



CIEE Global Institute – Paris

Course name:	A Tale of Two Countries: Franco-American Relations
Course number:	HIST 3003 PAFR / INRE 3001 PAFR
Programs offering course:	Paris Open Campus (International Relations and Political Science Track)
Language of instruction:	French
U.S. semester credits:	3
Contact hours:	45
Term:	Spring 2018

Course Description

The course starts out by studying attempts to recast the two decisive historical events of the French and American revolutions as an “Atlantic Revolution.” We will analyze the differences and similarities of these two periods of upheaval to then see how they created the basis of what constitutes political modernity in Occidental civilization today. Our interest will be to find out whether the alternative view of an interconnected Atlantic Revolution will allow us to arrive at a new understanding of political modernity in Europe and the U.S. What does one stand to gain and lose by such an approach? By investigating competing narrations of how modern democracy started to emerge on both sides of the Atlantic at roughly the same time, we may not only expose the blind spots of a cherished tradition but also open up space for new explanations of our 21st-century present. In the search for new insights into this part of world history, researching the special and longstanding relationship between France and the USA promises to be a highly fertile soil.

Learning Objectives

By the end of the course, students will be able to:

- Contextualize the historical roots of political modernity
- Critically analyze social, political, economic and cultural factors in the democratic processes of both countries
- Demonstrate an appropriate use of specific vocabulary in the field of political history
- Develop the ability to write critically about contemporary French history
- Compare and contrast the American and French political systems



- Develop informed knowledge around concepts such as “Atlantic Revolution”, modernity, equality versus freedom, secularism versus *laïcité*.

More generally, the students will be invited to acquire historical knowledge and to understand the main questions at stake in order to debate, give their point of view and nourish the course by their participation.

Course Prerequisites

No specific prerequisites are needed for this course.

Methods of Instruction

This course will combine lectures, textual and iconographic analyses (painting, photograph, caricature...), class debates, walking tours and film screenings. It ambitions to function like a seminar, which means that students will be expected to participate actively in discussions and share their thoughts on the various materials examined.

Assessment and Final Grade

Mid-term exam:	20%
Final exam:	20%
Research paper:	20%
Group presentation:	20%
Class participation:	20%

Course Requirements

Mid-term and Final Exam

A mid-term exam will assess the students’ grasp of the notions and material covered in the preliminary of the class; the final exam will be cumulative, covering all topics analyzed and discussed during the course.

Research paper

Students will be asked to write a research paper on one of the topics of the course, in which they demonstrate their research abilities and critical thinking skills. The professor will provide extensive and precise guidelines.



Group or Individual Presentation

Students will form small groups and present on a research question that they would like to explore during the course. Each member of the group must participate in preparing and in delivering a portion of the presentation. Topics and format will be discussed and agreed with the professor during the second week of classes.

Class Participation

As part of their work in this course, students should demonstrate learning beyond the submission of written assignments or presentations. As such, all students receive grades based upon participation.

Participation is valued as meaningful contribution in the digital and tangible classroom, utilising the resources and materials presented to students as part of the course. Students receive grades based upon their contributions both in the classroom and in the Canvas course.

Meaningful contribution requires students to be prepared, as directed by the Instructor, in advance of each class session. Students must clearly demonstrate they have engaged with the materials where directed.

This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.



Class 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 sessions will also result in a lower final grade.*

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 must 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.* Students who miss class for 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

Attendance policies also apply to any required class excursion, 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.

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	No academic penalty
10 – 20%	2	Reduction of final grade
More than 20%	3 content classes, or 4 language classes	Automatic course failure, and possible expulsion



Weekly schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

Week 1 **Two Nations, One Revolution?**

Session 1: Introduction: questions at stake

- Tom McCarthy, "A history of Franco-US relations: liberty, equality and frenemies", 10 February 2014 *The Guardian*
- Pierre Rosanvallon, «Europe-États-Unis: les deux universalismes», *Le Monde*, 22 février 2005.

Session 2: The historical roots of the two revolutions

The study and comparison of the intellectual sources of the revolutions: an American theoretician and European philosophers.

- Thomas Paine, *Common Sense*, 1775 (selections).
- The philosophy of Enlightenment: "Qu'est-ce que les Lumières", E. Kant (1784)

Week 2

Session 3: Mutual influences of both countries

France and the United States together in the same fight: historical texts, historical figures (La Fayette, Jefferson).

- Study of Auguste Couder's painting *The Siege of Yorktown, 17 October 1781* (circa 1836).
- The Declaration of Independence (1776)

Session 4: Mutual influences of both countries (2)

- Preamble to the United States Constitution, 1787.
- Declaration of the Rights of Man and of the Citizen, August 1789.
- The Us Bill of Rights (1789-1791)

Session 5: The "Atlantic Revolution"



Understanding and debating the relevance of a revolution initially spanning both Europe and America.

- Jacques Godechot, *France and the Atlantic Revolution of the Eighteenth Century, 1770-1799*, New York, The Free Press, 1965;

- Louis-Pascal Jacquemond, *Les Révolutions atlantiques*, IA-IPR Grenoble, p. 9-10;

- Jacques Portes, Nicole Fouché, Marie-Jeanne Rossignol, Cécile Vidal, *Europe / Amérique du Nord: cinq siècles d'interactions* (selections).

Week 3 The Democratic Process: The USA and France Compared

Session 6: Democracy, Republic: theory and reality

Distinguishing ways of thinking democracy and the republic across countries. Understanding the various processes by which democracy grew and became established in the two countries.

- M. Edelstein, *Les Révolutions américaine et française et l'avancement de la démocratie*, AHRF, n° 334, oct-déc 2003.

- Pierre Rosanvallon, "L'universalisme démocratique : histoire et problèmes," texte paru dans *laviedesidees.fr*, le 17 décembre 2007. English version: "Democratic Universalism as a Historical Problem," 8 April 2008, English-language version of website *laviedesidees.fr*. Article available at:

<http://www.booksandideas.net/Democratic-Universalism-as-a.html>

- From the First (1792) to the Third Republic (1870-1940) in France: a chaotic, interrupted process. Chronology and landmarks.

Session 7: Mid-term Exam

1) About a half-hour is spent reviewing the work done so far and answering students' questions.

2) The written exam consists in two questions (one knowledge-based and the other calling for an essay).



Week 4 The Democratic Leadership: Myths and Reality

Session 8: – Tocqueville studies: America, a model?

- A. de Tocqueville, *De la Démocratie en Amérique*, Introduction de l'auteur / Author's introduction, 1835
- A. de Tocqueville, *Id.*, Author's Preface, 1835

Session 9: – France and the USA: colonizing or civilizing in the name of Human Rights?

Both France and America raise the banner of Democracy to justify their territorial conquests. Which what extent is there an Imperialism in the name of Democratic Ideology?

- Painting: *La République universelle, démocratique et sociale*, F. Sorrieu, 1848
- La colonisation et "le devoir de civilisation," speech by Ferry in response to Clémenceau, July 1885
- Painting: *American Progress*, J. Gast, 1872
- "Annexation, O'Sullivan on Manifest Destiny", 1845

Session 10: – On-site visit: Pantheon or Sénat

Week 5 Values, Principles and Political Passions

Session 11: Secularism versus *laïcité*

Both countries can claim their historical secularism; but their conceptions are completely opposed: how can we explain such differences and even a form of misunderstanding?

- Lois de séparation Eglise/ Etat France Etats- Unis (1776; 1905)
- Documents INA:
- *Rétro-construction de la Laïcité au XIXème siècle; la naissance de l'école laïque en France*, 1982
- "La France est elle vraiment laïque?", Emission *Mots Croisés*, décembre 2005, <http://www.ina.fr/video/2984711001>



Session 12: – Allies in WWI and WWII: brotherhood or rivalry in the fight for democracy

- *Les Quatre Soldats*, L. Jonas, 1918
- “Lafayette, we are here”, 1917
- W. Wilson, *Discours devant le Congrès*, 2 avril 1917
- W. Wilson, *Address to the Senate*, July 10, 1919 (Extracts);
- WWII Propaganda Posters, 1942, 1943
- F. D. Roosevelt, *The 4 Freedoms Speech*, January 6, 1941
- F. D. Roosevelt, *Infamy Speech*, Dec 8, 1941

Session 13: – Onsite visit: The American Cemetery (Suresnes)

Week 6 Critical Perspectives and Debates

Session 14: – Group Presentations and Controversial Debates

Session 15: – Group Presentations and Controversial Debates

Session 16: – Final Exam

Course Materials

Bibliography

Ceserani, Umberto Eco, Beniamino Placido : *Le modèle Amérique*, 1985.

Collectif , *France EU : Histoire d'une lutte pour la préséance démocratique : 1780-1918, Etats-Unis, peuple et culture*, La Découverte, 2004.

Cogan, C., *Alliés éternels, amis ombrageux. Les E.U et la France depuis 1940*, 1999.



- Colombani J.M., et Wells W., *France États-Unis, déliaisons dangereuses*, Paris, Jacob-Duvernet, 2004.
- Dupuis-Déri F. , *Démocratie. Histoire politique d'un mot. Aux États-Unis et en France*, 2013
- Duroselle, J.B., *La France et les E.U. Des origines à nos jours*, 1976.
- Furet, Ozouf, *Dictionnaire critique de la Révolution Française. Idées, "La Révolution américaine"*, pp. 441-455.
- Edelstein Melvin, "Les révolutions américaine et française et l'avancement de la démocratie", in *Annales Historiques de la Révolution Française*, 334 (oct-déc 2003).
<https://ahrf.revues.org/871>
- Godechot Jacques, *Les Révolutions*.
- Godechot, Jacques, *France and the Atlantic Revolution of the Eighteenth Century, 1770-1799*, New York, The Free Press, 1965.
- Green, Nancy L., "Americans Abroad and the Uses of Citizenship: Paris, 1914-1940," *Journal of American Ethnic History*, vol. 31, n° 3, 2012, 5-32. (Prix Carlton C. Qualey)
- Green, Nancy L., "Tocqueville, Comparative History and Immigration in Two Democracies," *French Politics, Culture & Society*, 26 : 2 (été 2008), p. 1-12.
- Green, Nancy L., *The Other Americans in Paris: Businessmen, Countesses, Wayward Youth, 1880-1941*, Chicago, University of Chicago Press, 2014.
- Jourdan, A., *La Révolution, une exception française ?*, 2004.
- Lentz, Thierry,
<http://www.napoleon.org/histoire-des-2-empires/articles/les-relations-americano-francaises-de-la-revolution-a-la-chute-de-lempire-1789-1815/>
- Malia, M., *Histoire des Révolutions*, 2008.
- Mélandri P., Ricard S., *Les E.U face aux Révolutions*, 2006.
- Paine, Thomas, *Common Sense, The Rights of Man, and Other Essential Writings of Thomas Paine*, New York, Signet Classics, 2003.
- Rosanvallon, Pierre, "L'universalisme démocratique : histoire et problèmes," *laviedesidees.fr*, Dec. 17, 2007. "Democratic Universalism as a Historical Problem," *booksandideas.net*, 8 April 2008.