HIS 348: History of France from 1804 to 1918

Instructor: Dr. Sharon Vance-Eliany

Class Time and Place: 9:00 –9:50 MWF, Landrum 427
Office: 450 Landrum
Office Hours: M/W 10:00 – 11: or by appointment
Phone: x5460
E-Mail: vances1@nku.edu

Course Description:

This course covers the period of French history from 1804 to the end of World War I. We will also be reviewing the period of the Ancien Régime and the French Revolution, as well as considering the implication of the “long 19th century” for French society today, including debates over French nationalism. While most of the course will be focused on France itself, we will also consider France’s overseas colonies and the effects of events in French history on the rest of the world. Among the topics we will be considering are class, race/ethnicity, and gender in French and francophone societies, along with how French society dealt with religious differences. We will also be considering cultural and literary developments in this period.

Texts:
Michael Burns, France and the Dreyfus Affair A Documentary History in bookstore
Alistair Horne, The Price of Glory Verdun 1916 in bookstore

Readings available via Blackboard

Library Reserve Books

Research Sources & Reference:
Steely Library Databases (e.g. JStor, Project Muse)
History of France: Primary Documents – EuroDocs
http://eudocs.lib.byu.edu/index.php/History_of_France:_Primary_Documents
H-France (website and discussion board with sources on French history)
http://www.h-france.net/about.html
Student Learning Objectives:

If students attend class regularly, participate in all class activities, successfully complete all assignments, and earn a passing grade in all assignments, they can expect to accomplish the following:

- Analyze and discourage all forms of discrimination, including ethnic, racial, religious, and gender by learning about the contributions of the diverse communities of France and francophone peoples to the development of World Civilization.
- Identify historical causation, how historical forces influence current events and how contemporary problems in France and the francophone territories have their roots in these forces.
- Develop critical thinking skills by learning to analyze various kinds of primary documentary evidence and learning to discern what different kinds of primary sources can be used as evidence for understanding historical events, historical actors' attitudes towards these events and the history of ideas and mentalities.
- Practice written and oral communication skills by presenting rational arguments and conclusions based on the study of historical evidence through in-class discussion and debates, and through research papers and written assignments.

Assessment and Grading

Assessment and Documentation of the Student Learning Experience:

Assessment of student level of understanding, comprehension, and synthesis of learning objectives and goals is accomplished through a combination of quizzes, midterm, discussion board participation, and response paper. Class participation is also a vital aspect of assessment as it demonstrates ability to incorporate and integrate course concepts to support reasoning and analytical conclusions.

Assignment Notes & Late Policy:

- All assignments are due no later than the posted due date.
- All assignments must be submitted to receive a grade of C or higher in this course.
- No exceptions.

Course Requirements:

Attendance:

Students are expected to attend class. This is essential for your participation and to get a decent grade. If you have more than four unexcused absences your grade will be lowered by one whole grade. An excused absence is one with a note (from a doctor, etc.) explaining the reason for the absence. If you know ahead of time that you will be missing an exam or a paper deadline, you need to e-mail me
(vances1@nku.edu) before the absence. If you miss a discussion, you will need to submit answers to the discussion questions from the syllabus in writing (either in person or by e-mail) by the next class.

It is essential to arrive to class on time. I give information about upcoming assignments at the beginning of each class. If you are late it is your responsibility to see me after class to clarify what you missed.

Participation:
Students are expected to attend, ask questions and actively participate in class discussions. Readings need to be done before each class so you will be able to follow the lectures and participate actively in class. In order to ensure that readings are done ahead of time, I will post reading and discussion questions on Blackboard.

Tests:
There will be periodic identification quizzes designed to make sure students are keeping up with the readings and class lectures. These quizzes will test your knowledge of the main events and important persons for the given session. They are designed to make sure you are engaged and keep up with the readings and will be done on an as needed basis. There will also be an in class mid-term consisting of map questions, identification of terminology, key events and persons and short essay questions. I will distribute a study guide for the midterm.

Written Work:
You may either write an 8-10 page research paper OR a response paper to the readings. You need to decide by the 5th week of class which assignment you will write. You must submit a research topic proposal and an annotated bibliography in order to do the research project. The research needs to be on a topic related to the course and I need to approve it. You will submit a topic for research by the 5th week of class, an annotated bibliography consisting of at least five (5) academic sources (Wikipedia is not an academic source!) by the 9th week and your first draft by the 12th week. I may make suggestions for sources you should use, if I do so you will need to incorporate them into your paper. You may not use book reviews as sources, you will need to read and incorporate the book itself if it is relevant to your topic. The grades for written work will NOT be posted in Blackboard. Please keep track of your grades by carefully reviewing the feedback you get from me. I will be returning your first drafts with feedback via your NKU e-mail account. You should be checking this account on a regular basis. Your final draft will be judged based on whether feedback to the first draft was corrected.

For research papers:
YOU MAY ONLY USE SCHOLARLY SOURCES! A scholarly source is a book or article published by an academic press or a journal that is peer reviewed. Some places to find such material: Worldcat, Jstor, Project Muse, in addition to our library. I may also ask you to use certain sources, depending on your topic.
You should also have an account with the Library’s SourceFinder so you can order material not available in our library.

Response papers:
   If you choose to write a response paper (5-7 pages) you may write a review of Burns or Horne, or you may write a review of one of the articles from the syllabus, plus a book listed in the Appendix “For Further Reading” in Popkin's *A History of Modern France* (our main text for this course.) You will need to let me know the topic of your response paper and the sources you will be using by the 9th week of class. I may also make suggestions for relevant sources from the readings.

**For both research & response papers:**
   Your first draft will need to be submitted by the 12th week of class. You will be given feedback on this draft. You will be expected to incorporate the corrections and comments I make into your final draft, which will be due by the 15th week of class.

   If you turn in your ‘first’ draft two weeks before the end of the course, it will become your final draft and you will not get credit for the first draft assignment. All written assignments must follow the following format:

- Word processed (.doc or .rtf)
- Double spaced with one-inch margins (please indent the first line of all paragraphs)
- Typed in a standard 12 point font (Times New Roman or Arial are best)
- Student’s name, course number and section only at the top right of the first page
- Include appropriate citation for all sources using the Chicago Manual of Style [http://www.chicagomanualofstyle.org/tools_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)


**Student Honor Code:**
The “Honor Code” is a commitment “that the students at NKU will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.” Sometimes you may be asked to acknowledge the honor code for exams or papers. If you are in any way unsure of the Honor Code and its ramifications, investigate further at: [http://www.nku.edu/~deanstudents/policies.htm](http://www.nku.edu/~deanstudents/policies.htm).
A Note About Plagiarism:
The University Policy is:
All written assignments must be in your own words – no cutting and pasting from the reading sources. That is called plagiarism and you will fail the course if you do it. Your papers will be submitted via Safeassign or Turnitin Software. You may quote from the sources. It is your responsibility to know how to do this correctly. If you have any questions, contact me, the Writing Center or look up the writing resources available on-line. Do no wait until the last minute to learn how to cite and quote sources correctly!! The Chicago Manual of Style footnote citation system is the standard and you should use it in your written work for this class.
On-line Campus Resource:
http://lap.nku.edu/writingcenter/index.php

This site has links to other sites that provide on-line references that are helpful for writers.

All of the following are examples of plagiarism:
- Quoting/using wording from a book, journal article, internet or other source verbatim (word-for-word) without putting the quote in quotation marks and citing it in a footnote;
- Paraphrasing another person’s unique ideas, these, themes, research, etc. without giving them credit in a footnote;
- Using all or part of another student’s paper, even if that student approves;
- Using a paper from a free term-paper or essay website or service;
- Buying a paper from a term-paper or essay website or service.

NKU’s Steely Library has a website on plagiarism and how to avoid it
http://steelylibrary.nku.edu/researchhelp/copyrightandplagiarism/plagiarism.htm

The instructor is available to help you with questions concerning plagiarism. A good rule to follow if you are worried about a passage is to go ahead and provide a citation for the source.

Student Rights and Responsibilities:
The maintenance of academic standards and integrity includes the obligation not to cheat or plagiarize. A student who uses a dishonest or deceitful means to obtain a grade is guilty of cheating; a student who submits another’s work as one’s own without adequate attribution is guilty of plagiarism. Identical work will earn a grade of zero.
Students are fully responsible for learning the course content and material disseminated in the class. Technical difficulties do not release you from this responsibility.
Please see the NKU Code of Student Rights and Responsibilities at
http://www.nku.edu/~deanstudents → Student Code, policies, procedures, and guidelines → Code of Student Rights and Responsibilities
Grading:

A = 94-100
A- = 89-93
B+ = 87-88
B = 84-86
C+ = 77-78
C- = 69-73
B- = 79-83
C = 74-76
D+ = 67-68
D = 64-66

Grade Components:

25% Attendance, discussion & participation
You will need to come to class to get credit for the course. Please see the Attendance policy. Participation also includes in-class discussion and analysis of the readings and audio-visual material. You may also submit responses via e-mail. Students are expected to come prepared and actively participate. There will be some assignments involving in-class analyses of primary sources. We will do a close textual reading for understanding, analyzing, contextualizing and evaluating primary sources. You will need to bring the texts to class and submit your written responses at the end of class.

Your class participation will be graded based on whether you make reference to the readings in your comments. You may also submit answers to discussion questions and primary text analyses in writing via e-mail. Asking detailed questions about the readings and primary sources will also be given credit.

10% Group Discussion:
These involve in class discussion on the Paris Commune and the Dreyfus Affair. You will be expected to present your group's discussion of the primary documents and the debates surrounding them for each of these events. Each student's participation will be individually graded. See Blackboard and instructor for details.

20% Quizzes
These will test basic knowledge on the readings and lectures, including proper names and terms. They will consist of multiple choice and essay questions. The essay questions will be graded based on how much detail your answer contains. Please read these questions carefully.

20% midterm
You will be assessed on the accuracy of your responses and your knowledge of the material as well as understanding of the geography. You will be asked to identity proper names and terms and answer essay questions related to the material covered in the course.

25% research or response paper
You will turn in your first draft and final paper on Blackboard via the Assignments web page. It will be scanned to check for plagiarism, that is cutting and pasting of materials without proper citation and quotations. Most of your paper should be in your own words, even if you use quotes to illustrate your argument. You will be assessed on how much historical detail you provide in your narrative of events and whether your conclusion is supported by the evidence you provide. You will need to take into consideration a variety of opinions and interpretations. You will also be encouraged to go beyond the diplomatic and political issues and consider social, cultural and economic factors in your analysis.

Class Policy

Participation:
Students are expected to attend and actively participate in class discussions. This will enrich the classroom experience for everyone and enhance your grade. Readings need to be done before each class so you will be able to follow the lectures & participate in class. Please check the Blackboard website for our class on a regular basis. You should be automatically enrolled on the Blackboard site: http://learnonline.nku.edu/

In order to participate in class and gain access to all the readings you need to be able to access Blackboard and know how to download and print out the course documents. You will also be asked on occasion to bring textbooks and readings to class.

Computers & mobile devices:
You may take notes on a computer during class, but may not use computers or electronic devices in ways that will distract, disrupt and prevent you from participating in the class. If you want to shop on line or watch a game during class time, or do work for another class please find another course to take. This policy will be enforced and will result in a lowering of your grade. Cell phones should be turned off except in cases of emergency, and you should let me know before class starts if you are expecting an urgent call. If there is an on-going problem the computer and mobile devices will not allow allowed. They should not be used when we are watching movies and videos under any circumstances.

You may not use computers or mobile devices while films are being shown in class.

Attendance Policy:
Students are expected to attend class. This is essential for your participation and to get a decent grade. If you have more than four unexcused absences your grade will be lowered by one whole grade. An excused absence is one with a note (from a doctor, etc.) explaining the reason for the absence. If you know ahead of time that you will be missing an exam or a paper deadline, you need to e-mail me (vances1@nku.edu) before the absence. If you miss a discussion, you will need to
submit answers to the discussion questions in writing (via e-mail) by the next class. No written assignments will be accepted after the last day of class.

**Instructor and Course Evaluations:**
Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you.

Starting Spring semester 2011, the students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two week delay in access to his or her course grade beyond the university’s official date for grade availability.

To complete online evaluations go to http://eval.nku.edu. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

**Students With Disabilities**
NKU seeks to accommodate students diagnosed with disabilities. If you have any such recognized disability, please inform the instructor at the beginning of the semester of any special accommodations needed and register with the Disability Services Office (Room 101, University Center); Website: http://www.nku.edu/~disability/

**Objectionable Materials**
People in the past have not always behaved in ways that would be acceptable by our current standards. Occasionally some of the historical artifacts used in class may contain frank language, stark depictions of the human condition, or violent episodes. It is important to place such material in its historical context and recognize that it does not represent the point of view of the person presenting the material, the instructor or the University.
**Technical Difficulties**
Rarely, students experience some sort of technological problem while completing an assignment. Most of the time, carefully reading and following instructions can avoid such errors. If the problem is computer related, you should first contact the Help Desk at 572-6911. If the problem cannot be resolved you may contact me via e-mail.

**Credit Hour Policy Statement**
In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a typical student to complete course expectations are as follows:

- Communication with instructor: 1 hour x 15 weeks = 20.0 Hours
- Required Text Readings = 45.0 Hours
- Homework Assignments: = 30.0 Hours
- Research or Response Paper = 40.0 Hours
- Total = 135.0 Hours

**University Calendar**
Check the NKU calendar for important information about registration, tuition, and drop dates: [http://www.nku.edu/~registrar/Calendars.htm](http://www.nku.edu/~registrar/Calendars.htm).

**Course Changes**
The instructor reserves the right to change the syllabus, course schedule, or assignments as circumstances necessitate. Any modifications to the published schedule or syllabus will be communicated to students via Bb announcement and NKU email.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1) Mon. 1/12</td>
<td>Introduction to the course</td>
<td>Download and read the syllabus, bring to class; Popkins (P) Ch.1</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<tr>
<td>Wed 1/14</td>
<td>The <em>Ancien Régime</em></td>
<td>P. Ch.2-3</td>
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<tr>
<td>Fri 1/16</td>
<td>French Enlightenment</td>
<td>P. Ch 4-5</td>
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<tr>
<td>Mon 1/19</td>
<td>MLK Day</td>
<td>No class</td>
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<tr>
<td>2) Wed 1/21</td>
<td>The French Revolution</td>
<td>P. Ch. 6-7</td>
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<tr>
<td>Fri. 1/23</td>
<td>French Rev. in Film</td>
<td>P. Ch.8-9</td>
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<tr>
<td>3) Mon 1/26</td>
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<tr>
<td>Wed 1/28</td>
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<tr>
<td>Fri 1/30</td>
<td>Movie Danton - discussion</td>
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<tr>
<td>W 2/4</td>
<td>Napoleon</td>
<td>Napoleon's image in film: How was he remembered after his final defeat? What impact did he have on later French history? Napoléon in Film (B)</td>
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<tr>
<td>5) M. 2/9</td>
<td>Discussion</td>
<td>How did the French resolve the Revolutionary Crisis? Was Napoleon a revolutionary or reactionary? Did he uphold the Revolution or pave the way for the Restoration?</td>
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<tr>
<td>Research or Response Topic due</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading/Activity</td>
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<tr>
<td>6) M 2/16</td>
<td>Discussion</td>
<td>What were the similarities and differences between the first and second republics?</td>
</tr>
<tr>
<td>W 2/18</td>
<td>Second Empire</td>
<td>P. Ch.15-16 B. Marx, “18th Brumaire of Louis Napoleon” How did Louis Napoléon compare with Napoleon Bonaparte?</td>
</tr>
<tr>
<td>F 2/20</td>
<td>Paris Commune</td>
<td>P. Ch 17 B. Documents from the Paris Commune</td>
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<tr>
<td>7) M 2/23</td>
<td>Paris Commune</td>
<td>Movie: P. Watkins’ <em>La Commune</em></td>
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<tr>
<td>W 2/25</td>
<td>Paris Commune</td>
<td>Movie <em>La Commune</em></td>
</tr>
<tr>
<td>F 2/27</td>
<td>Paris Commune</td>
<td>Movie <em>La Commune</em></td>
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<tr>
<td>8) M 3/2</td>
<td>Paris Commune</td>
<td>Discussion <em>La Commune</em></td>
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<tr>
<td>W 3/4</td>
<td>The Third Republic</td>
<td>P. Ch. 18</td>
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<tr>
<td>F 3/6</td>
<td>Midterm</td>
<td></td>
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<tr>
<td>Spring Break</td>
<td>3/9 – 3/14</td>
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<tr>
<td>W 3/18</td>
<td>Discussion</td>
<td>How did France deal with the suppression of the Paris Commune? Was the birth of the Third Republic tainted? How did the people of Paris go from supporting the Commune to supporting Boulanger? Was Boulanger another Napoléon?</td>
</tr>
<tr>
<td>F 3/20</td>
<td>Economic Depression</td>
<td>P. Ch.19 Burns, <em>France and the Dreyfus Affair</em>, Ch. 1, Ch.2 The Borderau, p.21-27, Ch.3</td>
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<tr>
<td>Date</td>
<td>Assignment</td>
<td>Reading/Notes</td>
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<tr>
<td>10) M 3/23</td>
<td>The Dreyfus Affair</td>
<td>Burns, <em>France and the Dreyfus Affair</em>, Ch.5, 7-8</td>
</tr>
<tr>
<td>W 3/25</td>
<td>The Dreyfus Affair</td>
<td>Movie <em>The Infamous Dreyfus Affair</em></td>
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<tr>
<td>F 3/27</td>
<td>The Dreyfus Affair</td>
<td>Discussion: The Dreyfus Affair</td>
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<tr>
<td>11) M 3/30</td>
<td>Fin de Siècle</td>
<td>P. Ch. 21</td>
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<tr>
<td>W 4/1</td>
<td>The Belle Époque</td>
<td>P. Ch. 22, Horn, <em>The Price of Glory</em>, ch. 1-3</td>
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<tr>
<td>F 4/3</td>
<td>The Belle Époque</td>
<td>In documentary film and feature film, Paris 1900 The Belle Époque, Horn, <em>The Price of Glory</em>, ch.6-9</td>
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<td>1st Draft Due</td>
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<tr>
<td>F 4/10</td>
<td>The Belle Époque</td>
<td>H, <em>The Price of Glory</em>, ch.16-18, Discussion: Compare the documentary on Paris 1900 with the feature film <em>Coco avant Chanel</em>? How was the Belle Époque lived vs. remembered? Was the belle époque really beautiful?</td>
</tr>
<tr>
<td>13) M 4/13</td>
<td>The Coming of War</td>
<td>P. Ch. 23, H. <em>The Price of Glory</em>, ch.19-21</td>
</tr>
<tr>
<td>W 4/15</td>
<td>WWI</td>
<td>P. Ch. 24, H. <em>The Price of Glory</em>, 22-24, Movie: <em>The Verdun</em></td>
</tr>
<tr>
<td>F 4/17</td>
<td>WWI</td>
<td>H. ch. 25-27, Movie: <em>The Verdun</em></td>
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<tr>
<td>14) M 4/20</td>
<td>WWI – in an</td>
<td>H. ch. 28-29, <em>Black and White in Color</em></td>
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<tr>
<td>African French colony</td>
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<tr>
<td>W 4/22</td>
<td></td>
<td><em>Black and White in Color</em></td>
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<tr>
<td>F 4/24</td>
<td>Discussion</td>
<td>How did WWI play out in France and in its colonies?</td>
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<tr>
<td>15) M 4/27</td>
<td>France in the</td>
<td>P. Ch.26-27</td>
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<tr>
<td>interwar years</td>
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<tr>
<td>W 4/29</td>
<td>Discussion</td>
<td>Discussion: What have been some of the themes and reoccurring issues in French history?</td>
</tr>
<tr>
<td>F 5/1 Final Draft due</td>
<td>Last Day of Class</td>
<td>Begin Student presentation</td>
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</tbody>
</table>
W 5/4 | Scheduled Final | Student presentations
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Important Dates:
Jan 19  | MLK Day: No Class
Jan 20  | Last Day to Register or Drop Course w/tuition Refund
March 6 | Midterm
March 9-14 | Spring Break
May 1 | Last Day Class
May 4 | Scheduled Final – Student Reports, no assignments accepted after this date

The instructor reserves the right to change the syllabus as necessitated by circumstances and will inform the class of such changes in as timely a fashion as possible.