



CIEE Global Institute – Paris

Course name:	20th Century French History
Course number:	HIST 3002 PAFR (ENG)
Programs offering course:	Paris Open Campus
Open Campus track:	Language, Literature and Culture
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Spring 2019

Course Description

This course provides an overview of French politics and society in the 20th century. Specific topics include the First World War, the Front Populaire, the Nazi occupation and the Liberation of France, the Fourth Republic, the Algerian war, decolonization, May 1968, the role of intellectuals in French culture, immigration and a multi-ethnic France. Such cultural sites as the Mémorial de la Shoah, the Museum of the Army, the Museum of the History of Immigration and the many war memorials in the greater Paris area will accompany students in their study of France's recent history.

Learning Objectives

This course will allow students to:

- Gain an overview of French history that will enable them to make much more sense of their environment here, and of what they read and hear about in the media, as well as of certain conversations with French people they meet.
- Relate the country's contemporary social cleavages and political controversies to the evolution of its recent history.
- Gain a better understanding of France's geopolitical role and ambitions.
- Deepen their historical thinking skills as they revise concepts of causation, contingency, periodization, objectivity, interpretation, narrativity, etc.

Course Prerequisites

There are no particular prerequisites for this course, except for a genuine curiosity for the subject.

Methods of Instruction

The class will run as follows:

- 1- The professor introduces the topic presenting the context, the main questions at stake, the important dates, events and characters in interaction with the students.



- a) The students prepare the class doing the readings and the professor, while introducing the class, makes sure that they have understood essential information communicated in the texts. Guidelines will help the students process historical information, especially when it comes to reviewing facts, establishing relations between them and selecting (telling what is essential from what remains anecdotal, for instance).
- b) The students as a group will give an oral presentation (each on a different subject) to focus on and further explore an aspect of the topic of the day: it can be a historical character, a key event or fundamental aspect of the question.

2- The course then shifts to a workshop format: the students, who by this point have checked their knowledge relative to the topic in the readings, guided by the professor's explanations and guidelines, have listened to a couple of presentations related to it, are asked (as a group) to study the topic in more depth and become more familiar with it. They explore, examine and explain sets of documents (texts, pictures, videos, photos, archives if possible, etc.). They will be trained to produce a presentation of the documents and to provide the historical information relevant to the topic.

Guest speaker

When there is a lecture by a guest speaker, the class starts with a general introduction to the topic by the professor.

Guest speaker lectures are interactive and students participate by asking questions, commenting on the lecture or even working with documents provided by the guest speaker.

Co-curricular outings

At least two field trips will be organized during the block:

- The French Communist Party's headquarters
- The "Mémorial de la Shoah"
- A guided tour on the events of May 68 in Paris (to be confirmed).

Assessment and Final Grade

Group presentation	15%
Test 1	15%
Test 2	20%
Workshops	20%
Short final essay	10%
Participation	20%

Course Requirements

Group presentation

Students as a group will be asked to choose a topic and give a presentation in class on one of the following:



- a political/economic/social/other event
- a date in history
- a political/economic/social/other leader in French history
- a historical document

Each 15-minute presentation will provide other students with historical knowledge.

On the day of the presentation, the groups in charge of the presentations will bring a printout of the bibliography, the main ideas, the structure and the leading question of the oral presentation.

Tests

There will be two in-class tests (1h and 1h30):

Test 1 (1h): factual questions: dates, historical characters, events

Test 2 (1h30):

- factual questions: dates, historical characters, events
- set of documents (picture and text) to describe, analyze and interpret.

Workshops

Following the introduction to the topic by the professor, the discussion of the readings and the group presentation(s) of the day, students work on a set of documents and present their findings as a group.

Over the first two weeks, students will become familiar with the exercise without the pressure of a grade. Their work will be graded only from week 3 on.

Short final essay

For this 750- to 1000-word essay, students choose a historical site in Paris, related to the course's content, in order to study it further, analyze it and put it into perspective. The professor will provide a list of suggestions to guide their choice.

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course.

Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

For this course, more specifically, students will be expected to attend to class lectures, presentations and discussions carefully and respectfully, a) raising questions or asking for clarification whenever necessary and b) intervening in a way that furthers everyone's understanding and learning of the subject covered. This is all the more decisive as all class content may feed into graded assignments.



Also, Canvas will be used for student feedback on visits and guest speakers (Discussions section), and that will be graded as part of the students' weekly participation as well.

Course Attendance and Punctuality

Regular class attendance is required throughout the program, and all unexcused absences* will result in a *lower participation grade* for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

*Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, *excessively tardy (over 15 minutes late) students will be marked absent. Attendance policies also apply to any required co-curricular class excursion or event*, as well as to Internship, Service Learning, or required field placement.*

*With the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. *No make-up or re-sit opportunity will be provided.*

An absence in a CIEE course will only be considered excused if:

- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1	Reduction of participation grade
10 – 20%	2	Reduction of participation grade; written warning



More than 20%	3	Automatic course failure, and possible expulsion
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Weekly Schedule

Note: The schedule is tentative and subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

WEEK 1

Session 1 - Introduction

a) The syllabus is presented and reviewed, with an emphasis on assessment methods and course requirements.

b) Historical highlights

- How to explore 20th-century French history?
- History, story (I): collective discussion in class and personal thoughts about the questions/representations the students have about it.

Session 2 - The making and presence of history

a) History, story (II)

Interactive discussion in class after the students' presentations of their historical exploration/investigation in and of Paris.

b) Interview of an American historian. Fernand Braudel's vision.

WEEK 2 The French Republic at stake in the 20th century: Political issues

Session 3 - The French Republic, three republics

The Third Republic: the foundations of Republican ideals.

The Third Republic: rise and fall.

Session 4 - The French Republic, three republics

- a) The crisis and refoundation of the Republic: the Fourth and Fifth Republics.
- b) On-site visit: French Communist Party Headquarters. To be confirmed.

WEEK 3 The French Republic at stake in the 20th century: France at war

Session 5 - France in WWI and in WWII

a) WWI: Europe's suicide, France's trauma.

b) WWII: France facing Nazi Europe: the dark hours of contemporary France.



Session 6 - co-curricular outing

On-site visit: Guided visit of the “Memorial de la Shoah” (Holocaust Memorial). To be confirmed.

WEEK 4 The French Republic at stake in the 20th century: Social and economic upheavals

Session 7 - Towards the welfare state.

- a) The “Glorious Thirty” and economic modernization.
- b) **Test 1** (1h).

Session 8 - The myth of equality: crisis and inequalities, elitism versus economic and social insecurity.

Session 9 - co-curricular outing

Social movements and social modernization: May 68 in France, a Revolution?
Guided tour on the events of May 68 in Paris.

WEEK 5 The French Republic at stake in the 20th century: Culture and society

Session 10 - Contemporary controversies. Identity, diversity and “laïcité”.

- a) Introduction to the concepts of identity, diversity and secularism (“laïcité”) in an intercultural approach.
- b) Guest speaker: Hannah Taïeb: to be confirmed.

Session 11 - Social movements and social modernization: Women’s condition // feminist movements

- a) Introduction to the lecture: a few keys to introduce Women’s and Feminism’s History.
- b) Guest speaker: Anne Hugon, Professor in Modern African History and Women's/Gender history at the Université Paris 1 Panthéon-Sorbonne.
Lecture about feminism in France: "We don't want to improve the women's condition -- we want to put an end to it" : a history of the women's movement in France in the 1970s.

WEEK 6 Conclusions

Session 12 - The making of history: What is a historian? What is History?

- a) Introduction to the lecture: Historiography and the making of history.
- b) Guest Speaker: Stéphane Michonneau, Professor in Contemporary Spanish History at Université de Lille. Prof. Michonneau will give a lecture on “ Narrative account of a



historical survey". He will explain the making of his research, his critical approach, his personal/subjective vision of History.

Short essay due.

Session 13 -

- a) Wrap-up/debate/conclusions to the course.
- b) **Test 2** (1h30).

Course Materials

Readings

Stéphane Michonneau, « A testimonial Novel or the Historian's predicament. Los Sátrapas del Occidente », in *Catalan Review XXV* (2011) , pp.105-1115.

Charles Sowerwine, *France since 1870: Culture, Politics, and Society*. 2nd ed. Basingstoke: Palgrave Macmillan, 2009.

Maurice Larkin, *France Since the Popular Front: Government and People, 1936-1996*. 2nd ed. Oxford: Oxford University Press, 1997.

Leonard V. Smith, Stéphane Audoin-Rouzeau & Annette Becker, *France and the Great War, 1914-1918*. Cambridge: Cambridge University Press, 2003.

Stanley Karnow, *Paris in the Fifties*. New York: Broadway Books, 1999.

Patrick Seale & Maureen McConville, *Black Flag / Red Flag: French Revolution 1968*. New York: Putnam, 1968.

Robert Gildea, *France Since 1945*, Merton College, Oxford, 2002.

D. L. Hanley, *Contemporary France: Politics and Society since 1945*, Routledge & Kegan, 1984.

Academic Integrity

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the U.S. American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will prevail.



Three important principles are considered when defining and demanding academic honesty. These are related to *the fundamental tenet that one should not present the work of another person as one's own.*

The first principle is that *final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information* (unless the professor has explicitly announced that a particular test is to be taken on an "open book" basis).

The second principle applies specifically to course work: *the same written paper may not be submitted in more than one course. Nor may a paper submitted at another educational institution be submitted to satisfy a paper requirement while studying abroad.*

The third principle is that *any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another's work or including information told to you by another person* (the general rule in U.S. higher education is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it).

There are three levels of escalation establishing the seriousness of the plagiarism in question.

- **Level one plagiarism:** minor or unintentional plagiarism; leading to passable grade/failing grade on the assignment, depending on perspective of lecturer. No opportunity for resubmission.
- **Level two plagiarism:** significant plagiarism, but potentially due to poor referencing rather than intellectual property theft. This leads to a failing grade (potentially zero points) on the assignment. No opportunity for resubmission.
- **Level three plagiarism:** significant plagiarism, requiring investigation by the Center/Resident/Academic Director, and subsequent disciplinary panel.

Faculty will report any suspected circumstances of plagiarism to the Center/Resident/Academic Director immediately. Faculty can, if they deem it appropriate, require students to submit the Plagiarism Declaration Form (Appendix D) with each assignment as it is submitted.

In any case where Academic Honesty is in question while the student is still onsite at the program, and will impact the grade for the assignment in question, the CIEE Academic Honesty form (Appendix E) will be completed by the Center/Resident/Academic Director, signed by the professor, delivered to the student for signature and added to the student's permanent records. For any Level three violation, or repeated lower level violation, the



Center/Resident/Academic Director will inform the student's home institution of the infraction and subsequent penalty.