Books to be purchased.


Recommended: Course Portal in Blackboard:
Sources and Outlines

Internet Resources:

Internet Modern History Source Book: http://www.fordham.edu/halsall/mods book.html
Go to sections on French Enlightenment, Revolution, Nineteenth and Twentieth Centuries.

History of France: Primary Documents: http://library.byu.edu/~rdh/eurodocs/france.html


CSU Worldimages Website http://worldimages.sjsu.edu
COURSE OBJECTIVES
This course is primarily about understanding the changes in attitudes, culture, ideas, and institutions among the French people from the 1760s to the present; that is, it views “Modern” in the sense of historical developments that are rooted in French history of the last 350 years. It will begin with a brief overview of the dynastic institutions of the Bourbon Kings Louis XIV (1643-1715), Louis XV (1715-1774) and Louis XVI (1774-1792) until the French Revolution brought absolutism to an end in 1789. Then, the interplay of social, political and cultural histories that the Revolution brought about, and which produced new and unprecedented forms of public life and ideas, will be reviewed. The French peoples’ many experiments in government and culture as well as their internal revolutions and external wars kept nineteenth-century France at the center of European and global events. In the twentieth century, with its monsters of devastating wars, imperialism and colonialism, the French continued in conflicting directions to establish their national government, identity and culture. The course aims to disentangle the military/political history from the many quests to define national identity and culture which continue to this day.

Lectures, discussions, papers, and portfolio projects will review chronologically the major conflicts and transforming events of French history. The textbook, A History of Modern France, is an essential resource for understanding the course’s content. Attention will be given to political history as it reveals nineteenth- and twentieth-century French developments of new ways of thinking and living in the world. Separate books focusing on critical periods and issues will complement the text book. These books includes studies of “Human Rights,” Napoleon, the continuation of absolutist institution in post-Revolutionary France, the Dreyfus affair and fin de siècle culture, and twentieth-century wars. Please be aware that there is a reduction in class meeting times, assignments and reading materials, because California’s current economic and governmental breakdown mandates a furlough structure on CSU, Chico. Review your syllabus carefully for furlough days. I encourage you to use such furlough days as reading days in order that the material formerly covered in this course can continue to be covered. Reductions in portfolio assignments will be announced in class.

FORMAT AND GRADING:
Class meetings are twice a week for one hour and fifteen minutes. They will be conducted in part as formal lectures and in part as discussions of assignments and concepts. To complete the course successfully, students must prepare for class, participate in discussions, and satisfy all portfolio assignments. Students will occasionally be asked to write or research short papers on topics as part of class participation. In grading, attention will be given to how well students’ discussions and writings reflect understanding and mastery of the lectures, assignments, and readings. Four responses* to books or sections of books read as part of the course are required. More information will be forthcoming. Only if students show by their lack of class participation that they are not reading and understanding the assignments, will there be examinations. However, there may be short identification quizzes on reading assignments as part of class participation. All, class work should be kept in a student portfolio to be reviewed at the end of the semester with the course instructor.

Requirements and the approximate percentage points toward the final grade are:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Portfolio 1 (In-Class)</td>
<td>26 January (participation)</td>
<td></td>
</tr>
<tr>
<td>Portfolio 2 (On Human Rights)</td>
<td>23 February</td>
<td>10%</td>
</tr>
<tr>
<td>Portfolio 3 (On Napoleon)</td>
<td>9 March</td>
<td>15%</td>
</tr>
<tr>
<td>Paper (4) on De Tocqueville’s Old regime &amp; French Revolution</td>
<td>30 March</td>
<td>25%</td>
</tr>
<tr>
<td>Paper (5) on Dreyfus affair and the tensions of the Fin de siècle.</td>
<td>22 April</td>
<td>30%</td>
</tr>
<tr>
<td>Discussion comment</td>
<td>4 May (participation)</td>
<td></td>
</tr>
<tr>
<td>Quizzes / Participation</td>
<td></td>
<td>20%</td>
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</tbody>
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SYLLABUS: (Note bene! This syllabus is a tentative outline for this course of study and is subject to modification and alternations at the discretion of the course instructor. All specific assignments and chapters will be announced in class: each student is responsible to be abreast of assignments.)

Week 1. Tuesday, Jan. 26 Introduction to Course: How to Define France?
Thursday, Jan. 28 Introduction: *La France Profonde / La France*, the Hexagon.
*{(Monday, Jan. 25 personal furlough day 1)}

Viewing of sections of *Marie Antoinette* 
In-Class Portfolio 1: Chronology and Genealogy Chart.

Week 2. Tuesday, Feb. 2 The Age of Louis XIV: Politics and Culture
Thursday, Feb. 4 Absolutism, Government, and Society in the 18th Century

Assignments: Popkin, cs. 4 & 5, pp. 25-35
Visuals of Versailles

*Recommended on Portal: Beaumarchais’s “Figaro”; Rousseau’s “Social Contract;” and/or “Origins of Inequality”*

Week 3. Tuesday, Feb. 9: Absolutism, Enlightenment, & Human Rights
Thursday, Feb. 11: Collapse of the Monarchy: Why the Failure?
*{(Friday Feb. 12—University-wide furlough day)}

Selected documents, 33-79, “Declaration of the Rights of Men and Citizen” p. 77;
Popkin, cs. 6 & 7 pp. 36-50.

*Portfolio 2 Due 23 February: Background to two (2) documents on the issues of Human Rights and how the “Declaration of Rights of Man and Citizen” did or did not consider them. (500 words—single spaced).*

Week 4. Tuesday, Feb. 16: From Estates General to the National Convention
Thursday, Feb. 18: Paris, the Great Fear, The Liberal Revolution, the Terror, the Directory
*{Monday, Feb. 15—University-wide furlough day}

Popkin: cs. 7-8, pp. 42-62;
Human Rights, pp. 80-131

**Recommended on Portal: Maximilien’s Robespierre’s Justification for Terror

Week 5. Tuesday, Feb. 23: The Radical Revolution & the Triumph of Napoleon
Thursday, Feb. 25: Why Napoleon? the Great Man in History?

Assignments: Popkin, cs. 9-10, pp. 64-82.
De Tocqueville, pp. 22-56 (Part 2, sections 1, 2, 3, 4)
Blaufard, pp. 1-29, and documents as assigned

Portfolio 3 paper (700 words, single spaced) on Napoleon documents due 9 March

Week 6. Tuesday, March 2: Why Napoleon? the Great Men in History?
Thursday March 4: How the Bourbons Try to Restart the Monarchy

Assignments: Popkin, c. 11-12, pp. 83-110;
De Tocqueville, pp. 106-137.
Blaufard, documents as assigned

Week 7. Tuesday, March 9; Revolutions 1830 to 1848 [Portfolio 3 due]
Thursday March 11; Another Napoleon and Empire: Nostalgia and Pragmatism

Assignments: Popkin, cs. 13-16, pp. 115-141.
De Tocqueville, pp. 138-211.

Paper due April 8 on Topics concerning De Tocqueville’s Interpretation of the Old Regime and the “Changes” of the French Revolution and Napoleon, as will be explained in class. (About 1000 words, double spaces).

March 15-19 Spring Break

Week 8. No classes this week,*March 23, 24, 25 {Tuesday, Wednesday & Thursday personal furlough days 2, 3 & 4}

Assignments: Popkin, cs. 18-20, pp. 151-199
Weber, France, Fin de Siècle
Week 9: Tuesday, March 30: Franco-Prussian War, Paris Commune & Identity

Thursday, April 1: No class-- University-wide furlough day

Assignments: Weber complete reading
Popkin, c. 21

Week 10: Tuesday, April 6: [No Class personal furlough day 5]
Thursday, April 8: The Importance of the Dreyfus Affair
Paper Due 8 April (see week 7)

Assignments: France and the Dreyfus Affair: Emile Zola, “J’accuse” and other selections as assigned)
Due April 22: 1000 word essay, double spaced: Pick some aspect of the Dreyfus affair and discuss how it reveals tensions, changes, culture and/or political issues during the Fin de Siècle in France.

Week 11. Tuesday, April 13: The Dreyfus Affair and France in the World
Thursday, April 15 : Dreyfus and the Fin de Siècle

Assignments: Popkin, cs. 20-21, pp. 179-199.
France and the Dreyfus Affair: Emile Zola, J’accuse and other selections as assigned)

Week 12. Tuesday, April 20 Nation and the Identity of France
Thursday, April 22: World War I: Paper Due: see Week 10.

Assignments: Popkin, cs. 22-24, pp. 200-229

Week 13. Tuesday, April 27 A Hollow Victory
Thursday, “ 29: Twenty Years of Putting France Together Again


Week 14. Tuesday, May 4: The Debacle, the Defeat, Fascism, and Vichy
Thursday, May 6: The Place of Charles De Gaulle (film)

Portal: Marc Bloch. Strange Defeat, chapter 3,* “A Frenchman Examines his Conscience” (pp.126-176) "See writing assignment below
Week 15. Tuesday, May 11: Putting France Together Again and De Gaulle’s Fifth Republic

    Thursday, May 13: The End of Colonialism and the Question of French Identity once more


Final Examination: Tuesday, May 18: 2:00-3:50 PM

*Short writing assignment for 4 May and class discussion focusing on your responses to chapter three “A Frenchman Examines His Conscience” in Marc Bloch’s Strange Defeat: A Statement of Evidence Written in 1940, pp. 126-176. On the class portal. {The book is also on two hour reserve: D 761 B562 1949a}. I ask you to type or print out between 15 and 30 lines from Bloch’s essay and in five (5) or six (6) sentences indicate why you selected the passages as a way to help you understand Bloch’s response to defeat.

Marc Bloch as a patriotic Frenchman and outstanding historian wrote in 1940 of the factors producing the rapid collapse of France in face of the German invasion and attempted to explain it in terms of the political, emotional, educational, economic, intellectual, and social developments in the long history of French Civilization and Culture:

    As an historian, I know better than do most men how difficult it is to conduct an analysis which, if it is to have any value, must be concerned with a complex of causes, remote, involved, and in the present state of sociological science, extremely difficult to uncover, but personal scruples are, in this manner, wholly unimportant. My children, when they read this balance-sheet of history, the unknown friends into whose hands it may some day come must not be allowed to reproach its author with having played tricks with truth, of having condemned a number of glaring faults, while, at the same time, maintaining a deliberate silence about error for which every citizen was, in part responsible. (p. 127)

After reading this chapter, first, choose two (2) of the causes that he locates for the failure of France and analyze his discussion of them. Second, explain your understanding of them in the light of specific events in French history from the monarchy through the Third Republic [as appropriate to your topics]. Third, briefly reflect on events in the recovery of France that seem either to continue or to have been changed with the advent of the Fifth Republic.