

HSTR 353  
Spring 2014  
Professor Dunlop  
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Office Hours: By appointment  
Wilson Hall 2-171

## The History of Modern France, 1750-Present

### Course Summary:

In 1789, France became the site of Europe's first popular revolution in which people from all walks of life turned centuries-old social hierarchies upside down, inventing a radically new kind of democratic society. Enshrined in the Revolution's *Declaration of the Rights of Man and Citizen* were a new set of principles called "human rights" that would serve as a lasting model for future global laws that protect individual liberties, including the *Universal Declaration of Human Rights* passed by the United Nations in 1948. But in spite of the lofty Enlightenment ideals that France contributed to the modern world, French people have struggled over the past two centuries to create a functioning democracy on their own soil. For a variety of reasons that we will explore in class, French society was slow to accept women, provincials, colonial subjects, immigrants, religious minorities, and the working poor as full citizens of their Republic. Time and again, French people turned against one another and engaged in a series of near or full-blown civil wars called the *guerres franco-françaises*, battling across street barricades and parliamentary lines for the power to control their nation's destiny. Today, in 2014, French society remains deeply divided over key cultural and political questions, including the famous dispute over the right of Muslim girls to wear headscarves in public schools. Through primary documents, visual images, and film, this class will help you to understand how French democracy evolved over time, and how it will confront future challenges.

### Readings:

Textbook (available at the MSU bookstore):

Popkin, Jeremy. *A History of Modern France*. Saddle River, N.J.: Prentice Hall, 2013.

Books (available at the MSU bookstore):

Hunt, Lynn. *The French Revolution and Human Rights: A Brief Documentary History*. Boston: Bedford/St. Martin's, 1996.

Le Naour, Jean-Yves. *The Living Unknown Soldier*. New York: Arrow Books, 2006.

Popkin, Jeremy. *A Short History of the French Revolution*. Saddle River, N.J.: Prentice Hall, 2010.

Scott, Joan. *The Politics of the Veil*. Princeton: Princeton University Press, 2010.

Tristan, Flora. *The Workers' Union*. Urbana: University of Illinois Press, 2007.

### Additional Readings for Class Discussion:

Several of our class discussions will focus on primary documents, articles, and book chapters. These shorter documents are accessible at one of the following websites:

1. The library course reserves website at [www.lib.montana.edu/reserves](http://www.lib.montana.edu/reserves). Click on the link for HSTR 353. (Identified on the syllabus as RESERVES).
2. The D2L website for HSTR 353. (Identified on the syllabus as D2L).

Class readings have been placed on these two websites in order to lower student cost. You are required to come to class having printed out and read the texts.

### **Assignments and Grades:**

Class Participation (40%): Upper-division history courses offer students a great opportunity to take the lead in presenting and debating ideas. In order to facilitate discussion in our weekly meetings, students should come to **every class** with a **Quote & Question Response** that includes:

- 1) A quotation from the week's readings (you must include the author's name, the title of the book or article, and the page number along with your quotation)
- 2) A short, 1-2 paragraph explanation of why you found this particular quotation interesting or perplexing in light of our recent class discussions and readings
- 3) A discussion question for the class to discuss together. Note that good discussion questions have no right answers and elicit a variety of responses. For example, "When did the French Revolution begin?" is a question that anyone with access to a textbook or Wikipedia can answer. "Why did France choose the path of revolution while Great Britain did not?" is an example of a more open-ended, and therefore preferable, question.

Your weekly Quote & Question Response should be **typed**, and I will collect them at the end of each class period. In addition to your written contributions, students will be graded on their ability speak up regularly in class. If you have issues with speaking up in class, please come see me early on in the semester to discuss strategies to help you become more comfortable.

**Important note on attendance:** All students have one "freebie" day to miss class over the course of the semester, no questions asked. Any further absences without a valid, documented reason will lower your class participation grade. ***If you are absent more than three times (including your freebie day) over the course of the semester without a valid, documented reason, you will receive a failing grade for class participation.***

### Paper Assignments (60% total):

Paper #1: Revolutionary Biography (20%): This paper assignment gives you the opportunity to put yourself in the shoes of a French person who experienced the Revolution firsthand. Your revolutionary character can be a male or a female, an aristocrat or a commoner, a Parisian or a provincial, a Catholic or a Jew, a colonial subject or a citizen from the French mainland. Writing in the first-person, tell us about your revolutionary experience from 1789-1799. What were your hopes or fears when the revolution began? What surprised you

as the revolution unfolded? Did the revolution ultimately make your life better or worse? Are you optimistic or pessimistic about the future? (4-5 pages, double-spaced)

Paper #2: Visual Politics (20%): This paper assignment asks you to explore the relationship between visual and political culture in late nineteenth-century France. You will have the opportunity to choose any work of art or architecture that interests you, such as a Parisian building from Haussmann's era, an 1889 World's Fair exhibit, or an impressionist painting. How did your work of art or architecture communicate political ideals and values through visual means? (4-5 pages, double-spaced)

Paper #3: Revolutionary Legacies in Contemporary France (20%): Using Joan Scott's book on *The Politics of the Veil* as your reference, explain the historical roots of France's recent "headscarf affairs." Why does the headscarf issue strike such a powerful chord in French society? How are the arguments against the wearing of Muslim headscarves in schools connected to a particular French Republican political culture that originated during the Revolution of 1789? You may choose to focus your paper on one particular issue such as racism, secularism, individualism, or sexuality, or you may choose to touch on several of these issues. (4-5 pages, double-spaced)

*\*Late papers will drop one full letter grade each day past their deadline.*

**Grades:**

A= 93-100%	B- = 80-82%	D+ = 67-69%
A-= 90-92%	C+= 77-79%	D= 63-66%
B+= 87-89%	C= 73=76%	D-= 60-62%
B = 83-86%	C-= 70-72%	F= 59% and below

**Classroom Courtesy:**

Your experience in the course will be most enjoyable and useful if it is conducted in an atmosphere of mutual respect and courtesy. Please arrive on time and turn your cell phones off in class. When participating in class discussions, respect the opinions of others and listen to their perspectives. In preparation for your future professional life, follow the guidelines of e-mail etiquette that I will present on the first day of class.

**Plagiarism:**

Plagiarism refers to the use of somebody else's words or ideas without giving them credit. Assignments that are plagiarized will receive an automatic zero and students may be subject to further disciplinary action according to MSU's guidelines for academic conduct.

**Office Hours by Appointment:**

If you would like to meet with me individually, please send me an email at [catherine.dunlop@montana.edu](mailto:catherine.dunlop@montana.edu) and I will be happy to set up an appointment with you.

## **COURSE SCHEDULE:**

### **Week One: Introduction and Royal Power (January 8)**

### **Week Two: The Enlightenment and the Rise of Public Opinion (January 15)**

#### **Reading:**

Documents from *The French Revolution and Human Rights*: Introduction (p. 1-12); Diderot, "Natural Law" (p.35-37); Voltaire, "Treatise on Toleration" (p.38-40); "Edict of Toleration" (p.40-44); "Letter from Rabaut..." (p.44-48); Zalkind Hourwitz, "Vindication of the Jews" (p.48-50); Abbé Raynal, "From the Philosophical and Political History..." (p.51-55); Condorcet, "Reflections on Negro Slavery" (p.55-57)

**Textbook:** *A Short History of the French Revolution*, Chapter 1

### **Week Three: No Class, Professor Dunlop Lecturing at the Newberry Library, Chicago (January 22)**

### **Week Four: The Revolution Begins: Ideals and Human Rights (January 29)**

#### **Reading:**

Documents from *The French Revolution and Human Rights*: Introduction (p.13-15); Abbé Sièyes, "What is the Third Estate?" (p. 63-70); All documents, Chapter 2, *The Declaration of the Rights of Man and Citizen, 1789* (p.71-79); "The Abolition of Negro Slavery or Means for Ameliorating their Lot" (p. 101-103); Society of the Friends of Blacks, "Address to the National Assembly" (p.106-108); Olympe de Gouges, "Declaration of the Rights of Woman" (p.124-129)

**Textbook:** *A Short History of the French Revolution*, Chapters 2-3

### **Week Five: The Revolution Unfolds: Terror (February 5)**

#### **Reading:**

Maximilien Robespierre, "Report on the Principles of Morality" (1794) [RESERVES]; "Vendée French Call for Revolution Massacre to be Termed 'Genocide,'" Article in *The Telegraph* (2008) [RESERVES]

**Textbook:** *A Short History of the French Revolution*, Chapter 4-5

### **Week Six: Napoleon's Empire and the Invasion of Egypt (February 12)**

#### **Reading:**

Al-Jabarti, "Chronicle of the First Seven Months of the French Occupation of Egypt" (p.3-48) [D2L]

**Textbook:** *A Short History of the French Revolution*, Chapters 7-8

## **REVOLUTIONARY BIOGRAPHIES DUE IN CLASS ON FEBRUARY 12**

**Week Seven: The Social Question and the Revolution of 1848 (February 19)**

**Reading:**

Flora Tristan, *The Workers' Union*, p. 34-154

**Textbook:** *Modern France*, Chapters 11-12, 14

**Week Eight: The New Paris: Urban Space, Baron Haussmann, and the Impressionist Painters (February 26)**

**Reading:**

David Jordan, "Paris in Crisis" from *Transforming Paris* [RESERVES];

Robert Herbert, "The Café and the Café-Concert" from *Impressionism* [REERVES]

**Textbook:** *Modern France*, Chapter 15-18

**Week Nine: The Third Republic and the Paris World's Fair, 1889 (March 5)**

**Reading:**

Roland Barthes, "The Eiffel Tower" from *The Eiffel Tower and other Mythologies* [RESERVES];

John Stamper, "The Galerie des Machines of the 1889 Paris World's Fair" (*Technology and Culture*) [RESERVES]

**Textbook:** *Modern France*, Chapter 21

**SPRING BREAK!**

**Week Ten: Colonial France (March 19)**

**Reading:** Alice Conklin, "The Idea of the Civilizing Mission" from *A Mission to Civilize* [RESERVES]

**Textbook:** *Modern France*, Chapter 22

**Week Eleven: World War I (March 26)**

**Reading:**

Le Naour, *The Living Unknown Soldier*

**Textbook:** *Modern France*, Chapters 23-24

**Week Twelve: Vichy France (April 2)**

**Film in Class:** Michel Orphuls, *The Sorrow and the Pity*

**Textbook:** *Modern France*, Chapter 28

**PAPERS ON VISUAL CULTURE DUE IN CLASS ON APRIL 2**

**Week Thirteen: Vichy France and its Aftermath (April 9)**

**Film in Class:** Michel Orphuls, *The Sorrow and the Pity*

**Textbook:** *Modern France*, Chapter 29

**Week Fourteen: Politics and Identity in Contemporary France (April 16)**

**Reading:**

Joan Scott, *The Politics of the Veil*

**Textbook:** *Modern France*, Chapter 36

**Week Fifteen: Politics and Identity in Contemporary France (April 23)**

**Reading:**

Joan Scott, *The Politics of the Veil*

**PAPERS ON REVOLUTIONARY LEGACIES DUE IN CLASS ON APRIL 23**