**HIST 232, HIST 232W, FREN 252 – Modern France**

Spring 2023 – Bausch and Lomb 315, Mondays and Wednesdays, 9 am – 10:15 am

**Jean Elisabeth Pedersen**

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**Course Description**

Alternately friends and rivals, modern France and the United States have had a complicated relationship ever since both nations were born in revolution at the end of the eighteenth century. This course will seek to understand France on its own terms by considering a series of formative events such as the French Revolution, the Revolutions of 1830 and 1848, the Franco-Prussian War and the Paris Commune, the Dreyfus Affair and the birth of the intellectual, the very different experiences of World Wars I and II, the post-colonial conflicts in Algeria and Vietnam, the near-revolution of May 1968, and current conflicts in French foreign and domestic policy.

**Required Course Books**

The books below are all available on sale at the University of Rochester Bookstore. Additional shorter readings will be available on-line through Blackboard, the databases of the University of Rochester Libraries, and the many resources of the World Wide Web.

Jeremy D. Popkin, *A History of Modern France*, Fifth edition (Routledge, 2020)

Karen Offen, *European Feminisms, 1700-1950: A Political History* (Stanford University Press, 2000)

Patrick Boucheron and Stéphane Gerson, eds., *France in the World* (Penguin Random House, 2019)

**Optional Course Book –** for those who would prefer to read Boucheron and Gerson’s *France in the World* in Boucheron’s own best-selling original French edition:

Patrick Boucheron, ed., *Histoire Mondiale de la France* (Editions Seuil, 2017)

**Course Learning Objectives**

Students who complete the course will learn to:

1. Understand the major events of modern French history
2. Explore the history of France on its own terms, in connection with its empire, in relationship to Europe, and in relationship to the rest of the world
3. Consider relevant comparisons and contrasts between French and American history - and/or other national histories in which students bring experience and/or expertise
4. And, for students in the W section of the course, practice writing and revising argumentative historical essays based on a combination of course readings and outside evidence

**Course Requirements for HIST 232/FREN 252**

Three 7-page papers, based on our readings, typed and double spaced 75% (60% for W section)

Paper 1 due in class Monday, 20 February 25% (20% for W section)

Paper 2 due in class Monday, 3 April 25% (20% for W section)

Paper 3 due over Blackboard, Monday, 1 May 25% (20% for W section)

Consistent and varied class participation (see following pages) 25% (20% for W section)

**Course Requirements for HIST 232 W**

3 7-page papers and class participation as for HIST 232/FREN 252 above, plus the following:

Two short 3-page papers, each with one revision, 10% each (20% for W section only)

Deadlines for paper 1: rough draft, Monday, 30 January; final draft, Monday, 13 February

Deadlines for paper 2: rough draft, Monday, 13 March; final draft, Monday, 27 March

**Statement Regarding Credit Hours**

The College’s credit hour policy on undergraduate courses is to award 4 credit hours for courses that meet for the equivalent of 3 periods of 50 minutes each week. Students enrolled in Modern France are expected to devote roughly one hour each week to their weekly reading responses.

**Class Participation**

*Weekly reading responses*

Weekly written responses to the reading are required from every student every week, but you may miss up to two.

*Attendance and participation in class*

This is a discussion class, not a lecture class. I hope that you will be able to come to every class.

You may miss up to three of our 28 classes this semester, the equivalent of just over 10 per cent.

Please come to class with all your thoughts, comments, and questions about the reading!

**Course Policies**

*In the case of late papers*

The papers will give you a chance to reflect more systematically on the assigned readings.

I accept late papers, but I also deduct points depending on how late they arrive. A paper that was worth an A on Tuesday will get an A- on Thursday, a B+ on Sunday, a B on the following Tuesday, etc.

*In the case of late weekly writing exercises*

The short writing exercises will help prepare you for the papers, and they will also form the basis of our class discussions. I grade these on a 3-point check/check plus/check minus system.

I accept late weekly writing responses, but only if they arrive within the week after the deadline.

*In the case of absences from class*

**If you expect to miss class for especially compelling personal or professional reasons, you must speak to me in advance so that we can arrange ways for you to complete your missing work.**

**In addition to any absences that you clear with me in advance, you may have up to 3 free personal absences (these are same the 3 allowable absences I mentioned in the class participation section above).**

**If your circumstances change over the course of the semester, please let me know right away.**

**If you come down with COVID-19 over the course of the semester, please consult the official University policies that follow in the section below.**

**Some Notes about COVID-19:**

**These are the University’s policies as of 1 January 2023. Please stay tuned for any modifications or updates that occur over the course of the semester.**

**If you need to miss class because you are in quarantine or isolation, please let me know right away so that we can make arrangements for you to keep up with the class.**

*Masking***:** Masking is no longer required on University campuses or on University transportation/shuttles, with the exception of at the Medical Center where separate masking guidelines remain in effect, and within University Health Service (UHS) spaces.

However, because masking is still an effective method to prevent the spread of COVID-19 and many other contagious illnesses including the flu, we expect people who are experiencing symptoms of COVID or other contagious illnesses to isolate if possible, and wear a well-fitting mask if isolation is impossible. We continue to encourage anyone who chooses to wear a mask to do so.

It is important to remember that masking is a personal choice, and no individual should be shamed or ridiculed for choosing to wear one.

University officials will continue to monitor our area’s infection rates from the Centers for Disease Control and Prevention, and we will use those data, along with information about the seriousness of new COVID variants, to determine if there is a need to re-implement a face mask requirement on our campuses. Face masks will be an infection prevention measure if cases surge in the community.

*Students who test positive***:** The University is pausing the requirement that students report symptoms or positive COVID-19 tests to University Health Service (UHS). Moving forward, most students who test positive should continue to isolate in their rooms, and roommates will be expected to remain in place in the absence of risk factors for severe disease.

**Resources for Students with Disabilities**

The University of Rochester respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of disability, please contact the Office of Disability Resources (<http://www.rochester.edu/ada>). The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can reach the Office of Disability Resources at: [disability@rochester.edu](mailto:disability@rochester.edu); (585) 276-5075; Taylor Hall. If you have any questions or concerns, please feel free to contact me as well.

**Additional Student Resources**

Please see our course Blackboard site for additional topics and sources of support: *University Policies and Support* (including support in cases of sexual harassment, emotional distress, and/or economic hardship), *Technology Support and Information* (for instructions on Zoom, Panopto, VoiceThread, and other educational software packages), *Library Resources*, *Student Support* (for Blackboard questions), and *Student Resources* (including advising, academic support, problem resolution, disability services, writing and speaking assistance, additional library resources, and additional resources on academic honesty, plagiarism, the student code of conduct, etc.).

**Academic Honesty**

All assignments and activities associated with this course must be performed in accordance with the University of Rochester’s Academic Honesty Policy. Cheating and plagiarism are serious offenses and will be treated as such. Anyone who engages in such activities will be turned over to the College Board on Academic Honesty for disciplinary action, as outlined at <http://www.rochester.edu/College/honesty/.>

For helpful discussions of plagiarism (including subtle, unintentional instances), see the American Historical Association’s “Defining Plagiarism,” <https://www.historians.org/teaching-and-learning/teaching-resources-for-historians/plagiarism-curricular-materials-for-history-instructors/defining-plagiarism>.

I also invite you to review the University of Rochester’s Student Code of Conduct, available online here: <https://www.rochester.edu/college/cscm/conduct.html>.

**Please note that the syllabus may change as the circumstances of the semester change.**

**Schedule of Reading and Writing Assignments**

Week 1

Wednesday, 11 January

Introductions

Week 2

Monday, 16 January

*Martin Luther King Day*

Wednesday, 18 January

Popkin, *Modern France*

Preface

Offen, *European Feminisms*

Preface

Boucheron, *France in the World*

Preface to the English-Language Edition

Overture

Week 3

Monday, 23 January

Popkin, *Modern France*

The Oldest Nation of Europe

Eighteenth-Century French Society and Economy

Culture and Thought in Eighteenth-Century France

A Government under Challenge

Offen, European Feminisms

Introduction to Part I: The Eighteenth Century

Reclaiming the Enlightenment for Feminism

Wednesday, 25 January

Boucheron, *France in the World*

Absolute Power

Week 4

Monday, 30 January

*Deadline: Rough draft of first short paper for W students*

Popkin, *Modern France*

Collapse of the Old Monarchy

Successes and Failures of the Liberal Revolution

The Radical Revolution

The Return to Order

Wednesday, 1 February

Boucheron, *France in the World*

Enlightenment Nation

Week 5

Monday, 6 February

Popkin, *Modern France*

The Napoleonic Years

The Restoration

The July Monarchy and Its Critics

Offen, *European Feminisms*

Challenging Masculine Aristocracy: Feminism and the French Revolution

Wednesday, 8 February

Boucheron, *France in the World*

A Homeland for a Universal Revolution, 467-534

Week 6

Monday, 13 February

*Deadline: Final draft of first short paper for W students*

Popkin, *Modern France*

A New Social World

The Revolution of 1848: The Crisis of Bourgeois Society

Offen, *European Feminisms*

Introduction to Part 4: The Nineteenth Century

Rearticulating Feminist Claims, 1820-1848

Wednesday, 15 February

Boucheron, *France in the World*

A Homeland for a Universal Nation, 535-558

Week 7

Monday, 20 February

*Deadline: First regular 7-page paper due for everyone*

In-Class Film Screening TBA: most likely *Furcy: Fighting for Freedom*,

Directed by Pierre Lane, released in 2021

<https://docuseek2.com/ci-furcy>

From the film’s website: ”For over 25 years, from 1817 to 1843, Furcy, who was officially considered a slave on Bourbon Island (the former name of Reunion Island), fought to get the highest court in the Kingdom of France to recognize his status as a free man. The most amazing part of the story is that he won. There is no other known case anywhere in the world in which an enslaved person sued his master in order to regain his freedom. Just a few years after the verdict was returned at the Royal Court of Paris recognizing Furcy’s freedom, slavery was abolished in all French colonies. How is it possible that Furcy won? What kind of man was he? What does his story have to tell us two centuries later?

Wednesday, 22 February

Popkin, *Modern France*

The Second Empire’s Decade of Prosperity

The Second Empire in Difficulties

Week 8

Monday, 27 February

Popkin, *Modern France*

The Paris Commune and the Origins of the Third Republic

The Republicans in Power

Offen, *European Feminisms*

Birthing the “Woman Question,” 1848-1870

Wednesday, 1 March

Boucheron, *France in the World*

Globalization in the French Style, 559-618

Week 9

Monday, 6 March

*Spring Break*

Wednesday, 8 March

*Spring Break*

Week 10

Monday, 13 March

*Deadline: Rough draft of second short paper for W students*

Popkin, *Modern France*

Economic Depression and Political Crises

The Dreyfus Affair and the *Bloc Républicain*

Culture and Society at the Fin de Siècle

Offen, *European Feminisms*

Internationalizing Feminism, 1870-1890

Wednesday, 15 March

Boucheron, *France in the World*

Globalization in the French Style, 619-644

Carolyn Eichner, *Feminism’s Empire*

Chapter 3, “*La Citoyenne*: Alternate Empires” (available on Blackboard)

Week 11

Monday, 20 March

Popkin, *Modern France*

The Belle Epoque

The Plunge into War

Offen, *European Feminisms*

Feminist Challenges and Anti-Feminist Responses, 1890-1914

Nationalizing Feminism and Feminizing Nationalisms, 1890-1914

Introduction to Part 3: The Twentieth Century

Wednesday, 22 March

Popkin, *Modern France*

Crisis, Victory, and Disillusionment

France between the Wars

The Illusion of Normality

From the Popular Front to the War

Offen, *European Feminisms*

Feminism under Fire: World War I, the Russian Revolution, and the Great Backlash, 1914-1930s

Week 12

Monday, 27 March

*Deadline: Final draft of second short paper for W students*

Boucheron, *France in the World*

Modernizing in Troubled Times, 645-719

Wednesday, 29 March

Popkin, *Modern France*

France in the Second World War

The Road to Liberation

The Revival of the Parliamentary Republic

From the Fourth to the Fifth Republic

Week 13

Monday, 3 April

*Deadline: Second regular 7-page paper for all students*

In-Class Film Screening TBA: most likely “If the Walls Could Speak/*Les Voix de la Muette*”

Directed by Daniela Zanzotto, 1998

<https://www.youtube.com/watch?v=wcEVFqXSlM4>

From the film’s website: “Multi-faceted documentary of the La Muette housing estate in Drancy, a Paris *banlieue*: today it is largely populated by immigrants, but during the Second World War it served as a transit camp for Jewish prisoners on their way to the extermination camps. *If the Walls Could Speak* is a documentary which traces the history of this building and brings the past into the present in a dynamic, contemporary way.”

Wednesday, 5 April

Offen, European Feminisms

Globalizing and Politicizing European Feminist International Activity, 1919-1945 (skim)

Epilogue (focus)

Plus some additional reading on French women’s experiences of the 1930s, Second World War, and the French Fourth and Fifth Republics to be announced:

Most likely a group of selections from the following set of five book chapters:

Sian Reynolds, *France between the Wars: Gender and Politics*

Chapter 8, War and Peace: Assent and Dissent

Chapter 9, Rights and the Republic: The Interwar Years as Antechamber to Democracy?

Susan Foley, *Women in France since 1789*

Chapter 7, Taking Sides: Women in the 1930s

Chapter 8, Vichy France: Reviving the “Natural Woman,” 1940-1944

Chapter 9, From the Liberation to “Women’s Liberation,” 1945-1975

Week 14

Monday, 10 April

Boucheron, *France in the World*

Modernizing in Troubled Times, 720-784

Wednesday, 12 April

Popkin, *Modern France*

Politics and Economy in DeGaulle’s Republic

Society and Culture during the “Thirty Glorious Years”

May 1968 and the End of the Gaullist Era

The Mitterand Years

Françoise Picq, “The History of Feminist Movements in France”

<http://francoisepicq.fr/the-history-of-feminist-movements-in-france/>

Week 15

Monday, 17 April

Boucheron, *France in the World*

Leaving the Colonial Empire, Entering Europe

Wednesday, 19 April

Popkin, *Modern France*

France Enters a New Millennium

A New Age of Instability

Boucheron, *France in the World*

Today in France

Week 16

Monday, 24 April

Reviews of *France in the World*

Robert Darnton, “A Buffet of French History,” *New York Review of Books*, 11 May 2017

<https://www.nybooks.com/articles/2017/05/11/histoire-mondiale-buffet-french-history/>

Benjamin Ivry, “This Controversial History Book Is Causing a Stir in France and Beyond. Here's Why,” *Time*, 9 April 2019

<https://time.com/5566606/france-in-the-world-review/>

Martin Pengelly, “'It's urgent': Controversial History *France in the World* Comes to America,” *The Guardian*, 28 April 2019

<https://www.theguardian.com/books/2019/apr/28/france-in-the-world-history-books-america>

J. P. Daughton, review of Patrick Boucheron, editor. France in the World: A New Global History, in The American Historical Review 125, Issue 3 (June 2020): 948–951

<https://doi.org/10.1093/ahr/rhaa263>

H-Diplo Roundtable XXII-11 on *France in the World: A New Global History*, 6 November 2021

<https://networks.h-net.org/node/28443/discussions/6679342/h-diplo-roundtable-xxii-11-france-world-new-global-history>

Wednesday, 26 April

Current events depending on what happens this semester

Class conclusions

Week 17

Monday, 1 May *Final deadline of the semester:*

*Third regular 7-page paper for all students due through Blackboard*

**Additional Suggestions for Further Reading and Research:**

**Course Librarians:** Lara Nicosia, History, Rush Rhees Library <https://www.library.rochester.edu/profile/lara_nicosia>,

Kristin Totleben, French, Rush Rhees Library <https://www.library.rochester.edu/profile/kristen_totleben>

**Assorted Browsing Materials**

**Embassies**

Embassy of France in the United States http://www.ambafrance-us.org/

Embassy of the United States in France <http://www.amb-usa.fr/index.htm>

**A Few French Museums and On-line Art Resources**

L’histoire de France par l’image, 1789-1939 http://www.histoire-image.org/

Musée Carnavalet http://www.paris.fr/portail/Culture/Portal.lut?page\_id=6468

Musée du Louvre http://www.louvre.fr/llv/commun/home\_flash.jsp?bmLocale=fr\_FR

Château de Versailles http://www.chateauversailles.fr/

Musée d’Orsay http://www.musee-orsay.fr/fr/accueil.html?cHash=c578ddfcff

Historial/The Museum of the Great War http://www.historial.org/

Cité national de l’histoire de l’immigration <http://www.histoire-immigration.fr/>

**Some American and British Museums with Great French Collections**

Art Institute of Chicago <http://www.artic.edu/aic/>

Barnes Foundation <http://www.barnesfoundation.org/>

Courtauld Gallery <http://www.courtauld.ac.uk/gallery/index.shtml>

Fine Arts Museums of San Francisco <http://www.famsf.org/>

Metropolitan Museum of Art <http://www.metmuseum.org/>

National Gallery of Art <http://www.nga.gov/>

Phillips Collection <http://www.phillipscollection.org/>

**Additional On-Line Reading and Research Resources**

Age of Revolutions <https://ageofrevolutions.com/>

Edward Berenson, Vincent Duclert, and Christophe Prochasson, eds., *The French Republic: History, Values, Debates* (available through DiscoverUR)

<https://ebookcentral.proquest.com/lib/rochester/detail.action?pq-origsite=primo&docID=3138218>

Jack Censer and Lynn Hunt, *Liberty, Equality, Fraternity: Exploring the French Revolution*,

http://chnm.gmu.edu/revolution/

Martin Evans and Emmanuel Godin, *France 1815-2003*

http://www.port.ac.uk/special/france1815to2003/

Riots in France (2005) http://french.chass.utoronto.ca/fcs195

**French Newspapers and Television Stations**

Le Figaro <http://www.figaro.fr/> TF1 http://www.tf1.fr/

Le Monde <http://www.lemonde.fr/> France 2 http://www.france2.fr/

La Libération <http://www.liberation.fr/> France 3 http://www.france3.fr/

Le Monde Diplomatique (English) <http://mondediplo.com/> France 5 http://www.france5.fr/

France 24 (English) <https://www.france24.com/en/> Arte http://www.arte.tv/fr/70.html