

**THE UNIVERSITY OF WESTERN ONTARIO**  
**Department of History**  
**2011-2012**  
**HIST 3413E**  
**HISTORY OF MODERN FRANCE**  
**(From the 18<sup>th</sup> Century to the Present)**

**COURSE DIRECTOR:** Prof. P. C. REYNARD (LH 1221; preynard@uwo.ca)

**OFFICE HOURS:** By appointment

**MEETINGS:** Tuesday, Lecture, 11:30 to 13:20, and Tutorials, 13:30 to 14:30 (STH 2166)

Over the past three centuries, France has gone from absolutist stability to the chaos of revolutionary experiments, and from the routine of a rural republic to recurrent contests between presidential and parliamentary powers. France's influence has descended from the heights of Napoleonic conquests and colonial might to the agony of defeat, occupation, and collaboration before finding a new role in a resurgent Europe. Its economic, social, and cultural mutations have also followed singular paths worthy of attention. This course will attempt to uncover the forces at work behind the triumphs and traumas bracketed by the decline of the Old Regime and rise of the Fifth Republic.

The first part of this course will look for the roots of the great revolution of 1789 in the contrast between the dynamism of Old Regime society, evident in fields as diverse as economics, administration, or culture, and some of the rigidities of France's political and social structures. Our study of the French Revolution itself will focus on its long-term consequences, to better explain the following century of political instability during which the country would know half a dozen revolutions and *coups d'état*. We will then consider how these would-be successors to the Bourbon monarchy coped with the profound social and economic changes brought by the 19th century. Our study of France's 20th century will again be centred on contrasts, first between the new-found stability and prosperity of the "Belle époque" and the traumas of the Great War of 1914-1918, and second between the dramatic collapse of 1940-1944 and the following recovery that thoroughly transformed French society.

**READING REQUIREMENTS** (all books available at Book-store, used or new - and one is also available on-line through our Library):

WRIGHT Gordon, *France in Modern Times - From the Enlightenment to the Present* (5<sup>th</sup> edition; W. W. Norton, N. Y., 1995).

FARGE Arlette and Jacques REVEL, *Vanishing Children of Paris: Rumor and Politics Before the French Revolution* (Harvard U. P., Harvard, 1993).

JONES P. M., *Reform and Revolution in France. The Politics of Transition, 1774-1791* (Cambridge U. P., Cambridge, 1995).

TACKETT Timothy, *When the King Took Flight* (Harvard U. P., Cambridge, 2003).

HUFTON Olwen H., *Women and the limits of citizenship in the French Revolution* (University of Toronto Press, Toronto, 1992, 1999) - also available on-line through our Library.

PILBEAM Pamela, *The Constitutional Monarchy in France, 1814-48* (Longman, N. Y., 1999).

ZOLA Emile, *The Kill (La Curée)*, translated by Brian Nelson; Oxford U. P., Oxford, 2009; first published 1872).

L. SMITH, S. AUDOIN-ROUZEAU, and A. BECKER, *France and the Great War, 1914-1918* (Cambridge U. P., Cambridge, 2003).

BURRIN Philippe, *France under the Germans. Collaboration and Compromise* (New Press - Norton, N. Y., 1996).

### MARKING WEIGHTS, FORMATS AND EXPECTATIONS

Class Participation (throughout the year)	10%
Short Essay I (due 1 Nov.)	15%
Short Essay II (due 10 Jan.)	15%
Final Essay Proposal (due 24 Jan.)	5%
Final Essay (due 3 April)	25%
Final Exam (April)	30%

Our weekly meetings will consist of a two-hour lecture followed by a one-hour tutorial attended by one half of the class at a time. Class participation means regular attendance to all meetings and meaningful interventions in our discussions.

**Attendance to all meetings** (lectures and tutorials) is mandatory.

**All readings are mandatory** and must be completed before our meetings.

### IMPORTANT

\* Demands for extensions (or special arrangements of any kind) must be directed first to the Academic Counseling Office of your faculty as early as possible. They will forward a recommendation to me, and you can then explain your case to me.

\* To get credit for an assignment, you have to send an electronic copy to Turnitin **and** give a printed copy to me. No paper will be graded unless **both** copies are received. Submit your paper to Turnitin through the course web-site (for help contact Turnitin.com or UWO IT Services).

\* A late assignment must be delivered to me or to the History office (Late Paper Box).

**An electronic copy must also go to Turnitin. Please note the details of late penalties specified for each assignment.**

PLAGIARISM: Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Academic Calendar). All papers will be submitted for textual similarity review to the plagiarism detection software under license to the University (Turnitin). They will be included as source documents in the reference database.

APPEALS: Should you wish to appeal a grade, first draft a written statement outlining the

reasons for your request, then talk to me. An appealed mark may be lowered, left unchanged, or raised. Further steps are possible, should you still feel unfairly treated, after these initial stages have been taken. (*All of these matters are presented in details in the Academic Calendar*)

## **SCHEDULE OF LECTURES AND READINGS**

### **Fall Term**

#### **1. Introduction – Tues. 13 September 2011**

Administrative imperatives and details; schedule of assignments, expectations, etc. Overview of the course.

Tutorial meetings will start in week 4 for Group A and week 5 for Group B.

#### **2. Bourbon France - Social Structures - 20 Sept.**

During our first few weeks, we will explore French society at the close of the early modern period, turning first to the vast majority of the population, the peasantry.

WRIGHT G., ch. 1, "The Nation's Heritage", pp. 3-13.

JONES P. M., *Reform and Revolution in France*: Introduction and ch. 2, "Society", pp. 1-11 and 50-79.

#### **3. Bourbon France - Social and Economic Structures - 27 Sept.**

Tutorial meetings start next week – Read assigned book.

Eighteenth-century French society was slowly being transformed by an economic expansion unprecedented since the heady days of the 16th century. Traditional representations of social structures were losing much of their relevance.

WRIGHT G., ch. 2, "Society and Economy: Structures and Trends, 1750-1789", pp. 14-23.

JONES P. M., *Reform and Revolution in France*: ch. 3, "Economy", pp. 80-107.

#### **4. Bourbon France - Forms of Power - 4 October**

Tutorial meetings start THIS week.

Louis XV and Louis XVI ruled over an old yet dynamic administration.

WRIGHT G., ch. 3, "Temper of the Age, 1750-1789", pp. 24-32.

JONES P. M., *Reform and Revolution in France*: ch. 1, "Government", pp. 12-49.

**Tutorial I (A: 4 Oct. and B: 11 Oct.): Old Regime Tensions**  
 FARGE Arlette and Jacques REVEL, *Vanishing Children of Paris: Rumor and Politics Before the French Revolution*.

#### **5. Bourbon Reforms - 11 Oct.**

Although it was far from incapable of improvements, the regime's relation to the transformations of French society remained ambiguous.

WRIGHT G., ch. 4, "The Decadent Monarchy, 1750-1789", pp. 33-40.

**SHORT ESSAY I: IMPOSSIBLE REFORMS? - due 1 Nov.**

**Complete your Reading of** JONES P. M., *Reform and Revolution in France* over the coming weeks with ch. 4, "Reformers and the reform constituency", ch. 5, "Towards 'a truly national representation', 1787-1789", ch. 6, "The National Assembly, 1789-1791", ch. 7, "The political culture of revolution", and Conclusion, pp. 107-247.

**Write** a short essay outlining and analysing the attempts at reforms undertaken by the monarchy, up to 1788. Was the regime serious in its efforts to reform itself? Who supported reforms and who opposed reforms? Is it fair to speak of a long period of failure to reform existing institutions?

Your answer should take the form of a 7-9 pages essay; you are not expected to research this topic beyond the scheduled readings mentioned just above, but you are expected to craft a reasoned and polished argument based on evidence encountered during the first part of this course. Late penalty: 2 points / day (cut off date: 15 Nov.).

#### **6. Governing France: Pre-revolutionary Challenges - 18 Oct.**

The years 1787 - 1788 have been called "The Pre-Revolution": Louis XVI remained in power, but events were spinning beyond his control.

#### **7. The Fall of Absolutism - 25 Oct.**

Short Essay I due Next Week.

From Consultation to Revolution.

WRIGHT G., first part of ch. 5, "Upheaval, 1789-1792", pp. 41-47.

#### **8. Towards a Constitutional Monarchy? - 1 November**

Short Essay I due Today.

Our exploration of the 1790s, over three - four weeks, will consider topics such as the scope of the reforms undertaken, the place of violence in public life, the nature of public life during these difficult years, as well as the inability of successive republican governments to bring the revolution to an end.

WRIGHT G., second part of ch. 5, "Upheaval, 1789-1792", pp. 47-51.

#### **9. The Terror - 8 Nov.**

WRIGHT G., first part of ch. 6, "Climax and Relapse, 1792-1799", pp. 52-57.

#### **Tutorial II (A: 8 Nov. and B: 15 Nov.): Flight of the King**

TACKETT Timothy, *When the King Took Flight*.

#### **10. From Thermidor to Brumaire - The Directory - 15 Nov.**

**Essay topics** handed out - Proposal due 24 January 2012 (5%) - Discuss your choice of topic with me as early and as often as needed (Essay due 3 April 2012, 25%).

WRIGHT G., second part of ch. 6, "Climax and Relapse, 1792-1799", pp. 57-62.

JONES P. M., *Reform and Revolution in France*:

#### **11. From Consulate to Empire - 22 Nov.**

WRIGHT G., first part of ch. 7, "Dictatorship, 1799-1814", pp. 63-67.

**Tutorial III (A: 22 Nov. and B: 29 Nov.): Women in Revolution**

HUFTON O., *Women and the limits of citizenship in the French Revolution*.

**12. The First Empire - 29 Nov.**

Napoleon's compromises and authoritarianism forged a strong internal peace.

WRIGHT G., second part of ch. 7, "Dictatorship, 1799-1814", pp. 67-78.

**13. The Fall of the First Empire - Restoration - 6 Dec.**

**Short Essay II** due 10 Jan. 2012 - See instructions below.

The First Empire could not last - or could it?

WRIGHT G., ch. 9, "The Bourbon Experiment, 1814-1830".

**End of First Term**

**SHORT ESSAY II: IMPOSSIBLE RESTORATION? - due 10 Jan. 2012:**

**Read:** WRIGHT G., ch. 10 and ch. 11, "The Orleanist Experiment, 1830-1848" and "The Republican Experiment, 1848-1852", pp. 106-122 and 123-135, and PILBEAM Pamela, *The Constitutional Monarchy in France, 1814-48*.

**Write:** Reflecting on the complete range of materials encountered over this first term, and after reading the relevant chapters in G. WRIGHT's textbook as well as P. PILBEAM's study, answer the following question in the form of a short essay:

**"Why did it prove impossible for a moderate constitutional monarchy to take root in early-nineteenth century France?"**

Your answer should take the form of a 7-9 pages essay; you are not expected to research this topic beyond the scheduled readings mentioned just above, but you are expected to craft a reasoned and polished argument based on solid evidence encountered during the first part of this course.

Because we will be discussing this question in Tutorial IV, no late essay can be accepted after the beginning of class Tues. 17 Jan. Late penalty: 3 points / day up to that date.

**Winter Term**

**14. The Second Empire - 10 January 2012**

**Short Essay II** due Today.

Was the Second Empire a nostalgic attempt to resurrect the Napoleonic legend, or an effective and modern solution to France's political instability?

WRIGHT G., ch. 12, "The Imperial Experiment, 1852-1870", pp. 136-144, ch. 13, "Economy: Structure and Trends, 1814-1870", pp. 145-155, and ch. 14, "Society: Structure and Trends, 1814-1870", pp. 156-170.

**15. The Fall of the Second Empire and the Dawn of a Republican Age - 17 Jan.**

**Essay Proposal** due NEXT week.

After the trauma of military defeat to Prussian armies and the collapse of the Second Empire, Paris attempted one more time to set the country on a revolutionary course. Was the Paris commune the last ember of a long revolutionary tradition or rather a first spark of a new type of large-scale class conflict? In any case, and perhaps surprisingly, a few years later France was at peace under a new republican regime, the Third Republic - its longest-lasting republican regime to date. Why this belated republican success?

WRIGHT G., ch. 15, "Intellectual and Cultural Currents, 1814-1870", pp. 171-181, and ch. 18, "The Monarchist Republic, 1870-1879", pp. 205-222.

#### **Tutorial IV (A: 17 Jan. and B: 24 Jan.): The Impact of Revolution**

Reflecting on the ground covered so far, and considering the readings and analyses undertaken for your Short Essays I and II, we will try to formalise our assessment of how the Revolution had changed France.

#### **16. The Foundation of the Third Republic - 24 Jan.**

**Essay Proposal due Today.**

**Final Essay** due 3 April.

Over the following three weeks, we will try to understand the reasons behind the stability of the Third Republic. We will consider the strengths of the republican forces and the weaknesses of their opponents; the alliances that eventually sustained a moderate republican compromise; the evolution of what was initially a compromise into a republican consensus; and the social transformations over which this bourgeois republic presided.

WRIGHT G., ch. 19, "The Opportunist Republic, 1879-1899", pp. 223-245.

#### **17. The Third Republic. Challenges and Achievements - Part I - 31 Jan.**

WRIGHT G., ch. 20, "The Radical Republic", pp. 246-258, and ch. 21, "Economy: Structure and Trends, 1870-1914", pp. 259-266.

#### **Tutorial V (A: 31 Jan. and B: 7 Feb.): Fiction as History?**

ZOLA E., *The Kill*.

#### **18. The Third Republic. Challenges and Achievements - Part II - 7 February**

WRIGHT G., ch. 22, "Society: Structure and Trends, 1870-1914", pp. 267-278.

#### **19. France on the Eve of the Great War - 14 Feb.**

The Great War would prove a tremendous challenge to France - a challenge for which the Third Republic had apparently prepared the country adequately.

WRIGHT G., ch. 23, "The French Mind and Spirit, 1870-1914", pp. 279-287, and ch. 24, "France, Europe, and the World, 1871-1914", pp. 288-300.

### **Reading Week: 20-24 February 2012**

#### **20. Recovering from Victory? - 28 Feb.**

Although France emerged victorious from the Great War, the nation did not recover the confidence that had permeated the pre-war era, nostalgically recalled as the *Belle époque*. The war itself proved very costly, both in human and economic terms, and the following decades brought no real peace, neither in European affairs nor in domestic politics. The next three weeks will be focussed on this difficult inter-war period, seeking the reasons behind France's

*malaise.*

WRIGHT G., ch. 25, "The Grandeur and Misery of Victory, 1914-1919", pp. 300-311.

**Tutorial VI (A: 28 Feb. and B: 6 Mar.): France in the Great War**

SMITH L., S. AUDOIN-ROUZEAU, and A. BECKER,  
*France and the Great War, 1914-1918.*

**21. Inter-War Years - Tensions Within and Without - Part I - 6 March**

WRIGHT G., ch. 27, "The Quest for Normalcy, 1919-1931", pp. 321-330, ch. 28, "The Era of French Hegemony, 1919-1933", pp. 331-341, ch. 29, "Economy and Society in the Postwar Decade", pp. 342-350, and ch. 30, "Depression Politics, 1931-1936", pp. 351-362.

**22. Inter-War Years - Tensions Within and Without - Part II - 13 Mar.**

WRIGHT G., ch. 31, "Crisis and Collapse, 1936-1940", pp. 363-382.

**23. The Collapse of France and the Vichy Years - 20 Mar.**

Final Essay due in two weeks.

The French experience of the Second World War may be divided in three topics of particular interest to historians: Why did France collapse so suddenly and totally? What was the nature of the Vichy regime? And what shaped the recovery from such traumas?

WRIGHT G., ch. 32, "Bifurcated France, 1940-1944", pp. 383-395.

**Tutorial VII - last tutorial (A: 20 Mar. and B: 27 Mar.): Life Under Occupation**

BURRIN P., *France under the Germans. Collaboration and Compromise.*

**24. Liberation and The Fourth Republic - 27 Mar.**

Final Essay due next week.

WRIGHT G., ch. 33, "The Life and Death of the Fourth Republic, 1944-1958", pp. 396-410.

**25. Contemporary France - Part I - 3 April 2012**

FINAL ESSAY due today.

The 1958 transition from the Fourth Republic to a Fifth Republic under the leadership of Charles De Gaulle represents a new attempt at re-balancing the constitution to accommodate the needs of democracy with those of effective government, under trying national and international circumstances marked, in particular, by the difficult era of decolonization.

WRIGHT G., ch. 34, "De Gaulle's Republic, 1958-1969", pp. 411-422.

**26. Contemporary France - Part II - 10 Apr.**

A brief look at the Fifth Republic will conclude our course.

WRIGHT G., ch. 35, "France since de Gaulle", and ch. 36, "A New France: Economy and Society since 1945", pp. 423-447.

**Final Exam** (30% - time and place TBA - April 2012)

*Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.*

THE UNIVERSITY OF WESTERN ONTARIO  
FACULTY OF SOCIAL SCIENCE

PLAGIARISM

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method



of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

#### MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to [https://studentservices.uwo.ca/secure/medical\\_accommodations\\_link\\_for\\_OOR.pdf](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or [rdashfo@uwo.ca](mailto:rdashfo@uwo.ca)