



CIEE Global Institute – Paris

Course name:	20th Century French History (in English)
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 2020

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

This class will be fundamentally discussion-based, so your main responsibility will be to read and engage with the texts on a weekly basis. Class attendance and active participation are vital. Most articles and documents for required reading are available on Canvas.

Assessment and Final Grade



- Reaction paper to one of the class visits 20%
- Final research paper 30%
Including paper proposal 5%
- 20th-century detailed chronology 20%
- In-class participation 30%

Course Requirements

Important: all course assignments must be turned in on time. Any late submissions, or assignments not delivered on the due date (such as presentations) will receive a grade of 0%.

Reaction Paper and Final Research Paper

To give you the opportunity to develop your analytical skills and to engage with the ideas of the course more fully, there will also be one medium-length (1000 to 1500 words) reaction paper to a class visit and one final research paper (2000 words, +/-10%). The final papers will be broadly on the subject of migration and post-colonialism and it will be developed in consultation with your professors.

20th-century detailed chronology

In order to build up a solid personal grasp of the twentieth century as it unfolded in France and for the French, you will write a detailed chronology. Choices should be justified and events/dates explained, including in the relations they have with one another.

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.

This class will be fundamentally discussion-based, so your main responsibility will be to read and engage with the texts on a weekly basis. Active participation in class is essential. Most articles and documents for required reading are available on Canvas.

Course Attendance and Punctuality

Regular class attendance is required throughout the program, and all unexcused absences* may 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 and the final course grade will be lowered by 3 percentage points.



*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	Possible reduction of the weekly participation grade
10 – 20%	2	Written warning; reduction of the final grade by 3%
More than 20%	3	Automatic course failure, and possible expulsion

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 01: INTRODUCTION

- **France and French history in the XXth Century?**

In-class reading:

Jeremy D. Popkin, 'Culture and society at the Fin de Siècle', in. *A History of Modern France* (3rd Edition), Upper Saddle River: Prentice Hall, 2006, pp. 180-190.

SESSION 02: VISIT OF PARISIAN ARCADES

- **The Arcades project: Paris & Modernity**

Required readings:

Walter Benjamin, 'Exposé of 1939; Paris, the Capital of the Nineteenth Century' and 'A. Arcades' in *The Arcades Project*, Cambridge: Belknap Press of Harvard University Press, 1999, pp. 14-26 and pp. 31-45.

WEEK 2

SESSION 03: WORLD WAR I

Required readings:

Jeremy D. Popkin, 'The coming of the war' ; 'Crisis, Victory, and disillusionment', in. *A History of Modern France* (3rd Edition), Upper Saddle River: Prentice Hall, 2006, pp. 201-220.

SESSION 04: FRANCE AT WAR - VISIT OF THE ARMY MUSEUM

Visit of the Army Museum:

Musée de l'Armée

Hôtel National des Invalides

Rond-Point du Bleu de France

75007 Paris

Website: <http://www.musee-armee.fr/en/english-version.html>

Required readings:

Antoine Prost, 'Verdun', in Pierre Nora, ed., *Realms of Memory. Rethinking the French Past*, New York : Columbia University Press, 1998, pp. 377-401.

WEEK 3

SESSION 05: INTERWAR FRANCE

Required readings:



Charles Sowerwine, 'Part III: The Decline of the Third Republic, 1919-40', *France since 1870: Culture, Politics and Society*, London: Palgrave 2018, pp. 111-171.

SESSION 06: ANTICOLONIALISM

Required readings:

Michael Goebel, 'The Capital of the Men without a Country': Migrants and Anticolonialism in Interwar Paris', *American Historical Review*, 121(5), 2016, pp. 1444-1467.

WEEK 4

SESSION 07: WORLD WAR II

Required readings:

Jeremy D. Popkin, 'France in the Second World War', in. *A History of Modern France* (3rd Edition), Upper Saddle River: Prentice Hall, 2006, pp.254-264.

Robert O. Paxton, 'Collaboration - 1942-1944. Between Liberation and Revolution', *Vichy France: Old Guard and New Order, 1940-1944*, New York: Columbia University Press, 2001, pp. 280-329.

FINAL RESEARCH PAPER PROPOSAL DUE by 11:59pm.

SESSION 08: VISIT OF THE SHOAH MEMORIAL

Mémorial de la Shoah
17, rue Geoffroy l'Asnier
75004 Paris

Website: <http://www.memorialdelashoah.org/en/>

Required viewing:

Alain Resnais, director, *Night and Fog*, Samy Halfon Films and Philippe Lifchitz Films (France) and Criterion Collection (United States), 1956.

SESSION 09: AFTER THE WAR

Required readings:

Maud Mandel, 'The Strange Silence: France, French Jews, and the Return to Republican Order', *In the Aftermath of Genocide: Armenians and Jews in Twentieth-Century France*, Durham: Duke University Press, 2003, pp. 52-85.

WEEK 5

SESSION 10: DECOLONIZATION - VISIT OF THE BRANLY MUSEUM

37, Quai Branly
75007 Paris

Website: <http://www.quaibrantly.fr/en/>



Required readings:

Benoît de L'Estoile, 'The Past as It Lives Now: An Anthropology of Colonial legacies', *Social Anthropology*, 16(3), 2008, pp. 267-279.

Sylvie Thénault, 'The End of Empire in the Maghreb: The Common Heritage and Distinct Destinies of Morocco, Algeria, and Tunisia', in Martin Thomas and Andrew Thompson, eds., *The Oxford Handbook of the Ends of Empire*, New York: Oxford University Press, 2018, pp. 299-316.

SESSION 11: MAY 68

Required readings:

Jean-Luc Godard, director, *La Chinoise*, Athos Films (France) and Pennebaker Films (United States), 1967.

Kristin Ross, 'Introduction', *May '68 and Its Afterlives*, Chicago: University of Chicago Press, 2002, p. 1-18.

REACTION PAPER DUE Friday by 11:59pm.

WEEK 6

SESSION 12: IDENTITIES, MINORITIES AND IMMIGRATION

Required readings:

Stéphane Beaud and Olivier Masclet, 'From the "Marchers" of 1983 to the "Rioters" of 2005. Two Generations of the Children of Immigration', *Annales. Histoire, Sciences Sociales*, 61(4), 2006, pp. 809-843.

SESSION 13: CONCLUSION - VISIT OF THE MUSÉE DE L'IMMIGRATION

Musée de l'Immigration
293, avenue Daumesnil
75012 Paris

Website: <http://www.histoire-immigration.fr/>

Required readings:

Nancy L. Green, 'A French Ellis Island? Museums, Memory and History in France and the United States', *History Workshop Journal*, 63, 2007, pp. 239-253.

DETAILED CHRONOLOGY & FINAL PAPER DUE ON FRIDAY 11:59pm.

Course Materials

Readings

Walter Benjamin, *The Arcades Project*, Cambridge: Belknap Press of Harvard University Press, 1999.



- Michael Burns, ed., *France and the Dreyfus Affair*, New York: St. Martin's, 2000.
- Philippe Burrin, *France Under the Germans: Collaboration and Compromise*, New York: The New Press, 1996.
- Frederick Cooper, *Citizenship between Empire and Nation: Remaking France and French Africa, 1945-1960*, Princeton: Princeton University Press, 2014.
- Andrew Feenberg and Jim Freedman, eds., *When Poetry Ruled the Streets: The French May Events of 1968*, Albany: SUNY Press, 2001.
- Maud Mandel, *In the Aftermath of Genocide: Armenians and Jews in Twentieth-Century France*, Durham: Duke University Press, 2003.
- Gregory Mann, *From Empires to NGOs in the West African Sahel: The Road to Non-Governmentality*, New York, Cambridge University Press, 2015.
- Pierre Nora, ed., *Realms of Memory. Rethinking the French Past*, New York : Columbia University Press, 1996-1998.
- Robert O. Paxton, *Vichy France: Old Guard and New Order, 1940-1944*, New York: Columbia University Press, 2001.
- Jeremy D. Popkin, *A History of Modern France* (3rd Edition), Upper Saddle River: Prentice Hall, 2006.
- Kristin Ross, *May '68 and Its Afterlives*, Chicago: University of Chicago Press, 2002.
- Joan Wallach Scott, *The Politics of the Veil*, Princeton: Princeton University Press, 2007.
- Todd Shepard, *Invention of Decolonization: The Algerian War and the Remaking of France*, Ithaca: Cornell University Press, 2006.
- Leonard V. Smith, Stéphane Audoin-Rouzeau, and Annette Becker, *France and the Great War, 1914-1918*, Cambridge and New York: Cambridge University Press, 2003.
- Charles Sowerwine, *France since 1870: Culture, Politics and Society*, London: Palgrave 2018.
- Martin Thomas and Andrew Thompson, eds., *The Oxford Handbook of the Ends of Empire*, New York: Oxford University Press, 2018.
- Eugen Weber, *The Hollow Years: France in the 1930s*, New York: Norton, 1994.

INDICATIVE LIST OF ACADEMIC JOURNALS

For scholarly journals that publish international research on French history:

French Cultural Studies: <http://journals.sagepub.com/home/frc>

French Historical Studies: <http://fhs.dukejournals.org/>

French Politics, Culture & Society: <http://journals.berghahnbooks.com/fpcs/>

French Studies: <https://academic.oup.com/fs>

Nineteenth-Century French Studies: <http://www.ncfs-journal.org/>

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.