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or by appointment

HIST2506 HISTORY OF MODERN FRANCE

Course Text

Jeremy D. Popkin's "A History of Modern France" 3rd ed. is the required text for this course and can be purchased at the *Campus Bookstore*.

Contact

Students are encouraged to consult with me during office hours or via email. Please clearly identify all email messages with the prefix: 'HIST2606'. This will make it easier for me to give your email priority attention (and to prevent its deletion).

PROGRAMME

11/13 September 2006: *Introduction: a Background of Pre-Revolutionary France*

Readings: Chapter 1: The Oldest Nation in Europe (1-6), chapter 2: The Structure of Eighteenth Century French Society (7-13), chapter 3: The Pre-Industrial Economy (14-18), and chapter 4: Culture and Thought in Eighteenth-Century France (19-24).

18/20 September 2006: *Collapse and Revolution*

Readings: Chapter 5: A Government Under Challenge (25-35), chapter 6: Collapse of the Old Monarchy (36-41), and chapter 7: Successes and Failures of the Liberal Revolution (42-51).

25/27 September 2006: *The French Republic: Revolution, Reaction, and Napoleon*

Readings: Chapter 8: The Radical Revolution (52-63), chapter 9: The Return to Order (64-69), and chapter 10: The Napoleonic Years (70-82).

2 October 2006: *Restoration, Industrialization, and the Revolutions of 1830*

Readings: Chapter 11: The Restoration (83-92), chapter 12: The July Monarchy and Its Critics (92-101), and chapter 13: A New Social World (102-114).

***Mid-Term on 4 October 2006 covering lecture material, readings (1-82), chronology, and maps. The mid-term is worth 20% of your final grade.**

9/11 October 2006: Thanksgiving Weekend and Fall Break [no lectures].

16/18 October 2006: *The Revolutions of 1848 and the Second Empire*

Readings: Chapter 14: The Revolution of 1848: The Crisis of Bourgeois Society (115-124), chapter 15: The Second Empire's Decade of Prosperity (125-133), chapter 16: The Second Empire in Difficulties (134-141).

23/25 October 2006: *The Third Republic*

Readings: Chapter 17: The Paris Commune and the Origins of the Third Republic (142-150), chapter 18: The Republicans in Power (151-166), and chapter 19: Economic Depression and Political Crises (167-178).

30 October-1 November 2006: *Fin-de-Siecle and the Outbreak of World War I*

Readings: Chapter 20: The Troubled Years of the Fin-de-Siecle (179-189), chapter 21: The Belle Epoque (190-199), and chapter 22: The Coming of the War (200-209).

6/8 November 2006: *War, the Postwar Settlement, and the Interbellum (Part I)*

Readings: Chapter 23: Crisis, Victory, Disillusionment (210-219), chapter 24: France Between the Wars (220-229), and chapter 25: The Illusion of Normality (230-239). **THE ESSAYS, WORTH 30% OF YOUR FINAL GRADE, ARE DUE IN CLASS ON 6 NOV 2006. WITHOUT PROPER MEDICAL REASONS OR DISPENSATION GRANTED BY YOUR LECTURER, YOU WILL BE PENALIZED FOR SUBMITTING THE ESSAY LATE, AMOUNTING TO 3% OF YOUR 100% ESSAY MARK PER BUSINESS DAY. ESSAYS NOT HANDED-IN IN CLASS SHOULD BE EMAILED TO ME AS SOON AS POSSIBLE, AND THE HARD COPY MUST BE SUBMITTED THE FOLLOWING CLASS (OTHERWISE, THE ESSAY WILL NOT BE CONSIDERED AS HAVING BEEN HANDED-IN ON THE EMAIL DATE—NO EXCEPTIONS!!!).**

13/15 November 2006: *The Interbellum (Part II) and the Second World War*

Readings: Chapter 26: From the Popular Front to the War (240-251), chapter 27: France and the Second World War (252-259), and chapter 28: The Road to Liberation (263-271).

20/22 November 2006: *Postwar France, the Genesis of the European Union, and the Fourth and Fifth Republics*

Readings: Chapter 29: The Revival of the Parliamentary Republic (272-284), chapter 30: From the Fourth to the Fifth Republic (285-292), and chapter 31: A France “Married to Its Century” (293-302).

27/29 November 2006: *Post-De Gaulle France, Mitterrand, and Today’s France*

Readings: Chapter 32: May 1968 and France After De Gaulle (303-312), chapter 33: The Mitterrand Years (312-320), and chapter 34: An Uncertain Start to the New Millennium (321-331).

4 December 2006: *Wrap-up of France Today, Review*

9-22 December: Final Exam date will be set in October. It will cover all lecture material, readings, chronology, and maps. The Final Exam is worth 40% of your final grade.

ASSIGNMENTS AND EXAMS

-During the year you will have to write one [1] in-class test (4 October 2006), worth 20% of your final grade.

-You are required to write an essay on a topic within the context of this course. The essay topic may be selected from a specific list; alternatively, a special essay topic may be requested (though this will require the lecturer's approval beforehand). The essay is due on 6 NOVEMBER 2006. Hand it in to me either at the end of class that day or before. Please note that there is a penalty for unauthorized late hand-ins (3% of the essay's 100% mark, per business day, will be deducted. The essay is worth 30% of your final grade.

-10% of your final grade will be awarded for attendance and participation. You are allowed to miss approximately 2 lectures without penalty. If you attend every lecture without ever posing or answering a question, you will be given a 70 for attendance and participation.

-The final examination in December 2006 will be worth 40% of your final grade.

TERM PAPER TOPICS

The Origins of the French Revolution (1789)

The Regimes of Revolutionary France:

The National Assembly (1789-92)

The Convention (1792-95)

The Directory (November 1795-99)

The Consulate (1799-1804)

Maximilian Robespierre: the Incorruptible?

The Napoleonic Empire (1804-14)

Women in the French Revolution

Foreign Policy of Revolutionary France (1789-1799)

Napoleon Bonaparte: For and Against

Talleyrand and the Congress of Vienna

The Hundred Days (and the Battle of Waterloo 1815)

The Revolution of 1830

The Industrialization of France

The Revolution of 1848

Napoleon III and the Second Empire (1852-70)

Napoleon III and the Unification of Italy

The Franco-Prussian War (1870-71)

The Paris Commune (1871)

The Dreyfus Affair

Imperialist France and the Formation of the French Colonial Empire in Africa and Asia

The Formation of the Triple Entente

Women in 19th Century France: Progress, Regression, or Stagnation?

French Socialism before World War I

France and World War I

The Battle of the Marne

The Battle of Verdun

The Battle of the Somme

The Treaty of Versailles (1919)
Georges Clemenceau: the Tiger of France
France and the League of Nations
The *Interbellum* in France
The Development of French Military Strategy (post-WWI)
Franco-German Relations from 1919-39
The Extreme Right in France in the *Interbellum*
The Failure of the Popular Front in France
World War II and the Collapse of France (1940)
De Gaulle and the Free French Movement
Vichy and Occupation (1940-44)
Marshall Philippe Petain: Saviour or Traitor?
The Liberation Regime
The Communist Party of France (PCF)
France's Postwar Reconstruction and Recovery
Ho Chi Minh and the Independence Movement in Indochina
The Algerian Crisis and the End of the Fourth Republic
Charles de Gaulle: Gaullist or Nationalist?
France and the Atom Bomb
France and the Road to European Integration (European Economic Community)
Francois Mitterand: Socialist, Nationalist, or Mitterandist?
France and Alsace-Lorraine

Tips on Essay-Writing [by Dr. Kees Boterbloem]

In the introduction of your essay, state the question(s) you intend to explore in the paper (many prefer doing this by way of stating a thesis which will then be explored in the essay); establish and note in the essay the veracity of the different primary (government documents, correspondence, diaries, memoirs, etc.) and secondary sources (books by historians and others) you are using. For this, it may be sometimes useful to investigate whether there exists any review or criticism of these primary or secondary sources (for instance, in a scholarly journal; see below). This type of criticism may stimulate your own creative thinking. Bear in mind that each author, as well as your lecturer, is biased, and that nothing in print represents the eternal truth!

Use a variety of sources and weigh the evidence carefully by comparing them against each other, using common sense, etc. **NEVER USE SOMEONE ELSE'S IDEAS OR WORDS WITHOUT PROPERLY GIVING HIM/HER CREDIT FOR IT!** It usually is best to begin with a kind of general textbook to read yourself into the topic, of the kind that I have listed below. Try, while you're reading, never to lose sight of the questions to which you are trying to find an answer. For this essay, you probably should read/investigate at least six [6] texts beyond your course text.

In the 'body' of your paper, you should explore the different questions phrased in the introduction (that derive from the thesis) that you are asking from primary documents (diplomatic and state papers, 'ego-documents' such as memoirs, correspondence, etc.) and secondary readings. As much in your research as in your writing, account for the influence of the historical context (economic factors [wealth and poverty], social issues [class, caste, status, prestige], influential personalities or groups, geography, climate, the state of the means of transport and communication, or the manner of thinking [mentality, view of the world] at the time, etc.). Avoid as much as possible mere description (or transcription) of things and try to focus on a genuine analysis of the different evidence.

In the conclusion, summarize the answers to the initial question(s) stated in the introduction (or indicate whether your initial thesis has been verified); also note those questions for which you have not found enough evidence to give a conclusive answer. **LOOK FOR THE WHY, THE ORIGINS, THE CAUSES, THE HISTORICAL CONTEXT IN YOUR ESSAY; DO NOT ENGAGE IN A MERE CHRONOLOGICAL SUMMING-UP; WHENEVER POSSIBLE TRY TO USE EXCERPTS FROM PRIMARY TEXTS IN YOUR ACCOUNT!!!**

Try to avoid as much as possible the application of moral judgment; what may be loathsome to us today, was often seen as perfectly legitimate in the past (e.g., nobles beating peasants with the knout, beating one's spouse, torture). It should be noted that there is no such thing as real objectivity, however, you are certainly allowed to morally condemn pogroms, collectivization, or the extermination of the Jews in the Second World War, as long as you attempt at least to understand—and make the reader understand—how much these things were considered to be abnormal or merely matter of course at the time when they occurred.

Much of the following additional advice is based on, or even directly copied from, some of the guidelines Dr. Steven Muhlberger has developed for undergraduate students who are taking history courses at Nipissing. His remarks are based on his extensive experience as a university lecturer, and I fully agree with most of them. Dr. Muhlberger notes in his “Policies Regarding Essays” that

[h]istory is a liberal arts discipline. That means, among other things, that it is not good enough simply to **learn** the facts; you also have to learn how to **analyze** them, **draw conclusions** from them, and **communicate** your conclusions to other people, readers or listeners.

Your essays on exams or in research papers are the best means to assess whether you are making progress on the road to becoming a (fledgling) historian, whether you are learning something, whether you are capable of handling the topic, and so on.

So what do we expect of an essay? As Dr. Muhlberger notes:

First, an essay should be a scholarly discussion of a historical problem. Your paper will look at a specific question [Why did the Soviet leaders unleash the “Great Terror”?], and offer a well-argued answer to that question, based on documented facts.

I might add to this that not only should a research paper provide a scholarly discussion of a certain topic, but the answer to an essay-type question on an exam should ideally be a similar kind of structured analysis, based on a broad knowledge and understanding of the material assigned for the exam. (Of course, I will not apply the same criteria in appreciating an exam essay as I will use to mark a term paper. One is constrained by time limits on an exam and may therefore not be capable of reaching the level one can achieve in a research paper, for which one can (and has to) make up one’s **own** timetable) .

Dr. Muhlberger further outlines how to present “scholarly discussion of a historical problem” in a straightforward manner:

An essay must have a thesis. A thesis is a statement that you put forward and maintain by reasoned argument. [For instance, an essay on Stalin’s terror could open as follows: “By killing 100,000s and arresting more, Stalin aimed at ridding his realm of any potential enemy in case war broke out”. You will be trying to convince the reader of the truth of some statement; so make sure the reader knows what that statement is!

An essay must establish clear criteria for judging the thesis it defends. What standards of proof are appropriate for convincing the reader? This too must be clear. [This can be done in the form of a question or questions: How can we find out whether Stalin and his lieutenants at the time motivate this cleansing? How did Molotov, Kaganovich, Mikoyan or Khrushchev reflect on it in hindsight? How was the Terror represented in official Soviet discourse?]

An essay must document the facts it uses, and the contributions of other scholars to the ideas it uses. The reader of a scholarly work can't be expected to take important facts on faith. You must give sufficient information that the reader can follow back your statements to the material on which they are based. You provide this information in your bibliography and footnotes (or endnotes). Sometimes students provide notes only for direct quotations—this is not good enough [in fact, it is still plagiarism. Any facts that are important to your argument, unless they are common knowledge [such as “Stalin was the General Secretary of the All-Union Communist Party (Bolsheviks) in 1937”], and any important ideas you found in other people's work have to be documented with notes [failing to do this will have grave consequences for your further career at this or any other university].

Your essays must be well-written in standard, formal English [or French]. “Formal English” [as well as “formal French”] is not the language of daily speech, but a special language that we use to get important ideas across to wide audiences. Almost any scholarly work uses it. [This] means [the use of] English [or French] that follows the rules of grammar, punctuation, and spelling. These rules exist to help you communicate with the reader. If you don't use them, you are making things unnecessarily tough for the person you are supposed to be convincing.

In so far the advice of Dr. Muhlberger with which I fully agree, *everyone should follow all of the above guidelines to the letter when writing essays for this course.* Bear these prescriptions in mind as well when answering essay-type questions on exams, although footnoting is uncommon on exams [and rightly so].

Extensions of the due date are only given if you have serious reasons that make it absolutely impossible for you to hand the paper in on time! After all, you are given the deadline for the essay already in September, at the beginning of the course; it cannot be too difficult to plan in such a way that you are easily capable of handing in on time a paper due several months later!

For every day that you are late, 3 percentage points per working day (i.e., Monday-Friday) will be subtracted from the total mark for the essay. No bibliography and/or footnoting means an automatic zero for the paper until you have provided me with them (and each day after the deadline for handing in the essay you fail to hand these in to me will cost you as much demerit points as if you had not handed in the whole essay on time).