

HIS 237-01

The Spectacle of Modern France

Spring Semester 2016
Tuesday/Thursday 9:30-10:50 a.m.
Mears 115



INSTRUCTOR INFORMATION

Dr. Kelly J. Maynard, Grinnell College Department of History

Office: Mears #305

Office Phone: (641) 269-4465

Office Hours: M 3:00-4:00 Mears #305, T 12-1:00 Mears #305, R 11:00-12:00* Grill, and by appt

Email: maynardk@grinnell.edu

COURSE DESCRIPTION

Beginning with a detailed analysis of the French Revolution as foundational for the making of modern France, this course concentrates thereafter on pivotal developments including modern colonialism in Africa; the rise of consumerism and urban spectacle; the fin-de-siècle crisis of bourgeois values; the interplay of so-called elite and mass cultures; and the collapse and recovery of democratic, "republican" institutions in the twentieth century. We highlight the "othering" by class, gender, and race that are central to the development of modern France and focus upon the power and limitations of culture and ideas for shaping the French nation.

COURSE REQUIREMENTS

This course is based in large part on discussion as the most effective format for inquiry-based learning. Although occasional lectures provide a historical framework for the material we cover, our meetings center upon analyses of assigned readings and viewings, and it is through the free and open posing of questions and exchange of ideas that we all benefit the most from the class. Your preparation and engagement, then, are crucial to its success. Because discussion figures so heavily in the way we spend class time and wrestle together with the course materials, I sometimes send out discussion questions via email before we meet as a tool to help us focus on common themes and issues. You should use these prompts as guideposts through the assigned readings – though by no means should they *restrict* your interpretations – and come prepared with answers, questions, or counterarguments in response. Please come to class awake and on time with the appropriate reading materials in hand, annotated, and digested in anticipation of our discussion. Laptops and digital readers are not allowed in class except in the case of special learning needs to be discussed with me at the beginning of the semester.

In this kind of learning environment, every absence from class has a negative impact upon the overall quality of our conversations. Your grade will be impacted accordingly. After three uncommunicated absences you will receive an F for the participation portion of the course grade. After four uncommunicated absences you will fail the course entirely. “Communication” simply means that I expect to hear from you personally via email or phone as soon as you know you must be absent. It is your responsibility to educate yourself about what material you missed if you are unable to be present in class.

Your overall grade will be calculated according to the following formula:

Participation	35%
Film Analysis Paper	5%
Mid-Term Exam	10%
In-Class Writing Portfolio	25%
Final Exam	25%

Students with any form of documented disability are encouraged to contact me early in the semester so we can arrange for your learning needs to be met and for you to participate fully in the class. You will also need to provide documentation of your condition(s) to the Dean for Student Academic Support and Advising, Joyce Stern, on the third floor of the Rosenfield Center (x3702).

COURSE GOALS

At the end of the semester, students will be familiar with the principal developments of the modern French nation from the mid-eighteenth century through the mid-twentieth. We will emphasize oral communication skills as well as active listening and response during discussions. Students will cultivate analytical thinking with both primary and secondary sources, paying particular attention to the methods and arguments employed in historical scholarship. Finally, students will strengthen their abilities to develop clear and concise written work, emphasizing the crafting of precise theses statements and the use of carefully-chosen supporting evidence.

COURSE MATERIALS

OPTIONAL TEXT:

Jeremy D. Popkin

A History of Modern France

Pearson Prentice Hall, 3rd ed., 2005/6 [ISBN: 0131932934]

REQUIRED TEXT:

Jennifer E. Sessions

By Sword and Plow: France and the Conquest of Algeria

Cornell University Press, 2014 [ISBN: 0801456525]

Note that the Popkin is an optional text and has NOT been ordered through the Pioneer Bookstore. In past iterations of this class, some students have found it useful to have a textbook to strengthen their familiarity with the chronology of events in modern France, and appropriate pages from the Popkin appear throughout our syllabus. I have placed two copies on two-hour reserve in Burling Library for the semester for anyone to consult as needed. Of course you should feel free to buy the book in new or used condition if you prefer. If you do so, please be sure to buy the third edition or to recognize that other editions will have slightly different content and pagination and therefore be difficult to use.

Additional readings (indicated by a bullet [•]) will be available on Pioneer Web, on JSTOR, or handed out in class. Be aware that the scheduling of all reading assignments is subject to change based on the ebb and flow of class discussions.

COURSE SCHEDULE

T Jan 26

Course Introduction

PART I: THE REVOLUTIONARY CRUCIBLE

R Jan 28

Absolutism's *Éclat*, Limitations, and Critics

OPTIONAL: Popkin, *History of Modern France* (HMF) pp. 7-35

Readings for discussion:

- Bossuet, *Politics Derived from the Words of Holy Scripture* [excerpts] (1709)
- Peter Burke, "Introducing Louis XIV" in *The Fabrication of Louis XIV* (1994)
- Voltaire, *Treatise on Tolerance* [excerpts] (1763)
- Condorcet, *Sketch of Historical Picture of the Human Mind* [excerpts] (1795)

T Feb 2

Historians Debate the Enlightenment

Readings for Discussion:

- Robert Darnton, "The High Enlightenment and the Low-Life of Literature" from *The Literary Underground of the Old Regime* (1982)
- Dena Goodman, "Enlightenment Salons: The Convergence of Female and Philosophic Ambitions" *Eighteenth Century Studies* 22/3 (1989)
<http://www.jstor.org/stable/2738891>

- R Feb 4** **BACKGROUND LECTURE: THE REVOLUTION, 1789-1815**
- T Feb 9** **The Moderate Revolution, 1789-1792: Revolution for Whom?**
OPTIONAL: Popkin, *HMF* pp. 36-51
Readings for Discussion:
- Sieyès, "What is the Third Estate?" (1789)
 - *Cahiers de Doléances* [excerpts] (1789)
 - Declaration of the Rights of Man and Citizen (1789)
 - Olympe de Gouges, Declaration of the Rights of Woman (1791)
 - Petition of the Jews (1790)
 - Declaration of the Enfranchisement of Free Men of Color (1791)
- R Feb 11** **The Radical Revolution, 1792-1795: Extremism and Backlash**
OPTIONAL: Popkin, *HMF* pp. 52-63
Reading for Discussion:
- Constitution of 1793
 - Robespierre, "Report on the Principles of Political Morality" (Feb 1794)
 - The Festival of the Supreme Being (8 June 1794)
 - Mona Ozouf, "The Revolutionary Festival: A Transfer of Sacrality" in Schechter, ed., *The French Revolution: The Essential Readings* (2001)
- T/R Feb 16/18** **IN CLASS VIEWING and DISCUSSION: *Danton***
FILM ANALYSIS PAPER HANDED OUT IN CLASS ON R 2/18
http://www.springfieldspringfield.co.uk/movie_script.php?movie=danton
- T Feb 23** **Revolutionary Insiders/Outsiders**
OPTIONAL: Popkin, *HMF* pp. 64-82
Reading for Discussion:
- Declaration of the Rights and Duties of Citizens (1795)
 - Babeuf, *The Plebeians' Manifesto* [excerpts] (1795)
 - Joan Wallach Scott, "French Feminists and the Rights of 'Man'" *History Workshop* 28 (1989) <http://www.jstor.org/stable/4288921>
- R Feb 25** **Revolutionary Reactions and Reassessments**
Reading for Discussion:
- Burke, *Reflections on the Revolution in France* [excerpts] (1790)
 - De Maistre, Essay on the Generative Principle of Political Constitutions [excerpts] (1808-09)
 - Lynn Hunt, "The World We Have Gained: The Future of the French Revolution" *American Historical Review* 108/1 (2003)
<http://www.jstor.org/stable/3090696>
- FILM ANALYSIS PAPER DUE IN CLASS**
MIDTERM EXAM #1 HANDED OUT IN CLASS

PART II: THE RISE OF THE MODERN SPECTACLE

- T Mar 1** **BACKGROUND LECTURE: REVOLUTIONARY ECHOES, 1830-1871**
MIDTERM EXAM #1 DUE IN CLASS
- R Mar 3** **NO CLASS – I WILL BE AWAY AT A CONFERENCE**
- T Mar 8** **Reading for discussion:**
OPTIONAL: Popkin, *HMF* pp. 83-114
Jennifer Sessions, *By Sword and Plow*
- R Mar 10** **Hausmannization and the Second Empire**
OPTIONAL: Popkin, *HMF* pp. 83-140
Reading for discussion:
• Baudelaire, *The Flowers of Evil* and *Paris Spleen* [excerpts] (1857, 1869)
• Walter Benjamin, "Paris, the Capital of the Nineteenth Century" (1935)
In class discussion: photographs of Charles Marville
- T Mar 15** **The Rise of Consumer Society I: The Department Store**
Reading for Discussion:
• Émile Zola, *The Ladies' Paradise* (1883), Chapters 4 + 9
- R Mar 17** **The Rise of Consumer Society II: Women, Class, and Crime**
Reading for Discussion:
• Patricia O'Brien, "The Kleptomania Diagnosis: Bourgeois Women and Theft in Late Nineteenth-Century France" *Journal of Social History* 17/1 (1983) <http://www.jstor.org/stable/3787239>
- F Mar 18** **In-Class Writing Drafts Due**
5:00 p.m. by electronic submission

SPRING BREAK

PART III: THE THIRD REPUBLIC: EDUCATION, CULTURE, AND CRISIS

- T Apr 5** **The Collapse of the Second Empire: War and the Commune**
OPTIONAL: Popkin, *HMF* pp. 140-150
Reading for Discussion:
• Proclamation for National Defense (15 Sept 1870)
• Call for the Establishment of the Commune (6 Jan 1871)
• The Revolutionary Socialist Party Resolutions (20/23 Feb 1871)
• 18 March 1871 – Eyewitness Account and Socialist Report
• Petition from the New Education Society (20 April 1871)
• Meeting of a women's club (12 May 1871)
• Barron, Revolutionary reflections (1871)
• Appeal to Versailles Army (23 May 1871)
• Announcement by MacMahon (28 May 1871)

- R Apr 7** **BACKGROUND LECTURE: THE RISE + FALL OF THE THIRD REPUBLIC**
- T Apr 12** **Mandating Republican Values**
OPTIONAL: Popkin, *HMF* pp. 151-178
Reading for Discussion:
- Ferry, "The State Must Be Secular" (1876)
 - Gambetta, "Clericalism, That Is the Enemy" (1877)
 - Bert, "Civic Education" (1880)
 - Ferry, "Letter to Teachers" (1883)
 - Patricia Tilburg, "Wholesome Imaginations: Pedagogy in the Early Third Republic" in *Proceedings of the WSHF* (V. 29/Spring 2003)
- R Apr 14** **Challenges to Republican Values I: Life on the Margins**
OPTIONAL: Popkin, *HMF* pp. 179-199
Reading for Discussion:
- Jerrold Seigel, "Publicity and Fantasy: The World of the Cabarets" in *Bohemian Paris: Culture, Politics, and the Boundaries of Bourgeois Life, 1830-1930* (1986), pp. 215-241
- T Apr 19** **Challenges to Republican Values II: The Dreyfus Affair**
Reading for Discussion:
- Drumont, *Jewish France* [excerpts] (1886)
 - Zola, excerpt from *J'Accuse* (1896-8)
 - Contributors to the Henry Monument, 1898-1899
 - Le Bon, *The Crowd* [excerpts] (1895)
- R Apr 21** **Challenges to Republican Values III: Colonialism**
Reading for Discussion:
- Alice Conklin, "Colonialism and Human Rights: A Contradiction in Terms?" *American Historical Review* 103/2 (1998)
<http://www.jstor.org/stable/pdfplus/2649774.pdf>
- T Apr 26** **The Why and How of World War I**
OPTIONAL: Reading: Popkin, *HMF* pp. 200-219
Reading for Discussion:
- George Steiner, "The Great Ennui" in *In Bluebeard's Castle* (1971)
- In-Class Viewing:** Remarque, *All Quiet on the Western Front* [excerpts] (1929)
- R Apr 28** **The Interwar Years I: Scapegoats, Threats, and Fresh Possibilities**
OPTIONAL: Popkin, *HMF* pp. 220-247
Readings for Discussion:
- Clemenceau, *Grandeur and Misery of Victory* [excerpts] (1930)
 - Blum, Speech at the Congress of Tours (1920)

- (R Apr 28 cont) • Duhamel, "Meditation on the Cathedral of Commerce" from *America: The Menace* (1931)
- F Apr 29 **Post-Spring Break In-Class Writing Drafts Due 5:00 p.m. by electronic submission**
- T May 3 **The Interwar Years II: Race, Gender, and Jazz**
Reading for Discussion:
• Iris Schmeisser, "'Un Saxophone en Mouvement?': Josephine Baker and the Primitivist Reception of Jazz in Paris in the 1920s" in Neil A. Wynn, ed. *Cross the Water Blues: African American Music in Europe* (2007), 121-139 (electronic resource accessible through GCL website)
- R May 5 **World War II: Occupation, Collaboration, Resistance, Liberation**
OPTIONAL: Popkin, *HMF* pp. 248-271
Reading for Discussion:
• David Pryce-Jones, "Paris during the German Occupation" in *Collaboration in France: Politics and Culture during the Nazi Occupation 1940-1944* (1989)
• Susan S. Zuccotti, "Surviving the Holocaust: The Situation in France" in Berenbaum and Peck, eds., *The Holocaust and History* (1998)
• Charles de Gaulle BBC speech excerpts, June 18, 19, and 22, 1940
In-Class Viewing: *Le Chagrin et la Pitié* [excerpts] (1969)
- T/R May 10/12 **IN CLASS VIEWING and DISCUSSION: *Indigènes* (2006/7)**
FINAL IN-CLASS WRITING PORTFOLIO DUE IN CLASS R 5/12
FINAL EXAM HANDED OUT IN CLASS ON R 5/12
- W May 18 **FINAL EXAM DUE at 12:00 noon in Mears 305**