

University of Wisconsin-Madison  
Department of History  
Spring 2021

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History 348 (online)  
MWF 9:55-10:45

**History 348: France from the Revolution to the Great War, 1799-1914 (online)**

This course examines the political, social, and cultural history of France from the rise of Napoleon in 1799 to the outbreak of the First World War. France was the site of three major revolutions in 1830, 1848, and 1871 and few European nations experienced such a degree of social and political turmoil in the nineteenth century. Three questions are at the center of this course: 1) Why was the establishment of democracy in France such an arduous, contested, and violent process? 2) Why did the French establish a large Empire, and subjugate populations in other parts of Europe and the world, while they consolidated democracy at home? Are these two processes linked? 3) And how did France make the transition from being a peasant society to becoming a large industrial power? The class will also pay close attention to the transformations of French culture and society.

We will be reading some classic nineteenth century French novels, along with primary sources, and historical analyses.

This course is offered online in the Spring 2021. Lectures are synchronous and are not prerecorded. Please log on a few minutes before class, MWF at 9:55.

**Objectives:** This is an upper division course that will provide you with an in-depth overview of French history in the 19th century. In this class you will:

- Gain an understanding of France's social, political and cultural history.
- Situate France's changing place in the world (gradual loss of power in Europe; turn to Empire).
- Understand how French history is the subject of deeply contested interpretations.
- Understand how the past informs France's present, and understand how contemporary developments shape our understanding of that nation's past.
- Learn how to use different kinds of sources (novels, secondary sources) to make persuasive arguments about the past.
- Learn how to make concise arguments.
- Learn how to revise a first draft in order to turn it into a first rate paper. All writing involves revision, and this class will give you an opportunity to do so.

**Requirements:** All students are required to write three papers: a one-page paper, a five-page paper, and a 6-page paper. In addition you will write a short take home exam due

during exam week (3-4 pages). Essay topics will be distributed in advance; papers require no outside research and will be based on class readings.

**Honors** students will have additional requirements that we will finalize during the early weeks of the semester. For starters, we will watch and discuss two movies: *Gervaise* (1956) directed by René Clément; and *Le Colonel Chabert* (1994).

**Discussion:** We will have **seven** online class discussions on Fridays (see syllabus) during class time. You should come to class having completed the readings and prepared to discuss them. By 5 pm on the day **preceding** each discussion section students should post on Canvas: 1) A one paragraph response to the reading. Among the question you may wish to consider: Was the reading compelling and why? What questions are left unanswered? Does it shed light on the issues we are studying in class? 2) One question for discussion. Your posts will not be graded, but I will take them into account when I calculate your discussion grade.

**Grading:** Two one-page papers (5% each), 5 page paper (25%), 6 page paper (30%), take home final (15%), and discussion (20%).

**Workload:** This 3-credit course has 3 hours of group meetings per week (each 50 minute segment of lecture and discussion counts as one hour according to UW-Madison's credit hour policy). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 6 hours per week for reading, writing, preparing for discussions, and/or studying for quizzes and exams for this class. Those taking the class for four credits will be expected to complete additional reading and writing assignments.

**We expect you to hand in your own work** and not to borrow sentences or sentence fragments from books, articles, or the web. In other words, all your sentences should be of your own making (if you use more than three successive words from a book, you should put them in quotation marks). Students are urged to familiarize themselves with the rules and guidelines concerning plagiarism -- any cases of plagiarism or cheating will be dealt with severely. Downloading material from the web and claiming it as your own is a form of plagiarism. To learn more about quoting and paraphrasing check the Writing Center's excellent tips at <https://writing.wisc.edu/handbook/assignments/quotingsources/> Further information on the University's policies on plagiarism can be found at <https://conduct.students.wisc.edu/academic-integrity/> (scroll down the page and look at UWS Chapter 14). If you are unclear about what you should or should not be doing, please don't hesitate to ask.

**The History Lab:** The History Lab is a resource center where experts (PhD students) will assist you with your history papers. No matter your stage in the writing process — choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts — the History Lab staff can help you sharpen your skills and become a more successful writer. During the fall 2020 all History Lab consultations will take place via Microsoft Teams. For instructions on how to make an appointment and a short explanatory video, see [The History Lab – Department of History – UW–Madison](#)

**Online policies:** This is an online lecture class accessible via Zoom. We meet three times a week for lecture and discussion (MWF at 9:55). Please do not read the news or Facebook while you are watching the lectures or participating in the online discussions. I know it's tempting, but all the research suggests that multitasking is not conducive to learning and retention. Take notes **by hand** while you are following the lectures and sitting in on sections. Here as well the research supports that notetaking by hand leads to better retention and understanding of the material.

**Office Hours:** I will hold office hours on Zoom, Mondays from 3 to 5 pm. If that time does not work send me an email and we can arrange to talk at another time.

**Course Evaluations:** Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

**Face Coverings During In-person Instruction Statement (COVID-19):** Individuals are expected to wear a face covering while inside any university building. Face coverings must be [worn correctly](#) (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

### **Quarantine or Isolation Due to COVID-19**

Student should continually monitor themselves for COVID-19 symptoms and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their Instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

**Accommodations:** The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

**University Statement on Diversity:** “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>

**Required Books** are available for purchase at the online or brick and mortar bookstore of your choice -- make sure you obtain the correct edition or translation. All books are also on 3-hour reserve in Helen C. White library. All other class readings will be posted on Canvas in PDF format.

Rafe Blaufarb and Claudia Liebeskind, Napoleonic Foot Soldiers and Civilians: A Brief History with Documents (Bedford/St Martin’s, 2011) (9780312487003)

Honoré de Balzac, Old Man Goriot (*Le Père Goriot*) (translated by Olivia McCannon) (Penguin Books, 2011) (9780140449723)

Karl Marx, The Civil War in France (New York, International Publishers, 1988) (9780717806669)

Emile Zola, Germinal (translated by Roger Pearson) (Penguin Books, 2004) (9780140447422)

Mark Traugott, The French Worker. Autobiographies from the Early Industrial Era (Berkeley: University of California Press, 1993). (9780520079328)

Jean-Marie Déguignet, Memoirs of a Breton Peasant (*Mémoires d’un paysan Bas-Breton*) (NY: Seven Stories Press, 2004). (9781609802592)

Alain Corbin, The Village of Cannibals: Rage and Murder in France, 1870 (Harvard University Press) (9780674939004)

There is no required textbook for the class. Those wishing to consult an overview of nineteenth century French history can turn to one of the following:

Jeremy Popkin, A History of Modern France (Prentice Hall); Tyler Stovall, Transnational France: The Modern History of a Universal Nation (Westview Press);

### Week 1. (Jan 25) **Introduction**

Introduction  
The Heritage of the French Revolution  
Napoleon’s Coup and the Making of a Dictatorship

### Week 2. (Feb 1) **Napoleon’s Empire**

Napoleon: Domestic Aspects  
Napoleon: War, Expansion and Defeat  
Napoleon -- War, Expansion and Defeat

Reading:Abbé Sieyès, What is the Third Estate? (1789) (look in Canvas under “files”)

Declaration of the Rights of Man and Citizen(1789) (in Canvas)

Making Peace with the Catholic Church, 1801-02 (the Concordat):

<https://revolution.chnm.org/exhibits/show/liberty--equality--fraternity/item/363>Week 3. (Feb 8) **The Restoration**

The Restoration

Three Glorious Days: The Revolution of 1830

**Friday Discussion:** Rafe Blaufarb and Claudia Liebeskind, Napoleonic Foot Soldiers and Civilians: A Brief History with Documents, 25-58, 65-123.**First one-page paper due Friday Feb 12 by 9 am**Week 4. (Feb 15) **The Revolution of 1848 and the July Monarchy**

The July Monarchy (1830-1848)

The Revolution of 1848

The Revolution of 1848

Reading : Begin reading Balzac, Old Man GoriotWeek 5. (Feb 22) **Louis Napoleon Bonaparte (the nephew)**

The Rise of Louis Napoleon

The Second Empire

**Friday Discussion:** Honoré de Balzac, Old Man Goriot, entire bookWeek 6. (March 1) **A Modern Dictatorship? The Second Empire**

Urban Renewal and the Rebuilding of Paris

The War of 1870

**Friday Discussion:** Alain Corbin, The Village of Cannibals, entire book**Second one-page paper due Friday March 5 at 9 a.m.**Week 7. (March 8) **The Defeat of the Revolutionary Alternative**

The Paris Commune

A Conservative Republic, 1871-1880

**Friday Discussion:** Karl Marx, The Civil War in France, pp. 36-85; “Declaration to the French people;” “L’Internationale;” “Appeal to the Women Citizens of Paris.”Week 8. (March 15) **Peasants, Populism, Anti-Semitism**

Rural Society and the Peasantry

Général Boulanger: a Modern Day Populist?

The Anti-Semitic Revival

Begin reading: Memoirs of a Breton Peasant**Five-page paper due, March 17**

Week 9. (March 22) **Gender and Private Life**

Women & Gender  
Private Life

**Friday Discussion:** Jean-Marie Déguignet, Memoirs of a Breton Peasant, 11-17, 27-113, 259-350,

Week 10. (March 29) **Intellectuals and the Dreyfus Affair**

The Dreyfus Affair  
The Birth of Intellectuals

Second one-page paper due, March 31

Reading: Emile Zola, "J'accuse" "Letter to Félix Faure, President of the Republic" (1898)

**Friday April 2: no class**

Week 11. (April 5) **The Working Class and the Colonial Empire**

Workers and the Working Class

The Conquest of Algeria

**Friday Discussion:** Mark Traugott, The French Worker Autobiographies from the Early Industrial Era, 92-115; 116-181; 250-308; 309-335.

Week 12. (April 12) **Immigration and the Empire**

The Colonial Empire

The French Melting Pot

Drinking and Eating out

Reading: you should be reading Zola, Germinal

**6-page Paper due, Wed April 14**

Week 13. (April 19) **Socialism and Religion**

Socialism

Religion in Nineteenth Century France

**Friday Discussion:** Emile Zola, Germinal

Week 14. (April 26) **Secularism and Diplomacy**

Separation of Church and State, 1905

Diplomacy and the Army

France on the Eve of the War

**Final: Take home final** due Wednesday May 5, by 5 pm.