 (25%)

in-class sources & outside scholarly sources due to Moodle by **Tuesday, April 30** during final week [Outside sources need to be of a high quality: scholarly secondary sources and strong, reputable primary sources. Translation: no Wikipedia or history.com allowed. (Please see the Moodle page for the full assignment.)]

Please cite your sources using the [Turabian/Chicago style citation method \(endnotes\)](#).

The Mansfield Library has [resources on Chicago-style citations](#).

[UM's Writing and Public Speaking Center](#) is a great resource when writing historical essays. Their motto: *visit early and visit often*.

Papers and projects will be graded on the following criteria:

- The student demonstrates an awareness of context, audience and purpose.....15%
- The student demonstrates critical and creative thinking.....30%
- The student develops ideas and claims with specific information and detail.....25%
- The student finds, evaluates, integrates, and correctly cites information from appropriate in-class primary and secondary sources.....10%
- The student creates an effective organization, in accord with the expectations of particular disciplines.....10%
- The student creates clear, fluent, correct prose.....10%

Grade scale:

Based on your performance in this course, you will be evaluated on the following grade scale:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	59 and below

For students taking the course “credit/no credit”:

From the UM catalogue:

“Courses taken to satisfy General Education Requirements must be taken for traditional letter grade. Courses required for the student's major or minor must be taken for traditional letter grade, except at the discretion of the department concerned.

A grade of CR is assigned for work deserving credit (A through D-) and a grade of NCR is assigned for work of failing quality (F). CR and NCR grades do not affect grade point averages.

The grades of CR and NCR are not defined in terms of their relationship to traditional grades for graduate course work.

Election of the credit/no credit option must be indicated at registration time or within the first 15 class days on CyberBear. Between the 16th day and the last day of instruction before finals week, a student may request a change from credit/no credit enrollment to an enrollment under the A-F grade system, or the reverse, by means of a Course Add/Change Form; note that not all such requests are approved.”

To pass this class on the credit/no credit grade scale at UM, you need a “D” average (a minimum of a 60% overall). From my perspective, that means that *you need to pass all elements of the class – participation and attendance, forums, leading discussion, writing assignments, etc.* Please see me if you have any questions.

Student Housing and Food Resources:

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to notify the professor if you are comfortable in doing so. This will enable me to provide any resources that I may possess. The UC will be opening a Food Pantry in early February—please watch for announcements about this important resource.

Course Outline and Assignments

Week 1:

Course Introduction, Studying French History, and France to 1914

TH 1/10: Course introduction and overview

Week 2:

France, 1870-1914

TU 1/15: The Franco-Prussian War & the Paris Commune

Assigned Reading:

- Alice Conklin, Sarah Fishman, and Robert Zaretsky, *France and its Empire since 1870* (course textbook: preface, Chapters 3-5/pages xiii-xvii and 49-123)
- *Optional reading:* Conklin, Fishman, and Zaretsky, Chapters 1 and 2
- Emilie Carles, *A Life of Her Own* (Introduction, Translator’s Note, and Chapters 1-4/ pages xi-40)
- MOODLE: “A War Correspondent in the Franco-Prussian War”

- MOODLE: John Leighton, “One Day Under the Paris Commune”
- MOODLE: suggested videos on the Franco-Prussian War & the Paris Commune

To Do:

- Complete your journal entry.
- Begin working on paper #1. See the assignment on Moodle.

TH 1/17: The Dreyfus Affair

Assigned Reading:

- MOODLE: Emile Zola, “*J’accuse*”
- MOODLE: "Introduction" to Emile Zola, *The Dreyfus Affair*
- MOODLE: "A Plea for the Jews"
- MOODLE: Paula E. Hyman, “New Perspectives on the Dreyfus Affair”
- MOODLE: the Dreyfus Affair in postcards
- MOODLE: suggested video on the Dreyfus Affair
- Begin *Poilu: The World War I Notebooks of Corporal Louis Barthas, Barrelnmaker, 1914-1918* for Week 3

To Do:

- Complete your journal entry.
- Begin working on paper #1. See the assignment on Moodle.
- Discussion leader: _____
(Please send questions Sunday by noon for a Tuesday discussion and Tuesday by noon for a Thursday discussion.)
- Presentation: _____
(Please include a visual and upload it to Moodle before your presentation.)

Week 3:

The Great War

TU 1/22: Film on World War I

Assigned Reading:

- Continue *Poilu: The World War I Notebooks of Corporal Louis Barthas, Barrelnmaker, 1914-1918*

To Do:

- Complete your journal entry.
- Continue working on paper #1.

TH 1/24: The Great War in French History

Assigned Reading:

- Finish *Poilu: The World War I Notebooks of Corporal Louis Barthas, Barrelnmaker, 1914-1918*
- Emilie Carles, *A Life of Her Own* (Chapters 5-8/pages 41-71)
- *France and its Empire* (Chapter 6/pages 124-152)
- Note: We will also discuss the film that we viewed in class.
- MOODLE: suggested documentary on the Great War from National Geographic

To Do:

- Complete your journal entry.
- Continue working on paper #1.
- Discussion leader: _____
(Please send questions Sunday by noon for a Tuesday discussion and Tuesday by noon for a Thursday discussion.)
- Presentation: _____
(Please include a visual and upload it to Moodle before your presentation.)

Week 4:

The Great War and France's Empire

TU 1/29: Colonial Soldiers in the Great War

Assigned Reading:

- MOODLE: Gregory Mann, *Native Sons: West African Veterans and France in the Twentieth Century* (excerpt)
- MOODLE: Myron Echenberg, *Colonial Conscripts* (excerpt)
- MOODLE: look through the links to primary sources, including postcards and propaganda posters
- MOODLE: short documentary on colonial soldiers in the Great War from the US National Archives

To Do:

- Complete your journal entry.
- Continue working on paper #1.
- Discussion leader: _____
(Please send questions Sunday by noon for a Tuesday discussion and Tuesday by noon for a Thursday discussion.)
- Presentation: _____
(Please include a visual and upload it to Moodle before your presentation.)

TH 1/31: Demobilization in France and the Colonies after the War and the Transition to the Interwar Period

Assigned Reading:

- MOODLE: David S. Fogerty and David Killingray, "Demobilization in British and French Africa at the End of the First World War" (excerpt)
- MOODLE: Tyler Stovall, *Paris Noir: African Americans in the City of Light* (excerpt)

To Do:

- Complete your journal entry.
- Continue working on paper #1.
- Discussion leader: _____
(Please send questions Sunday by noon for a Tuesday discussion and Tuesday by noon for a Thursday discussion.)
- Presentation: _____
(Please include a visual and upload it to Moodle before your presentation.)

Week 5:

The Interwar Period: Domestic and Colonial Politics

TU 2/5: The Great Depression and the Popular Front

Assigned Reading:

- *France and its Empire* (Chapter 8/pages 181-207)
- Emilie Carles, *A Life of Her Own* (Chapters 18-26/pages 133-187)
- MOODLE: Rebecca Scales, *Radio and the Politics of Sound in Interwar France* (excerpt)
- MOODLE: “Programme of the Popular Front”
- MOODLE: Edouard Daladier, “The Nazis’ Aim is Slavery”
- MOODLE: suggested lecture on the Popular Front in France

To Do:

- Complete your journal entry.
- Continue working on paper #1.
- Discussion leader: _____
(Please send questions Sunday by noon for a Tuesday discussion and Tuesday by noon for a Thursday discussion.)
- Presentation: _____
(Please include a visual and upload it to Moodle before your presentation.)

TH 2/7: The Colonies, the Metropole, and Race in the Interwar Period

Assigned Reading:

- MOODLE: Kathleen Keller, *Suspicious Persons: Suspicion, Imperial Rule, and Colonial Society in Interwar French West Africa* (excerpt)
- MOODLE: Jennifer A. Boittin, *Colonial Metropolis: The Urban Grounds of Anti-Imperialism and Feminism in Interwar Paris* (excerpt)
- MOODLE: Clifford Rosenberg, *Policing Paris: The Origins of Modern Immigration Control between the War* (excerpt)
- MOODLE: suggested mini-lecture on colonial surveillance and policing
- Begin Marc Bloch, *Strange Defeat* (for week 6)
- Begin Irène Némirovsky, *Suite Française: Storm in June* (for week 6)

To Do:

- Complete your journal entry.
- Finish and submit paper #1.
- Discussion leader: _____
(Please send questions Sunday by noon for a Tuesday discussion and Tuesday by noon for a Thursday discussion.)
- Presentation: _____
(Please include a visual and upload it to Moodle before your presentation.)

Paper #1:

due to Moodle by 5 p.m. Friday, 2/8 (Word document or PDF)

Week 6:

The Road to World War II and “*le débâcle*” of 1940

TU 2/12: Explaining France’s Defeat in 1940

Assigned Reading:

- Marc Bloch, *Strange Defeat* (Please read the entire book.)
- MOODLE: watch the clip on the Maginot Line
- MOODLE: suggested documentary: “The Battle of France”

To Do:

- Complete your journal entry.
- Begin working on paper #2. See the assignment on Moodle.
- Discussion leader: _____

(Please send questions Sunday by noon for a Tuesday discussion and Tuesday by noon for a Thursday discussion.)

- Presentation: _____

(Please include a visual and upload it to Moodle before your presentation.)

TH 2/14: Life After Defeat: The Early Months & Years of World War II in France

Assigned Reading:

- Emilie Carles, *A Life of Her Own* (Chapters 26-27/pages 187-207)
- Irène Némirovsky, *Suite Française: Storm in June* (Chapters 1-14/pages 3-70 – you can read more than this if you’d like but please read to at least page 70)

To Do:

- Complete your journal entry.
- Begin working on paper #2. See the assignment on Moodle.
- Discussion leader: _____

(Please send questions Sunday by noon for a Tuesday discussion and Tuesday by noon for a Thursday discussion.)

- Presentation: _____

(Please include a visual and upload it to Moodle before your presentation.)

Week 7:

Vichy and French dilemmas during World War II

TU 2/19: Film: *The Sorrow and the Pity*

Assigned Reading:

- Begin the assigned reading for Thursday, February 21 (below).

To Do:

- Complete your journal entry.
- Continue working on paper #2.

TH 2/21: Life in Occupied France: Collaboration, Accommodation, and Resistance

Assigned Reading:

- Irène Némirovsky, *Suite Française: Dolce*
- Emilie Carles, *A Life of Her Own* (Chapter 28/pages 209-219)
- MOODLE: Holocaust Encyclopedia: France (USHMM)
- Note: We'll also discuss the film we watched in class: *The Sorrow and the Pity*.

To Do:

- Complete your journal entry.
- Continue working on paper #2.
- Discussion leader: _____
(Please send questions Sunday by noon for a Tuesday discussion and Tuesday by noon for a Thursday discussion.)
- Presentation: _____
(Please include a visual and upload it to Moodle before your presentation.)

Week 8:

The Liberation of France, the War's End, and Postwar Challenges

TU 2/26: The Liberation of France, the Return of Democracy, and the Memory of World War II
Assigned Reading:

- *France and its Empire* (Chapter 10/pages 242-254 and Chapter 12/pages 326-327)
- Emilie Carles, *A Life of Her Own* (Chapters 29-31 & the Afterward/pages 221-264)
- Sarah Farmer, *From Vichy to the Sexual Revolution: Gender and Family Life in Postwar France* (Chapters 1 & 2)
- MOODLE: "General De Gaulle's Broadcast on French Policy in War and Peace" (Feb. 2, 1945)
- MOODLE: suggested video on the liberation of France

To Do:

- Complete your journal entry.
- Continue working on paper #2.
- Discussion leader: _____
(Please send questions Sunday by noon for a Tuesday discussion and Tuesday by noon for a Thursday discussion.)
- Presentation: _____
(Please include a visual and upload it to Moodle before your presentation.)

TH 2/28: The Cold War, French Geo-Politics, and the Nuclear Age

Assigned Reading:

- *France and its Empire* (Chapter 10/pages 264-265 & Chapter 11/pages 284-292)
- MOODLE: Gabrielle Hecht, "Peasants, Engineers, and Atomic Cathedrals: Narrating Modernization in Postwar Provincial France"
- MOODLE: William Hitchcock, *France Restored: Cold War Diplomacy and the Quest for Leadership in Europe, 1944-1954* (excerpt)
- MOODLE: suggested videos on France in the postwar, Cold War era

To Do:

- Complete your journal entry.
- Continue working on paper #2.

- Discussion leader: _____
(Please send questions Sunday by noon for a Tuesday discussion and Tuesday by noon for a Thursday discussion.)
- Presentation: _____
(Please include a visual and upload it to Moodle before your presentation.)

Week 9:

The Extreme Right in French Politics and Society

T 3/5: The Extreme Right in France, Part I: Historical

Assigned Reading:

- MOODLE: Kevin Passmore, *The Right in France from the Third Republic to Vichy* (excerpt)
- MOODLE: Magali Della Sudda, “Gender, Fascism, and the Right-Wing in France between the Wars”
- MOODLE: Maximillian Robespierre, “Terror and Virtue” (French Revolution)
- MOODLE: Pétain’s speech to the French people in Vichy (1941)

To Do:

- Complete your journal entry.
- Complete and submit paper #2.
- Discussion leader: _____
(Please send questions Sunday by noon for a Tuesday discussion and Tuesday by noon for a Thursday discussion.)
- Presentation: _____
(Please include a visual and upload it to Moodle before your presentation.)

TH 3/7: The Extreme Right in France, Part II: Contemporary

Assigned Reading:

- MOODLE: “The Radical Right and Immigration in an Era of Economic Crisis”
- MOODLE: “The French Origins of You Will Not Replace Us”
- MOODE: Marion Maréchal Le Pen’s February 2018 speech to CPAC
- MOODLE: Decoding Marine Le Pen’s rhetoric (select and look at a few of the resources on this website)
- MOODLE: video: “Inside France’s Young Far Right”

To Do:

- Complete your journal entry.
- Continue working on paper #2.
- Submit your journal entries by Friday.
- Discussion leader: _____
(Please send questions Sunday by noon for a Tuesday discussion and Tuesday by noon for a Thursday discussion.)
- Presentation: _____
(Please include a visual and upload it to Moodle before your presentation.)

Journal collection #1:

Friday, March 1 (upload to Moodle as a Word document or PDF by 5 p.m.)

Week 10:

Postwar Intellectuals: Existentialism and the Search for Meaning

TU 3/12: Guest lecture – Dr. Elvira Roncalli on French Existentialism

Assigned Reading:

- MOODLE: Jean-Paul Sartre, “Existentialism is Humanism”
- MOODLE: Jean Paul Sartre, “The Wall”
- MOODLE: video: Jean-Paul Sartre and Simone de Beauvoir

To Do:

- Complete your journal entry.
- Complete and submit paper #2.

TH 3/14: Exploring Existentialism

Assigned Reading:

- *France and its Empire* (Chapter 10/pages 254-255)
- MOODLE: Jean-Paul Sartre, *No Exit*

To Do:

- Complete your journal entry.
- Complete and submit paper #2
- Discussion leader: _____

(Please send questions Sunday by noon for a Tuesday discussion and Tuesday by noon for a Thursday discussion.)

- Presentation: _____

(Please include a visual and upload it to Moodle before your presentation.)

Paper #2

due to Moodle by 5:00 p.m. Friday, March 15 (Word document or PDF)

Week 11:

Americanization, Postwar Consumer Culture, and Second-Wave Feminism

TU 3/19: Postwar Consumer Culture and Americanization

Assigned Reading:

- *France and its Empire* (Chapter 10/pages 256-258 & 260-264, Chapter 11/pages 292-294, and Chapter 12/pages 327-332)

MOODLE:

- Richard F. Kuisel, "Coca-Cola and the Cold War: The French Face Americanization, 1948-1953"
- Nadim Audi, "France, Land of Epicures, Gets Taste for McDonald's," *New York Times*, October 25, 2009
- Rebecca Pulju, "Consumers for the Nation: Women, Politics, and Consumer Organization in France, 1944-1965"

To Do:

- Complete your journal entry.
- Begin working on paper/project #3. Please see the assignment in Moodle for further details.
- Discussion leader: _____
(Please send questions Sunday by noon for a Tuesday discussion and Tuesday by noon for a Thursday discussion.)
- Presentation: _____
(Please include a visual and upload it to Moodle before your presentation.)

TH 3/21: Second-Wave Feminism in France: From Simone de Beauvoir . . . to the 21st-century #MeToo Movement

Assigned Reading:

- Sarah Farmer, *From Vichy to the Sexual Revolution: Gender and Family Life in Postwar France* (Chapters 3-6)
- MOODLE: Simone de Beauvoir, *The Second Sex*: “Introduction”
- MOODLE: “Inventing French Feminism”
- MOODLE: video: “Does #MeToo threaten Sexual Freedom in France?”
- MOODLE: suggested video: “An Introduction to *The Second Sex*”

To Do:

- Complete your journal entry.
- Begin working on paper/project #3. Please see the assignment in Moodle for further details.
- Discussion leader: _____
(Please send questions Sunday by noon for a Tuesday discussion and Tuesday by noon for a Thursday discussion.)
- Presentation: _____
(Please include a visual and upload it to Moodle before your presentation.)

Week 12:

SPRING BREAK! No class. (March 25-29)

Week 13:

Inventing Decolonization? France’s Wars of Decolonization and the End of the Fourth Republic

TU 4/2: The Indochinese War and the End of France’s Empire in Southeast Asia

Assigned Reading:

- MOODLE: “Future Imperfect: Colonial Futures, Contingencies, and the End of the French Empire”
- MOODLE: Ho Chi Minh, “Program for Communist of Indochina” (1930)
- MOODLE: Vietnamese Declaration of Independence (1945)
- MOODLE: “The Final Declaration of the Geneva Conference: On Restoring Peace in Indochina, July 21, 1954”
- MOODLE: suggested video: “Two Vietnam Wars: The French War”

To Do:

- Complete your journal entry.
- Continue working on paper/project #3.
- Discussion leader: _____
(Please send questions Sunday by noon for a Tuesday discussion and Tuesday by noon for a Thursday discussion.)
- Presentation: _____
(Please include a visual and upload it to Moodle before your presentation.)

TH 4/4: The Algerian War and the Collapse of the French Empire in North Africa

Assigned Reading:

- *France and its Empire* (Chapter 10/pages 265-274, Chapter 11/pages 275-284 and review pages 284-286)
- Henri Alleg, *The Question* (Please read the entire book.)
- Please also watch *The Battle of Algiers* on Moodle if you have not previously watched it.

To Do:

- Complete your journal entry.
- Continue working on paper/project #3.
- Discussion leader: _____
(Please send questions Sunday by noon for a Tuesday discussion and Tuesday by noon for a Thursday discussion.)
- Presentation: _____
(Please include a visual and upload it to Moodle before your presentation.)

Week 14:

1968 in Historical Perspective

TU 4/9: The Politics of Discontent: 1968 in Historical Perspective, Part 1

Assigned Reading:

- *France and its Empire* (Chapter 11/pages 294-305)
- Daniel Gordon, *Immigrants and Intellectuals: May 68 and the Rise of Anti-Racism in France* (pages 1-119)
- Sarah Farmer, *From Vichy to the Sexual Revolution: Gender and Family Life in Postwar France* (Chapters 7 & 8)
- MOODLE: Andrew Feenberg and Jim Freedman, *When Poetry Ruled the Streets: The French May Events of 1968: "What Happened in May?"*
- MOODLE: *When Poetry Ruled the Streets: "The Amnesty of Blinded Eyes"*

To Do:

- Complete your journal entry.
- Continue working on paper/project #3.

Discussion leader: _____
(Please send questions Sunday by noon for a Tuesday discussion and Tuesday by noon for a Thursday discussion.)

- Presentation: _____
(Please include a visual and upload it to Moodle before your presentation.)

TH 4/11: The Politics of Discontent: 1968 in Historical Perspective, Part 2

Assigned Reading:

- Daniel Gordon, *Immigrants and Intellectuals: May 68 and the Rise of Anti-Racism in France* (pages 120-233)
- MOODLE: Mark Kurlansky, *1968* (excerpt)
- MOODLE: “50 Years ago in Photos: A Look Back at 1968”
- MOODLE: “50 Years after 1968, We are Still Living in its Shadow”
- MOODLE: *When Poetry Ruled the Streets*: “Join the Revolutionary Commune of the Imagination”
- MOODLE: videos on 1968

To Do:

- Complete your journal entry.
- Continue working on paper/project #3.
- Discussion leader: _____
(Please send questions Sunday by noon for a Tuesday discussion and Tuesday by noon for a Thursday discussion.)
- Presentation: _____
(Please include a visual and upload it to Moodle before your presentation.)

Week 15:

Immigration in Contemporary France, Part 1

TU 4/16: FILM: *The Secret of the Grain* (Amazon)

Assigned Reading:

- Begin Fadela Amara, *Breaking the Silence: French Women’s Voices from the Ghetto*

To Do:

- Complete your journal entry.
- Continue working on paper/project #3.

TH 4/18: Immigration in France Historically and in the Contemporary Era

Assigned Reading:

- *France and its Empire* (Chapter 10/pages 258-259, Chapter 12/pages 306-314, 320-326, 332-334, & Chapter 13/pages 335-348, 350-359)
- Fadela Amara, *Breaking the Silence: French Women’s Voices from the Ghetto*
- MOODLE: Gérard Noiriel, *The French Melting Pot* (excerpt)
- MOODLE: “Can France’s Far Right Reinvent Itself?” (*The Atlantic*)

To Do:

- Complete your journal entry.
- Continue working on paper/project #3.
- Discussion leader: _____
(Please send questions Sunday by noon for a Tuesday discussion and Tuesday by noon for a Thursday discussion.)
- Presentation: _____

(Please include a visual and upload it to Moodle before your presentation.)

Week 16:

Immigration, Part II: Contemporary French Politics

TU 4/23: Terrorism and France's Response to the Global Refugee Crisis

Assigned Reading:

- *France and its Empire* (Chapter 14/pages 360-378)
- MOODLE: "A Real Wave of Terror in France" (*The New Yorker*)
- MOODLE: "France's Unconventional Approach to the Refugee Crisis"
- MOODLE: The BBC: The Refugee Crisis explained in 7 charts
- MOODLE: "How France is Facing the Migrant Crisis"
- MOODLE: video: "France's Anti-Immigrant Wave"

To Do:

- Complete your journal entry.
- Continue working on paper/project #3.
- Discussion leader: _____

(Please send questions Sunday by noon for a Tuesday discussion and Tuesday by noon for a Thursday discussion.)

- Presentation: _____

(Please include a visual and upload it to Moodle before your presentation.)

TH 4/25: The Yellow Vest Movement & Contemporary French Politics and Society

Assigned Reading:

- MOODLE: "The Yellow Vests and Why there are So Many Street Protests in France"
- MOODLE: "Emmanuel Macron Opens Up"
- MOODLE: videos on the Yellow Vest Movement

To Do:

- Complete your journal entry.
- Submit your journal entries for journal collection #2.
- Complete and get ready to submit paper/project #3 during finals week.
- Discussion leader: _____

(Please send questions Sunday by noon for a Tuesday discussion and Tuesday by noon for a Thursday discussion.)

- Presentation: _____

(Please include a visual and upload it to Moodle before your presentation.)

Journal collection #2:

Friday, April 26 (upload to Moodle as a Word document or PDF by 5 p.m.)

FINAL EXAM TIME SLOT:

8:00 a.m. – 10:00 a.m. Tuesday, April 30

Paper/project #3 is due Tuesday, April 30 to Moodle by 5:00 p.m.

- During this final exam time slot, you will present your semester-long research and writing project. Instructions on how to do that will follow.
- The final draft of your paper & Power Point, etc. presentation is due Tuesday, April 30 by 5:00 p.m. to Moodle.
- Please upload your final paper/project to the assignment on Moodle as well as your PowerPoint, etc. from your final presentation.