

The University of Western Ontario
Department of History
Fall 2014

Hist 2421 F
Decline, Defeat, and Renewal?
France in the Twentieth Century

COURSE DIRECTOR: Pierre C. REYNARD (LH 1221; preynard@uwo.ca)

OFFICE HOURS: by appointment, preynard@uwo.ca

MEETINGS: Tue. 12:30 - 2:30, SH 3355

(August 2014)

Course Description:

Can a nation survive a long period of decline and the experience of a full defeat? What makes a thorough recovery possible?

The first half of the twentieth century proved most trying for France. The nation, after a century of political instability and loss of power, was bled by the Great War, paralysed by social tensions and political struggles over the following two decades, dismembered by occupation and collaboration, and then traumatised by a long decade of decolonisation.

And yet, a generation later, by the end of the 20th century, France was prosperous, enjoying a remarkably dynamic demography, a “social model” worth defending, an outstanding infrastructure, and an influential role in a changing Europe. Perhaps even more surprising, most of its politicians had discovered a surprising range of areas of consensus.

How can we best understand this resurgence? What can history tell us of the forces that darkened half a century and eventually shaped such a remarkable recovery?

This course will be structured around six modules, chronologically defined but thematically focussed. A two-hour lecture and discussion period will be complemented by an on-line exchange centered around a weekly selection of readings. The six modules are: Belle-époque France; The costs of the Great War; Inter-war tensions and strife; Defeat, occupation, collaboration, and resistance; The end of empire; The *Trente Glorieuses* and after: Modernity at last?

Grading:	Class Participation, including weekly Postings	25%
	Short Paper (due 4 th Nov.)	15%
	Final Essay (due 2 nd Dec.)	25%
	Final Exam (December)	35%

Each week, students will join a discussion on our course OWL site, to reflect and comment on the week’s selection of readings. In this exercise, students will be expected to answer a few questions, but also read the comments of other students, and express their own understanding of

the important themes addressed in the readings (as well as in class). These postings, together with class attendance and participation, will account for 25% of your final grade (**Class Participation**).

Early in November, just after the Fall Break, students will deliver a **Short paper** - an analysis of the key arguments used during the Inter-war period to debate a difficult question of national importance. The exact topic, as well as the sources to be used, will be given two weeks earlier (15%).

At the very end of the term, students will deliver a **Final essay**. All necessary details, as well as a list of topics, will be revealed mid-October (25%).

Both papers will be delivered in paper form as well as an e-copy to the plagiarism software licensed to the University, Turnitin. A late penalty will apply in all cases.

The remaining 35% of the final grade will come from a **Final exam**, to be scheduled during the December examination period.

Readings:

A textbook will provide students with a coherent, structured perspective on the century: Alice L. Conklin, Sarah Fishman, and Robert Zaretsky, *France and its Empire since 1870* (Oxford U. P., 2011)

The documents to be discussed in weekly postings will be available on our course web-site.

Learning outcomes:

At the end of the term, students will have:

- .. Probed the relevance and mechanisms of labels such as “decline” and “renewal”;
- .. Acquired an understanding of the role played by France in the major historical episodes of Europe’s twentieth century, presumably known to them from a very general, or perhaps only North-American, perspective;
- .. Grasped the fundamental impact upon French society of a disastrous first half of the twentieth century;
- .. Explored the connections between social transformations and political choices, and, more particularly, discovered some of the deep-rooted continuities at work behind often erratic political turns;
- .. And paid particular attention to the role played by historians in moving beyond such deeply traumatic and divisive episodes as the Vichy years or the Algerian war.

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 make your case to me.

* To get credit for your Final Essay, 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.

* A late assignment must be delivered to me or to the History office (Late Paper Box). An electronic copy must also go to Turnitin. Both your Short paper and your Final Essay will be penalised 3 points per day, including week-ends, after their respective deadlines; And they will not be accepted beyond the day of our Final Exam.

PLAGIARISM: Students must write their assignments in their own words. When students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and with proper references such as footnotes or citations. Plagiarism is a major academic offence (see 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 Discussions:

Week 1 -- Tuesday 9 September 2014

Introduction - Presentation of the goals and content of the course, as well as its expectations and requirements. Please read (ahead of time or very soon after our short first meeting), to refresh your memory of the overall shape of European and French history through the first part of the 19th century:

Conklin et al., *France and its Empire*, ch. 1, "The Embattled Republican Tradition, 1792-1870", pp. 1-25.

Week 2 -- Tue. 16 Sept. *Belle époque France (I)*

At the turn of the 20th century, France was prosperous, politically stable, and a cultural magnet - yet also divided and worried about its place in Europe and in the world. We will examine the key dimensions of this age - the end of a "long 19th century".

Read:

Conklin et al., *France and its Empire*, ch. 2 and ch. 3, "L'Année Terrible, 1870-71" and "The Return of the Republic, 1871-1885, pp. 26-74.

Week 3 -- Tue. 23 Sept. *Belle époque France (II)*

Readings and Postings:

Conklin et al., *France and its Empire*, ch. 4, "The Imperial Republic, 1885-1894, pp. 75-99, and + Document(s) Week 03: The Paris Commune

Week 4 -- Tue. 30 Sept. *To War*

Readings and Postings:

Conklin et al., *France and its Empire*, ch. 5, "The Republic Divided, 1894-1914", pp. 100-123. + Document(s) Week 04: The new Third Republic

Week 5 -- Tue. 7 Oct. *The costs of the Great War*

Over the coming three weeks we will assess the profound impact of the Great War upon the nation and its people, the strenuous reconstruction efforts that followed the conflict, and the deep-seated tensions that marred these ideologically-charged decades.

Readings and Postings:

Conklin et al., *France and its Empire*, ch. 6, "The Republic at War, 1914-1919", pp. 124-152.

+ Document(s) Week 05: Feminism, turn of the 20th Century

Week 6 -- Tue. 14 Oct. *Inter-war tensions and strife (I)*

Final Essay (due 2 Dec.) details posted and discussed.

Readings and Postings:

Conklin et al., *France and its Empire*, ch. 7, "The Deceptive Peace, 1919-1829" , pp. 153-180.

+ Document(s) Week 06: The War - Sacred Union - or not!

Week 7 -- Tue. 21 Oct. *Inter-war tensions and strife (II)*

Short Paper (due 4 Nov.) details posted and discussed

Readings and Postings:

Conklin et al., *France and its Empire*, ch. 8, "The Republic in Peril, 1929-1939", pp. 181-207.

+ Document(s) Week 07: The War - Alternative Perspectives

Week 8 -- Tue. 28 Oct. *Defeat, occupation, collaboration, and resistance (I)*

The Second World War brought a series of extremely difficult questions and choices to the people of France. We will try to connect these dilemmas to the past but also see in what ways they prepared the second half of the 20th century.

Readings and Postings:

Conklin et al., *France and its Empire*, first part of ch. 9, "The Dark Years, 1939-1945", pp. 208-230.

+ Document(s) Week 08: Vichy - The New Order

Week 9 -- Tue. 4 Nov. *Defeat, occupation, collaboration, and resistance (II)*

Short Paper due today.

Readings and Postings:

Conklin et al., *France and its Empire*, second part of ch. 9, "The Dark Years, 1939-1945", pp. 230-241 and first few pages of ch. 10, "Reconstruction at Home and Overseas, 1945-1958", pp. 242-249.

+ Document(s) Week 09: The Resistance - 1940-1942

Week 10 -- Tue. 11 Nov. *The end of empire*

The second half of the 20th century brought further divisive traumas to France, but also saw the building of a radically different country - many of the patterns of the previous century were finally displaced by modern values and methods that brought France into a new age.

Readings and Postings:

Conklin et al., *France and its Empire*, ch. 10 (continued), "Reconstruction at Home and Overseas, 1945-1958", pp. 249-274.

+ Document(s) Week 10: Liberations

Week 11 -- Tue. 18 Nov. *The "Trente Glorieuses" and after: Modernity at last?*

Readings and Postings:

Conklin et al., *France and its Empire*, ch. 11, "De Gaulle founds a New Republic, 1958-1969",

pp. 275-305.

+ Document(s) Week 11: "Colonialism is a System"

Week 12 -- Tue. 27 Nov. *The "Trente Glorieuses" and after: Modernity at last?*

Readings and Postings:

Conklin et al., *France and its Empire*, ch. 12, "A New France in a New Europe, 1961-1981", pp. 306-334.

+ Document(s) Week 12: Paris, May 1968

Week 13 -- Tue. 2 Dec. 2014 *Concluding remarks.*

Final Essay due Today.

Read:

Conklin et al., *France and its Empire*, ch. 13 and ch. 14, "The Republic of the Center, 1981-1995" and "France since 1995", pp. 335-359 and 360-378.

***** Final Exam - December 2014 - TBA *****

ADDITIONAL STATEMENTS

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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 Issues:

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 to read about the University's policy on medical accommodation. This site provides links the necessary forms. 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 should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

SUPPORT SERVICES:

Students who are in emotional/mental distress should refer to Mental Health@Western, <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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.

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