Episodes in French history—such as the 1789 Revolution, the re-building of Paris in the 1850s, and the Algerian War—have been fundamental to the definition of modern Europe and the modern world. Through its concentration on France, this course helps students develop a critical, informed understanding of modern history in general.

Among the topics and questions covered: the emergence of a French republican tradition; debates over religion and the state; tensions and contradictions within French imperialism and nationalism; and the relation of innovative artistic developments to social change and cultural transformation. Throughout, the “politics” of the course’s title refers both to national public life and to power relations at many different levels and in multiple registers. Considering the organization of self-conscious movements, as well as the development of new communication and transportation technologies, this course encourages students to think about how people make history and about how they write it.

Analytic skills are emphasized over synthetic ones and students are expected to think carefully and critically about the material presented in lectures and in the readings. It is expected that all students will learn a basic narrative of modern French history, as well as learning to question simplistic definitions of “modernity” and “history.”

We will meet twice weekly for lectures and in smaller groups to discuss readings. Readings for discussion will average 60-70 pages per week and will include short novels, memoirs, and newspaper articles, as well as selections from nineteenth- and twentieth-century historians. Considerable attention is also given to visual materials. No previous study of French history, culture, or language is required, but students should be prepared to work hard and think creatively.

**Books:** Jeremy Popkin, *A History of Modern France* (1994; 2001; 2004) is available at the bookstores for those students who want to purchase a textbook. It provides a helpful overview but the book is rather expensive and no one is required to purchase it. We will, on the other hand, discuss the following three books [also available at the bookstores] in detail, and students are expected to acquire them:

- Balzac, *Colonel Chabert*
- Aubrac, *Outwitting the Gestapo*
- Begag, *Shantytown Kid.*

**Grading:** participation (15%); two short assignments, each worth 7.5%; take-home midterm (15%); 8-10 page final paper (30%); final exam (25%).

**STUDENTS ARE EXPECTED TO CHECK THE WEBSITE REGULARLY**

[http://www.indiana.edu/~b357/](http://www.indiana.edu/~b357/)
Policy on Attendance and Participation: You are expected to attend all lectures and all discussions. If you miss more than three sessions (lectures or discussions), for whatever reason, you may be in danger of failing the course. 20% of each student’s final grade will be determined by his/her participation in class discussion. Remember that being present—even being present and talking—is not necessarily the same as constructive participation! Please do not disrupt class by attending to personal matters (such as reading e-mail, answering a cell phone, or sending text messages).

ALL STUDENTS are required to have completed the “readings for discussion” before Friday’s class. No excuse for failure to do the reading will be accepted! Other than the three books mentioned above, most of the readings are on the course website; others may be distributed in class or made available on e-reserves. If you have difficulty accessing the readings, or with understanding them, please let me know immediately. I will be happy to talk with you before class or in my office hours; I will try to answer all e-mail messages within 48 hours (rlspang@indiana.edu).

A note on “further reading”: On the website, you will find that the Popkin textbook is listed as background reading. I expect you to do this reading (or reading in other textbooks covering similar topics) on a weekly basis, preferably before each week’s lectures. In addition, I have made weekly recommendations for “further reading” and I have linked to especially useful and/or interesting websites. You should plan to spend at least a bit of time each week looking at this additional material—some weeks, you will probably only click through a website or two; other weeks, you should read an additional article or parts of a book. You will find the recommendations for further reading especially helpful when you are writing your final paper. Please note: in keeping with conventional practice, the “further readings” are listed in alphabetical order by the author’s surname. You need to read through the list to identify books that may be of interest to you. Remember that Amazon.com and books.google.com allow you to view selected pages of many recently published books.

Policy on Academic Honesty: All assignments must include consistently formatted notes and a full bibliography. Ignorance of scholarly reference form is no excuse and papers submitted without full references will be returned unmarked. (If you need help with this, please come to see me or consult the guidelines on the course website.) Plagiarism and misuse of sources constitute intellectual theft and will result in automatic failure of the course. Please see the course website for paper topics, guidelines on essay writing, and explanation of proper reference format.

Assignments should be placed in my mailbox in the History Department by 4:00 on the afternoon of the due date. Extensions to the deadline will only be granted in the case of serious illness (with medical documentation), bereavement, or other grave personal circumstances. Students facing such circumstances should notify me as soon as possible. In the absence of any valid excuse, late papers will be marked down 1/3 of a letter grade for each day late (e.g., submitted one day late, a “B” paper will receive a “B-“). I am always willing to accept work early, if that helps you to manage your commitments.
History B357: Schedule of Classes and Due Dates
http://www.indiana.edu/~b357/

Wed., Aug. 22: What is this thing you call “modern”?
Discussion: What makes France modern?
Alexis de Tocqueville, The Old Regime and the French Revolution (1856). Please read the Preface (in some editions called “Foreword”); Part/Book One, Chapter Three (“the Revolution, though political…”) and Chapter Five (“what did the Revolution achieve”); and Book Two, Chapter Thirteen (in some editions, this is called Part Three, Chapter One, its topic is “how men of letters became the leading politicians”). This book is available in the library or you could purchase it; you can also read the 1856 edition on-line via books.google.com

Mon., Aug. 27: State and Nation, Citizens and Subjects
Wed., Aug. 29: Liberty and Equality?
Discussion: Universal and particular in French republicanism
Declaration of the Rights of Man (August 1789); Clermont-Tonnerre, “Speech on Religious Minorities and Questionable Professions” (Dec. 1789);
Condorcet, “On the Admission of Women to the Rights of Citizenship” (July 1790);
“Le Chapelier Law” on workplace organization (June 1791);
Jacques Roux, “Manifesto of the enragés” (spring 1793);
Discussion and suppression of women’s political clubs (Oct. 1793)—all of these short texts are available on-line via the course website.
First short assignment due in class.

Mon., Sept. 3: Labor Day (no classes)
Wed., Sept. 5: War, Peace, and Empire
Discussion: Napoleon’s Legacy and Bonaparte’s Legend
Emmanuel, comte de Las Cases, Memorial of Saint Helena: Journal of the Private Life and Conversations of the Emperor Napoleon (1823), selections on the website.
“The Civil Code” or Code Napoléon (1801; 1804), selections on the website.

Mon., Sept. 10: The Problem of Legitimacy
Wed. Sept. 12: Family Fortunes, Family Futures
Discussion: Family romance and legitimate representations
Honoré de Balzac, Colonel Chabert (1832)—available for purchase. Make sure you start this early enough so that you can read the entire short novel.
Mon., Sept. 17: Industry and Population
Mon., Sept. 24: The 1848 Revolution
Mon., Oct. 1: Paris, Capital of the Nineteenth Century
Mon., Oct. 8: Franco-Prussian War and the Commune
Mon., Oct. 15: Modern Science, Modern Religion
Mon., Oct. 22: Modern Memory and the Great War

Wed., Sept. 19: Reformers, Revolutionaries, and Socialists
Wed., Sept. 26: Nation and Empire after the Second Republic
Wed., Oct. 3: Mass Culture and the Modern City
Wed., Oct. 10: Republicanism and the Third Republic; take-home midterm due in class
Wed., Oct. 17: Dreyfus Affair
Wed., Oct. 24: Culture and Politics Between the Wars

Discussion: Work as it is, work as it could be
Discussion: Past and present revolutions, past and present empires
Discussion: Modern Life
Discussion: Scandals and facts
Discussion: Western Front and home front

Alexandre Parent-Duchâtelet, “On the families of Paris prostitutes” from his On Prostitution in the City of Paris (1835), on the website.
Martin Nadaud, “Memoirs of a Former Mason’s Assistant” on e-reserves (password: “change”).
Etienne Cabet, “The Community of Icaria” (1843), on-line via the website.
Frédéric Le Play, Directions for the Method of Observation called ‘Family Monographs’ (1862), on the website.

Karl Marx, The Eighteenth Brumaire of Louis Bonaparte (1852), chapter 1 and part of chapter 7 (both online).

Linda Nochlin, Realism (1971), short selection on e-reserves.

Henri Barbusse, Under Fire (1917), pp. 1-24, books.google.com

For further readings, check the website.
Mon., Oct. 29: The Fall of France  
Wed., Oct. 31: Resistance and Collaboration  
Discussion: Memories of resistance  

Mon., Nov. 5: Thirty Modern Years  
Wed., Nov. 7: The Fourth Republic and the Last Empire  
Fri., Nov. 9: no class (Professor Spang out of town.)

Mon., Nov. 12: Algeria and the Intellectuals; **second short assignment due in class.**  
Wed., Nov. 14: 1968  
Discussion: A greater France?  
Jean-Paul Sartre, preface to Franz Fanon, *Wretched of the Earth* (1961), on-line.

Mon., Nov. 19-23: Happy Thanksgiving!

Mon., Nov. 26: New France and/or a new Europe  
Wed., Nov. 28: Identity and Culture in Contemporary France  
Discussion: Who’s French Now?  

Mon., Dec. 3: The Past in the Present—Memory and Commemoration in France Today  
Tues., Dec. 4: **FINAL PAPER DUE**  
Wed., Dec. 5: Review Session  
Fri., Dec. 7: NO CLASS

**FINAL EXAM: Wednesday, Dec. 12, 5:00-7:00 p.m.**