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Winter 2019

Empire, War, and Modernity: France and the World in the 20th Century

The terrorist attacks of January and November 2015 in France shocked the world and compounded an on-going political crisis that the nation's leading political parties struggled to contain. More recently, the sense of national crisis has been reinforced by the "yellow vest" protests that have paralyzed the government of Emmanuel Macron. What are the historical roots of the present moment?

This class will explore this history. Throughout the twentieth century, discussion about migration, religious diversity, and France's place in a conflict-ridden Europe have exposed profound fissures in the French polity. These disagreements have been reinforced by further debates about the historical legacy of French colonialism and its connection to republican principles of government. Meanwhile, recent elections show that the right-wing National Front, formerly perceived as a radical party on the margins of the political system, now enjoys as much support as more centrist parties of the left and the right. How can we make sense of these bitter political divisions and this atmosphere of crisis?

This class will attempt to place the current French predicament in a broader historical context, by examining the nation's traumatic history in the 20th century, a period that encompasses the two world wars, the German occupation, and the difficult and often violent struggles that accompanied the loss of the French empire in the 1950s and early 1960s. Readings include autobiographies, essays, novels and works of history. Taught in English, cross-listed as French 345.

Readings

The following books are required reading for this class:

Tyler Stovall, *Transnational France: The Modern History of a Universal Nation*.

Michael Burns, *France and the Dreyfus Affair: A Documentary History*.

Emilie Carles, *A Life of Her Own*.

Ousmane Sembene, *God's Bits of Wood*.

Mouloud Feraoun, *Journal 1955-1962*.

John Bowen, *Why the French Don't Like Headscarves*.

Additional readings will be available in pdf form on the Canvas site. See the schedule of classes below for these reading assignments.

Papers (40 %)

There will be two paper assignments (8-10 pp.), on topics that will be distributed in class. Each paper is worth 20 percent of your final grade. Questions for these papers will be distributed in class.

PLEASE NOTE: HARD COPIES MUST BE HANDED IN ON TIME. ELECTRONIC COPIES SENT BY EMAIL OR LATE PAPERS WILL NOT BE ACCEPTED. THOSE WITH A VALID MEDICAL EXCUSE SHOULD CONTACT THE PROFESSOR BEFORE THE DUE DATE, IF POSSIBLE, AND NO MORE THAN THREE DAYS AFTER.

Exams (40 %)

The midterm and final exams are each worth 20 percent of your final grade. The final exam is at the hour scheduled by the College (please check the University Academic Calendar) in our regularly scheduled lecture room. The final exam time cannot be changed because of your travel plans--please plan your travel AFTER checking the final exam hours.

The exams will test your knowledge of material from the lectures and the readings. The mid-term exam will cover all material from the class up to that point. The final exam is not inclusive and will only cover material since the midterm, though there may be an essay question that asks you to consider major themes from the entire course.

PLEASE NOTE: STUDENTS ARE RESPONSIBLE FOR PROVIDING THEIR OWN LARGE FORMAT BLUE BOOKS FOR THE EXAMS. ALL BLUE BOOKS WILL BE COLLECTED AND REDISTRIBUTED AT THE BEGINNING OF EACH EXAM.

Participation (20 %--but only for those with regular attendance).

The study of history is based upon the frank exchange of ideas and opinions, and cannot be reduced to the mere recitation of memorized facts. For this reason, I expect all students to attend lectures and participate actively in discussion where appropriate.

PLEASE NOTE: Participation counts for 20 percent of your grade, but only for students with regular attendance. Frequent absences will result in a higher penalty.

If you have a medical emergency that prevents you from participating in the class it is your responsibility to contact the professor in a timely fashion in order to make arrangements for a withdrawal from the course.

Canvas

A Canvas site has been created for this course, accessible to all registered students. The syllabus is posted there, and I will also be posting the lecture slides on Canvas.

Classroom Technology Policy

Personal electronics (cell phones, laptops, iPods, tablets, etc.) are not permitted in class. Please put them away before we begin. If you must use a computer for note-taking in

lecture because of a valid reason, you may apply for a waiver to this policy by emailing the professor in the first two weeks of class. Such a waiver is not guaranteed—I will evaluate all requests on a case-by-case basis. If granted a waiver, you will be given one of the seats in lecture designated for computer use.

I understand that some students may have questions about this policy. Many of us have become dependent on our personal electronic devices and are accustomed to having them within reach at all times. Recent research has shown that the presence of such devices in the classroom can be a serious hindrance to student learning—both for the device user and for the other students in the room.¹ While you may find that the use of electronic devices has not been a problem in other classes, I feel strongly that we are more likely to develop the specific kinds of interactions that are most helpful in the history classroom when electronics are turned off. Please feel free to come talk to me about this policy.

Academic Integrity Policy

History 314/FREN 345 follows the academic integrity guidelines set forth by the College of LSA [<https://lsa.umich.edu/lsa/academics/academic-integrity.html>] and the History Department [see [https://lsa.umich.edu/content/dam/history-assets/historydocs/HistoryDeptAcademicIntegrityPolicy-2016-08\(1\)\(1\).pdf](https://lsa.umich.edu/content/dam/history-assets/historydocs/HistoryDeptAcademicIntegrityPolicy-2016-08(1)(1).pdf)]. Students should familiarize themselves with both of these documents, which explain the standards of academic integrity and clarify the prohibited forms of academic misconduct, including cheating on an exam, submitting someone else's work as your own, plagiarism, and other forms of academic dishonesty or classroom disturbances. Students in this class should utilize the Chicago style [https://www.chicagomanualofstyle.org/tools_citationguide.html] for all issues of source citation, along with any specific guidelines provided in the course assignments. Clarifying the disciplinary standards of research ethics and source citation is part of the educational mission of this course, and students should consult the faculty instructor and/or GSI regarding any questions. The minimum penalty for deliberate cases of plagiarism and/or other forms of academic misconduct is automatic failure for the assignment. Cases that the instructor judges to be particularly serious, or those in which the student contests the charge of academic misconduct, will be handled by the office of the Assistant Dean for Undergraduate Education. All cases of deliberate academic misconduct that result in formal sanctions of any kind will be reported to the dean's office, as required by LSA policy, which also ensures due process rights of appeal for students.

¹ [Faria Sana, Tina Weston, and Nicholas J. Cepeda, "Laptop multitasking hinders classroom learning for both users and nearby peers." *Computers & Education*, vol. 62 \(March 2013\), pp. 24-31.](#)

SCHEDULE OF LECTURES AND READINGS

Week 1 (Jan. 9-11) France in 1900: Political Traditions and Social Change

Reading: Stovall, Introduction. (Chs 1-4 Optional)
Carles, pp. 1-40.

Wednesday Lecture 1: Politics and Social Change in Nineteenth-Century France.

Week 2 (Jan. 14-18) France and the World in 1870

Reading: Stovall, chs. 5.
Alice Conklin, "Colonialism and Human Rights" (Canvas).

Monday Lecture 2: France and the World in the Nineteenth Century

Wednesday Lecture 3: The Third Republic, 1870-1914

Week 3 (Jan. 21-25) Republicanism and Citizenship in late 19th Century France

Reading Michael Burns, *France and the Dreyfus Affair*, pp. 1-86.
Stovall, ch. 6.

Monday NO CLASS. MLK DAY.

Wednesday Lecture 4: Republicanism, Citizenship, and Social Change

Week 4 (Jan. 28-Feb. 1) The Dreyfus Affair in France and in the Empire

Reading: Michael Burns, *France and the Dreyfus Affair*, pp. 86-192.
Lizabeth Zack, "French and Algerian Identity Formation in 1890s Algiers"
(Canvas).

Monday Lecture 5: The First Phase of the Dreyfus Affair, 1894-1897

Wednesday Lecture 6: The Second Phase of the Dreyfus Affair, 1897-1906

Week 5 (Feb. 4-8) World War I

Reading: Stovall, ch. 7.
Carles, pp. 41-78.
Tyler Stovall, "The Color Line Behind the Lines: Racial Violence in France During the Great War" (Canvas).

Monday Lecture 7: World War I, part 1.

Wednesday Lecture 8: World War I, part 2

Week 6 (Feb. 11-15) The Interwar Years

Reading: Stovall, ch. 8.
Carles, pp. 79-186.

Emanuelle Saada, "Race and Sociological Reason in the Republic"
(Canvas).

Monday Lecture 9: France in the 1920s.

Wednesday Lecture 10: France in the 1930s

Week 7 (Feb. 18-22) France and World War 2

FIRST PAPER DUE MONDAY

Reading: Stovall, ch. 9.
Carles, pp. 187-219.
Simone Veil, *A Life*, ch. 2-3. (Canvas)
Ethan Katz, "Jews as Muslims and Muslims as Jews" (Canvas).

Monday Lecture 11: From Popular Front to the Occupation

Wednesday Lecture 12: From Vichy's National Revolution to the Liberation

Week 8 (Feb. 25-Mar. 1)

Monday Lecture 13: France and the French Empire after 1945

Wednesday MID-TERM EXAM. (Bring Your Own Blue Book).

WINTER BREAK: MAR. 2-MAR. 11. NO CLASS

Week 9 (Mar. 11-15) Postwar France, 1945-1954

Reading: Stovall, ch 10.
Sembene Ousmane, *God's Bits of Wood*.
Frederick Cooper, "'Our Strike': Equality, Anticolonial Politics and the 1947-48 Railway Strike in French West Africa," (Canvas)

Monday Lecture 14: France and the French Empire in the Cold War

Wednesday Lecture 15: From the War in Indochina to the Algerian Crisis

Week 10 (Mar. 18-22) Decolonization and the Algerian Crisis

Reading: Mouloud Feraoun, *Journal 1955-1962*, pp. TBA.

Monday Lecture 16: The War for Algerian Independence

Wednesday Lecture 17: The "Invention" of Decolonization

Week 11 (Mar. 25-29) May 1968

Reading: Stovall, ch. 11.
Richard Jobs, "Youth Movements: Travel, Protest, and Europe in 1968"
(Canvas)
"Excerpts from 'Chronicles of May 1968'" (Canvas)
Carles, pp. 221-264.

Monday Lecture 18: The Origins of the New Left in France, 1945-1968
 Wednesday Lecture 19: May 1968 in France

Week 12 (Apr. 1-5) The Immigration Debates in Late 20th Century France

Reading: Stovall, ch. 12.
 John Bowen, *Why the French Don't Like Headscarves*, pp. TBA.

Monday Lecture 20: The Postwar Economy and European Integration, 1945-1974.
 Wednesday Lecture 21: Immigration Debates in France After 1974.

Week 13 (Apr. 8-12) The Politics of Diversity

Reading: John Bowen, *Why the French Don't Like Headscarves*, pp. TBA.

Monday Lecture 22: Islam and the Headscarf Affairs
 Wednesday Lecture 23: The Extreme Right in France

Week 14 (Apr. 15-19) The Crisis of the 2000s

Reading: Joshua Cole, "Understanding the French Riots of 2005: What historical context for the "*crise des banlieues*" (Canvas)
 Olivier Roy, "Islamic Terrorist Radicalisation in Europe" (Canvas)
 James McAuley, "[How the Murders of Two Elderly Jewish Women Shook France](https://www.theguardian.com/world/2018/nov/27/how-the-murders-of-two-elderly-jewish-women-shook-france-antisemitism-mireille-knoll-sarah-halimi?CMP=Share_iOSApp_Other)" https://www.theguardian.com/world/2018/nov/27/how-the-murders-of-two-elderly-jewish-women-shook-france-antisemitism-mireille-knoll-sarah-halimi?CMP=Share_iOSApp_Other

Monday Lecture 24: The Crisis of the Suburbs
 Wednesday Lecture 25: Terrorism in Contemporary France

Week 15. (Apr. 22-23) Antisemitism, and Islamophobia

SECOND PAPER DUE IN LECTURE, MONDAY, APRIL 15.

Monday Review (Bring Computers to do Student Evaluations in Class)

FINAL EXAM

The final exam will be held during the regularly scheduled exam period: Tuesday, April 30 from 8-10 am, in our regularly scheduled classroom. Please BYOBB (Bring Your Own Blue Books).