

HIST 3328
Modern France and the World
University of Arkansas at Little Rock
Fall 2019

Mondays and Wednesdays, 12:15 pm - 1:30 pm

Classroom: Stabler Hall 408

Professor: Nathan Marvin

E-mail: nemarvin@ualr.edu

Office: Stabler Hall 604A

Office Hours: flexible/by appointment (if you want to discuss anything about your progress in the course, email me to set up a time to meet)

Course Overview

This is not your typical French history survey. This course starts from the premise that to fully understand France, we must examine it as much from “within” as from “without.” Therefore, rather than focusing exclusively on Paris (the traditional approach of French history surveys) we will consider the history of France in global perspective. The City of Light, as the capital and largest city in France and its empire, will feature prominently, but we will spend most of our time analyzing the political, social, and cultural evolutions of France from the vantage points of some of its most important former colonies, including those of the Caribbean (especially Haiti), North Africa (especially Algeria), West Africa, Southeast Asia, and Indian & Pacific Ocean islands. France’s colonial entanglements not only affected those spaces and the people who inhabited them (effects which continue to be felt today); they also redefined the French polity and the French “nation” at every stage of the country’s modern history.

In addition to *places* typically on the “margins” of French history courses, we will also explore the lives of *people* on the margins, relying heavily on sources about or authored by subaltern groups, including women; colonized and/or enslaved populations; the poor and disenfranchised; sexual and racial minorities.

Finally, the course aims toward a comparative understanding of France and the United States. What do the histories of these two countries, sometimes called “sister-republics,” reveal about each other? What lessons can be learned from studying the French and American pasts comparatively?

Course Texts

The only required text for the course is Conklin, Alice L., Sarah Fishman, and Robert Zaretsky. *France and Its Empire Since 1870*. 2nd Edition. New York: Oxford University Press, 2014. It is available from the UALR bookstore; a copy has been

placed on hold (for overnight loan) at Ottenheimer Library. All other readings/content links will be uploaded to Blackboard.

Course Objectives

Content: Students will gain a basic knowledge of French history since 1789, and particularly how France's global entanglements and colonial experience shaped French society, culture, and political life, as well as the very concept of the French "nation." By considering France and the United States comparatively, students will gain a deeper and more nuanced understanding of both countries' histories. Students will also gain an understanding of major historiographical trends/historical interpretations in the field of French history.

Skills: Students will leave this course having mastered the basic analytical methods of the discipline of history. Students will engage in critical reading and hone skills related to analyzing, synthesizing, contextualizing, and comparing/contrasting a wide variety of types of secondary sources. Finally, students will learn to narrate and convey the significance of historical events, lived experiences, and interpretations of the past in accurate, compelling, and creative ways designed to reach a broad audience.

Course Requirements

Requirements of the course:

- Complete the assigned materials by Monday's discussion session.
- Attend all class sessions. Arrive punctually.
- Participate actively and thoughtfully in discussion sections.
- Complete all assignments by their due dates.

Course Organization

This course meets Monday and Wednesday. Wednesday's class will consist of a mix of lecture content, film, and/or primary source documents, in order to contextualize the readings due Monday, which we will discuss in depth. In addition to discussing the assigned materials, we will use Monday classes to analyze original primary source documents. You will be expected to complete all readings by Monday. These will include a combination of textbook chapters, extracts from scholarly monographs, and an audio recording of an interview with a historian discussing her/his book.

Grades

Your final grade for the course is based on the following 4 elements, each worth 25%:

- 1. Participation:** This grade takes into account your attendance in class, level of engagement in discussion, and participation in class exercises. This grade will not be updated daily on Blackboard; rather, I will be in touch with each of you mid-semester with an update on your progress.
- 2. Discussion Leader (Prepare questions to guide class discussion; complete a 2-3 page reading response):** You will choose one class session in which to serve as "discussion leader," in which you will come to class having completed all the required materials thoroughly and having prepared questions about the materials to pose to your peers. The discussion leader will serve as moderator and guide the discussion on the day's topic. Also due by the start of class, your response paper: This paper should contain your own analysis of the week's materials (you may choose one or multiple materials to analyze). If you choose to focus your response paper on a monograph discussed in a podcast, you will preferably have read the actual book the interview is based on. Do not summarize the readings; state what you understand to be the main points, and relate those points to the week's topic and to previous themes discussed throughout the course. Discuss, if possible, the author's reason for writing the book, stated "intervention" in the scholarship on the relevant subject, and, importantly, what evidence the scholar uses to make his/her claims and using which methods. Your response papers may also connect the materials to earlier lectures/video content or to subjects already discussed in class. **[DUE DATES TBD/ASSIGNED IN CLASS]**
- 3. Media Review PechaKucha:** For this assignment, you will analyze how a media source treats a historical theme from French history, broadly construed. You might choose to analyze a favorite movie, TV show, video game cutscenes, and so forth. Examples of subjects to explore might include: "The Treatment of Religion in *The Battle of Algiers*" or "Historical Accuracy of Events Depicted in *Assassin's Creed Unity*"... Slides should contain images of historical documents, photographs of art, and screengrabs/screen-captures, still frames from film or video games/cutscenes, but should not contain video or large amounts of text, which will be spoken by you. You will turn in the slideshow file (PDF, PowerPoint, or any other presentation format) and, separately, a bibliography of sources cited (properly formatted according to Chicago Style conventions), and the "script" you read from during your presentation. You will also present these to your peers in class. *Questions*

*you MUST address in your presentation: 1) Why did the media source portray the theme/event the way it did? 2) How accurate was that portrayal? Make sure to describe the ways in which the media source is similar and/or different from the academic sources you consulted for your background research. **PechaKucha topics are due to me by Wednesday, Sept. 11. Final versions due by class presentation date (Wednesday, September 25 OR Monday, September 30). Final versions must be uploaded by 11:59PM on Oct. 2.*** (More instructions on Blackboard)

- 4. Research Proposal & Annotated Bibliography:** For this assignment, you will write a 4-6 page research proposal (not including bibliography pages). Your research proposals should include the following elements:
- 1) Discuss a broad topic, narrow it down to a manageable research topic, and then identify a research question, which is debatable, narrow, significant, and researchable (See Blackboard for guides) (1-2 pages);
 - 2) Discuss how your thesis fits within existing scholarship on the subject. This section should have a short literature review of the important secondary sources (books and journal articles) that touch upon aspects of your research question (1-2 pages);
 - 3) Explain how you plan to answer your research question (methodology/approach). Discuss the archival collections, primary sources, and secondary sources which will form the base of your research. Include a working thesis statement and an outline (in paragraph form) at the end of this section (1-2 page);
 - 4) End your proposal with an annotated bibliography that includes at least 5-10 relevant secondary sources (these will be footnoted in parts 1-3), four relevant primary sources, and at least one archival collection (online or in a physical archive). (This bibliography will likely be 2-3 pages).

Topic: You may do your project on any aspect of Modern French history. Preferably, your topic will address the theme **“‘Sister-Republics’: France and the United States.”** France is America’s oldest ally and the two countries have much in common. The Statue of Liberty, a gift from France to the United States, symbolized the two countries’ shared commitment to liberty and equality as fundamental values. But both France and the United States, at many points in their modern histories, fell short of those values. This assignment encourages you to think comparatively about French and U.S. history, and the paradoxes baked into their respective political projects. Possible subjects to consider include (but are by no means limited to): sports and politics; immigration and refugee resettlement;

geopolitics; imperialism, neo-imperialism, and their legacies; race and segregation; gender and politics; state patronage of the arts; crime and punishment; treatment of indigenous populations/ethnic cleansing; religion and ethnicity in census-taking; secularism, religious liberty, and the separation of church and state; public debate over reparations for slavery; the politics of history and memory; and civil war.

Annotated Bibliography & Research Proposal are due in class on the **Finals Date Assigned by the Records Office**. (More instructions on Blackboard)

Writing Assignments

Papers must be submitted via email (send to nemarvin@ualr.edu) or, when applicable, via Blackboard.

All written work for the course must be submitted as an attachment in Blackboard in MS Word or PDF format and must adhere to the following guidelines:

- All citations will be in footnotes and must follow Chicago Manual of Style conventions
- Body of paper: Times New Roman font, size 12, double-spaced. Footnotes: Times New Roman font, size 10, single-spaced
- Include your **name** on the paper itself as well as in the filename.

Readings

This is a reading- and writing-intensive course. As you read, generally, you should keep the following questions in mind. For primary sources: Who is the author? What is his/her intended audience? In what context was it written? What about the author's background should you keep in mind as you read? Most importantly, how does this text connect to other themes we've covered in the course? For scholarly articles and monographs (or interviews with authors), what are the author's argument(s)? What kinds of evidence does the author use to make his or her claims, and do you find those claims persuasive? Again, how does the author's contribution connect with other themes/readings in the course? The same questions apply to the podcast/interviews assigned in this course. "Read" them critically the same way you would the monographs they are based on; take notes on the main points evoked by the author. Bring copies of your notes and (if applicable) the readings to class to refer to.

Re-write policy

I allow “rewrites” of all work for students who are regular in discussion participation and have met all assignment deadlines. These re-writes will be due two weeks after I return the original assignments. If you plan to re-write your assignments you must meet with me (via video chat or, preferably, in person during my office hours) to ensure that you understand what you need to do to correct your mistakes and improve your skills. I will not accept re-written assignments from students who have not met with me about their original assignments.

Attendance and Classroom Etiquette

Full attendance is essential, especially during Discussion Sections. The purpose of the discussion sections is to facilitate conversation about the assigned readings and how they relate to broader themes of the course. Active and thoughtful participation is not just a requirement of the course; you help yourself and your fellow students make sense of new concepts by asking informed questions and sharing opinions based on an accumulating body of knowledge. So know your materials in advance, be prepared to listen to and critically engage with the contributions of others. Respond directly to your peers—not just to the instructor. Be respectful of perspectives that might be different from your own.

Communication

The best way to reach me is through my UALR email account (nemarvin@ualr.edu). I check and respond to email several times a day during weekdays (i.e. Monday-Friday, 9-5). If I have not responded to e-mail within 24 hours during the week, please try again. Please be advised that university policy recommends that we conduct email correspondence exclusively through our UALR accounts, so please send your messages using your @ualr.edu email address.

Students with Disabilities

Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of this course. The DRC offers resources and coordinates

reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s), and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at <http://ualr.edu/disability/>.

Cheating and Plagiarism

Cheating and plagiarism are serious offenses. When you use others' words or ideas without giving them credit, you are plagiarizing. All sources, including information gathered on the Internet, must be correctly cited (author, page number) in all assignments. *Anyone who is involved in cheating or plagiarism will receive a zero for the assignment and will be turned over to the Integrity and Grievance Committee for disciplinary action.* See Section VI of the student handbook for more details.

UA Little Rock Non-Discrimination Policy

UA Little Rock adheres to a policy that enables all individuals, regardless of race, color, gender, national origin, age, religion, sexual orientation, veteran's status, or disability, to work and study in an environment unfettered by discriminatory behavior or acts. Harassment of an individual or group will not be condoned, and any person (student, faculty, or staff member) who violates this policy will be subject to disciplinary action.

Harassment that is considered discriminatory includes actions or conduct (verbal, graphic, gestural, or written) directed against any person or group with the intent to demean or create a hostile or threatening environment.

It is not the intent of this policy to infringe upon or limit educational, scholarly, or artistic expression. Any person who believes he or she has been discriminated against should contact the Office of Human Relations to obtain assistance and information concerning the filing of a complaint. At the same time the university prohibits discriminatory practices, it promotes equal opportunity through affirmative action. Non-discriminatory affirmative action equal opportunity policies apply to recruitment, hiring, job classification and placement, work conditions, promotional opportunities, demotions/transfers, terminations, training, compensation, choice of contractors and suppliers of goods and services, educational opportunities, disciplinary action, recreational and social activities, use of facilities, housing and university-sponsored programs.

UA Little Rock Inclement Weather Policy

During inclement weather, UA Little Rock will make a decision whether or not to close based on all available information. The chancellor will decide whether or not conditions warrant canceling classes and activities and closing the campus or whether classes and activities will be canceled but with specified campus offices open. Online or web-enhanced classes will continue as scheduled at the discretion of the faculty member.

The [UA Little Rock website](#), UA Little Rock email, the university's main telephone number (501.569.3000), and the Rave campus alert notification system are the official means of communicating information concerning weather-related closings. When necessary, the university will announce a separate decision about canceling night classes (those classes starting at 4:20 p.m. or later) by 2 p.m., if possible.

Ordinarily, sites remote from campus such as the Bowen Law School, the Arkansas Studies Institute, and the Benton Center will close or cancel classes and activities whenever the university does so. In some circumstances, however, a separate decision may be made whether or not a site remote from campus will be open or closed, and this decision will be announced through the university's official means of communicating weather-related closings.

Vice chancellors are responsible for seeing that necessary services are provided in their respective areas when the university is closed. Employees required to provide such services will be identified by their supervisors. Classified employees who must report to work when the university is closed due to inclement weather will be allowed compensation time of 1.5 hours for one hour worked. Persons who are not required to work when the university is closed will be granted authorized absence. Employees who do not report to work when the campus is open will be charged annual/compensatory leave or leave without pay. The Payroll Department will prescribe payroll reporting and timekeeping.

The Policy Advisory Council of the University Assembly will recommend to the chancellor if and when missed undergraduate and graduate class days should be made up. In the event that the university is closed during a final examination day, the provost, in consultation with the Faculty Senate president, will reschedule any missed graduate or undergraduate final examinations with the exception of online exams which will continue as scheduled.

Weather and road conditions vary from place to place. Employees and students are expected to exercise good judgment regarding the safety of travel when road conditions are affected by the weather.

Reading Schedule and Assignment Due Dates

Monday, August 19: Introductions

Week One: The Old Regime & Caribbean Colonies

Wednesday, August 21-Monday, August 26

- Reiss, Tom. *The Black Count: Glory, Revolution, Betrayal, and the Real Count of Monte Cristo*. New York: Crown Trade, 2012. (pp. 1-103)
- Doyle, William, ed. "Introduction." In *Old Regime France, 1648-1788*, 1–6. Oxford: Oxford University Press, 2001.
- (Optional) Thompson, D. Gillian, and Pierre H. Boulle. "France Overseas." In *Old Regime France, 1648-1788*, edited by William Doyle, 105–38. Oxford: Oxford University Press, 2001.

In Class: Lecture: The World of the Young Alex Dumas

Week Two: Global Commerce & the French Revolution

Wednesday, August 28-Monday, September 2

- *France and Its Empire Since 1870* (pp. xvii-16)
- Reiss, Tom. *The Black Count: Glory, Revolution, Betrayal, and the Real Count of Monte Cristo*. New York: Crown Trade, 2012. (pp. 107-187)
- "New Books" Podcast: Kwass, Michael. *Contraband: Louis Mandrin and the Making of a Global Underground*. Cambridge, Massachusetts: Harvard University Press, 2014.

In Class: Lecture: The French Revolution: A Brief Introduction

Week Three: Napoleon & the Haitian Revolution

Wednesday, September 4-Monday, September 9

- (Optional Background Reading) Blaufarb, Rafe, and Claudia Liebeskind. *Napoleon: A Symbol for an Age: A Brief History with Documents*. Boston: Bedford/St. Martin's, 2007. (Extract from Part One)
- (Optional) "New Books" Podcast: Jaques, Susan. *The Caesar of Paris: Napoleon Bonaparte, Rome, and the Artistic Obsession That Shaped an Empire*. Cambridge: Pegasus Books, 2018.

- Reiss, Tom. *The Black Count: Glory, Revolution, Betrayal, and the Real Count of Monte Cristo*. New York: Crown Trade, 2012. (pp. 217-330)
 - Marvin, Nathan: "The French Indian Ocean in the Era of the Haitian Revolution: A Documentary Reader" (Pages 1-5, 43-57)
- In Class:* Lecture: The Haitian Revolution and its Aftermath

[DUE: Monday, September 16: Tentative Topics for PechaKucha]

Week Four: Monarchy Part 2, Republic Part 2, Empire Part 2

Wednesday, September 11-Monday, September 16

- *France and Its Empire Since 1870* (pp. 16-28)
- "New Books" Podcast: Sessions, Jennifer E. *By Sword and Plow: France and the Conquest of Algeria*. Ithaca: Cornell University Press, 2011.
- "Alexis de Tocqueville and Algeria (Article and Source)" (On Blackboard)
- Sessions, Jennifer E. *By Sword and Plow: France and the Conquest of Algeria*. Ithaca: Cornell University Press, 2011 (pp. 125-173).
- (Optional) Peabody, Sue. *Madeleine's Children: Family, Freedom, Secrets, and Lies in France's Indian Ocean Colonies*. Oxford: Oxford University Press, 2017 (pp. 1-10, 157-199).

In Class: Lecture: The Restored French Monarchy & the Conquest of Algeria

Week Five: The Paris Commune: France's "Civil War"?

Wednesday, September 18-Monday, September 23

- *France and Its Empire Since 1870* (pp. 29-52)
- Washburne, E. B. *Elihu Washburne: A Hero through Fire and Blood: The Diary and Letters of America's Minister to France during the Siege and Commune of Paris*. Edited by Michael Hill. New York: Simon & Schuster, 2012. (pp. 1-5, 156-206)

In Class: Film (Selected Scenes): *La Commune: Paris, 1871* (2000)

Week Six: Media Review Presentations

Wednesday, September 25-Monday, September 30

[ASSIGNMENT DUE Media Review PechaKucha due for presentation to peers on your assigned date, either Wednesday, September 25 OR Monday, September 30]

Week Seven: The Third Republic & the Dreyfus Affair

Wednesday, October 2-Monday, October 7

- *France and Its Empire Since 1870* (pp. 53-124)

- "New Books" Podcast: Samuels, Maurice. *The Right to Difference: French Universalism and the Jews*. Chicago: University of Chicago Press, 2016.
 - "New Books" Podcast: Harris, Ruth. *Dreyfus: Politics, Emotion, and the Scandal of the Century*. New York: Metropolitan Books, 2010.
 - Primary Source: Two Comic Strips on the Dreyfus Affair
 - (Optional): WKNO (Memphis Public Radio) Interview: Conklin, Alice L. *In the Museum of Man: Race, Anthropology, and Empire in France, 1850–1950*. Ithaca, New York: Cornell University Press, 2013.
- In Class*: Lecture: The Dreyfus Affair and clips from *An Officer and a Spy* (2019)

[WEDNESDAY, OCTOBER 9 - MONDAY, OCTOBER 14: Mandatory Mid-Term Check-in with each Student (times will be scheduled to meet after class time)]

Week Eight: World War I & Colonial Soldiers

Wednesday, October 9-Monday, October 14

- *France and Its Empire Since 1870* (pp. 124-158)
- Primary Source: Senegalese Soldier's Account
- Fogarty, Richard S. *Race and War in France: Colonial Subjects in the French Army, 1914–1918*. Baltimore: Johns Hopkins University Press, 2012 (pp. 1-14).
- "New Books" Podcast: Fogarty, Richard S. *Race and War in France: Colonial Subjects in the French Army, 1914–1918*. Baltimore: Johns Hopkins University Press, 2012.

In Class: Film (Extracts): *La Grande Illusion* (1937)

Week Nine: The Interwar Years & Indochina/Vietnam

Wednesday, October 16-Monday, October 21

- *France and Its Empire Since 1870* (pp. 159-187)
- Tran, Tu Binh. *The Red Earth: A Vietnamese Memoir of Life on a Colonial Rubber Plantation*. Edited by David G. Marr. Translated by John Spragens, Jr. Athens, Ohio: Ohio University Press, 1985. (Pages TBA)
- "New Books" Podcast: Jennings, Eric T. *Imperial Heights: Dalat and the Making and Undoing of French Indochina*. Berkeley: University of California Press, 2011.

In Class: Lecture ("The Great Hanoi Rat Hunt") & Film (Selected Scenes): *Indochine* (1992)

Week Ten: France, the United States, and WWII (Deconstructing the Myths of Two Nations)

Wednesday, October 23-Monday, October 28

- *France and Its Empire Since 1870* (pp. 188-248)
- Paxton, Robert O. *Vichy France: Old Guard and New Order, 1940-1944*. Revised edition. New York: Columbia University Press, 2001 (Pages TBA)
- NPR Interview with Mary Louise Roberts, author of *What Soldiers Do*.
- "New Books" Podcast: Roberts, Mary Louise. *What Soldiers Do: Sex and the American GI in World War II France*. Chicago: University of Chicago Press, 2014.

In Class: Film (Selected Scenes): *The Sorrow and the Pity* (1969)

Week Eleven: Models for Decolonization

Wednesday, October 30-Monday, November 4

- *France and Its Empire Since 1870* (pp. 249-276, 293-294)
- Cooper, Frederick. *Citizenship between Empire and Nation: Remaking France and French Africa, 1945-1960*. Princeton: Princeton University Press, 2014. (Pages TBA)
- "New Books" Podcast: Wilder, Gary. *Freedom Time: Negritude, Decolonization, and the Future of the World*. Durham: Duke University Press Books, 2015.

In Class: Clips of *Black Girl* (1966) & *Sugar Cane Alley* (1983)

Week Twelve: The Algerian War & the Remaking of France

Wednesday, November 6-Monday, November 11

- *France and Its Empire Since 1870* (pp. 276-293)
- Drif, Zohra, and Lakhdar Brahimi. *Inside the Battle of Algiers: Memoir of a Woman Freedom Fighter*. Translated by Andrew G. Farrand. Charlottesville, Virginia: Just World Books, 2017 (chapters 1-4).

In Class: Film (Selected Scenes): *Battle of Algiers* (1966)

Week Thirteen: France, Feminism, and the Sexual Revolution

Wednesday, November 13-Monday, November 18

- *France and Its Empire Since 1870* (pp. 294-352)
- "New Books" Podcast: Greenwald, Lisa. *Daughters of 1968: Redefining French Feminism and the Women's Liberation Movement*. Lincoln: University of Nebraska Press, 2019.
- Shepard, Todd. *Sex, France, and Arab Men, 1962-1979*. Chicago: University of Chicago Press, 2018. (1-18, 42-62)

This syllabus and reading list are subject to slight revision

*In Class: Film (Selected Scenes): *Tout va bien* (1972); Research Proposal Discussion*

Week Fourteen: "Allez les bleus!": Contemporary French Society & Soccer

Wednesday, November 20-Monday, December 2

- *France and Its Empire Since 1870* (pp. 353-393)
- Watch Clips: "France 1998 | A History Of The World Cup" & Laurent Dubois Interview on "Arise America"

*In Class: Film (Selected Scenes): *Les Bleus: Une Autre Histoire de France* (2016).*

[ASSIGNMENT DUE on the Finals Date Assigned by the Registrar: Annotated Bibliography and Research Proposal]