History 348:
FRANCE FROM NAPOLEON TO THE GREAT WAR, 1799-1914

Prof. Emma Kuby
University of Wisconsin-Madison, Fall 2024
Humanities 1651
Mon. & Wed., 4:00-5:15
Link to Course Canvas: https://canvas.wisc.edu/courses/414776

emma.kuby@wisc.edu
She/her
Office: Humanities 5126
Office hrs: Mon. 1:30-3:30 & by appt.

OVERVIEW

Welcome to History 348, which explores French politics, society, and culture in the country's "long nineteenth century" – that is, the period flanked by the French Revolution and World War I. These years were anything *but* a calm interval between two storms! 1799-1914 was a tumultuous period for France, marked by multiple additional revolutions, regime changes, internal struggles, and foreign and imperial conflicts. The course examines major events as well as long-term patterns of change in ordinary people's lives. Our key topics include: aftershocks of the French Revolution; Napoleonic empire-building; the uneven development of republicanism; industrialization, urbanization, and class conflict; radical politics; cultural and artistic modernity; the formation of French national identity; France's colonial projects in Africa, Asia, and the Caribbean; anti-Semitism, racism, and other exclusionary forces in modern France; changing gender relations and feminist activism; and the profound effects of war and foreign occupation.

We will focus throughout the semester on two big themes:

(1) the complexity of French **identity**, as we analyze the growth of national sentiment and learn about the deep fault lines that often bitterly divided nineteenth-century French people according to region, class, religion, gender, language, or political affiliation. When did ordinary people decisively start to feel "French," and what did that designation mean to them? What role was played by economic modernization, and what role by political projects of nation-building? Could non-white colonial subjects also be "French"? And who within the hexagon itself was at risk of exclusion from the national community?

(2) the place of **republicanism** in French life. What did republicanism mean to French people after the convulsions of the French Revolution, and what was its relationship to new political radicalisms? Why did France's Second Republic (1848-1852) fail so quickly? Why did France's Third Republic (1870-1940) succeed for so long? And why did moderate French republicanism prove so compatible with imperial conquest and other forms of violence?

OBJECTIVES

After completing this class, you should be able to:

- Describe major actors and events in the political, social, and cultural history of nineteenth-century France.
- Outline key dividing lines in French political culture throughout the 1800s, particularly the role played by class, religion, and gender, and explain how different political regimes attempted to resolve or suppress such conflicts.
- Evaluate the relationship between nation-building and overseas empire-building in nineteenth-century French history, especially during the Third Republic.
- Assess the sides and stakes of key scholarly debates about France in the 1800s, especially contestation over the legacies of the French Revolution, the ongoing role of war and violence in French national and imperial culture, and the reasons behind the eventual triumph of a moderate republican political form.
- Analyze historical evidence in the form of primary source documents from France and its burgeoning overseas empire.
- Critically read scholarly sources about nineteenth-century France in its domestic, imperial, and global dimensions, recognizing authors' arguments and evaluating the type and quality of evidence that they employ.
- Construct your own written historical arguments about France from 1799-1914 by drawing critically upon multiple sources.

REQUIREMENTS AND GRADING

Your grade in this course is determined by the following schema:
Paper 1 (3-4p.) – 15%
Paper 2 (4-5p.) – 20%
Exam 1 – 20%
Exam 2 (not cumulative) – 25%
Participation – 20%

> *Note: this is a lecture-style class, but it is small enough to enable active participation. We will frequently be working with primary sources and discussing shared readings. On 8 occasions, marked in the syllabus, you will be asked to submit a written response (approx. 1 paragraph) to a prompt about the readings. Submission takes place via Canvas ahead of our class meeting. Reflections are graded only credit/no-credit, but they factor into your overall participation grade, which is calculated using the following rubric:*

- 90-100% credit for participation looks like: student completes 7-8 reading reflections that clearly demonstrate close engagement with the reading and offers regular, substantive, and constructive contributions to class sessions.
- 80-90% credit for participation looks like: student completes 7-8 reading reflections and sometimes offers substantive contributions to class sessions.
- 70-80% credit for participation looks like: student completes 5-6 reading reflections and sometimes offers substantive contributions to class sessions; OR student completes 7-8 reading reflections but never or only very rarely contributes to class sessions.
- < 70% credit for participation looks like: student completes 4 or fewer reading reflections, and/or contributes minimally or disruptively to class sessions.

Papers draw on assigned course readings; this class does not have an "outside" research component. Detailed assignment sheets will be provided for the papers and tests.

The final grade in the course is assigned according to the following grading scale:

A	AB	B	BC	C	D	F
>93.0%	87.0-92.9%	83.0-86.9%	77.0-82.9%	70.0-76.9%	60.0-69.9%	<60.0%

Late work policy: In general (except in cases of illness, etc.), due dates in this class are firm – that's because assignments build on one another and I want you to stay on track. However, I understand that life can intervene, and that this class is only one of many things happening for each of you this semester. Please **reach out to me** by email or in person if you are falling behind on readings or running late on assignments, and we will make a plan!

COURSE CREDIT HOURS

The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (at least 45 hours per credit), which include our regularly scheduled class meeting times of Mondays and Wednesdays from 4:00-5:15 throughout the Fall semester as well as a steady stream of assigned reading, writing, studying, and occasional audiovisual learning activities outside of class.

CONTACTING THE INSTRUCTOR AND GETTING HELP

I strongly encourage all of you to come talk with me in person during my office hours (see above) in Humanities 5126. You can drop by to discuss a specific assignment, share thoughts/ideas/concerns about the class, or chat about French history, European history, or the history major/certificate. But you can also drop by just to say hello – please do!

You can also always contact me by email (emma.kuby@wisc.edu) to ask a question or make an appointment for a meeting (in person or via Zoom) outside office hours. Note that I may take up to 24 hours to respond to your email.

For additional help with papers, consider the **History Lab** (Humanities 4225), a wonderful resource center for undergraduate students studying, researching, and writing about the past that is staffed by experienced PhD students in History. You can make an appointment online.

REGULAR AND SUBSTANTIVE INTERACTION

This course involves regular and substantive student-instructor interaction through direct instruction during our two weekly class meetings. Further substantive interaction occurs through regular feedback on written work.

COURSE DESIGNATION AND ATTRIBUTES

Breadth – Humanities or Social Science
Level – Intermediate
L&S Credit - Counts as Liberal Arts and Science credit in L&S

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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 (UW-855) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. Please come talk with me early if you have questions about disabilities – this is important for you, and for me. Note that you will not be required to disclose your disability, only your accommodations.

READINGS

The 4 required books for this course are:

- Honoré de Balzac, *Colonel Chabert*, translated by Carol Cosman
- Carolyn Eichner, *The Paris Commune: A Brief History* (**note**: **available for free online through the UW-Madison Library webpage**)
- Michael Burns, *France and the Dreyfus Affair*
- Michael Vann & Liz Clarke, *The Great Hanoi Rat Hunt*

These can be purchased either from the college bookstore or from an online bookseller. Used copies are great – just check that you've got the right editions! (Please get the Cosman translation of *Colonel Chabert*, unless you are reading it in French – and please let me know if that's something you're interested in doing.) Library copies are also an excellent choice and can be easily obtained – consult with me if you need help with this.

All additional readings (marked in the schedule with an *) will be available as PDF documents via our course Canvas page.

A quick note about French historians: some of us have a bad habit of peppering our writing with untranslated French words. Do not let this intimidate you! You do not need ANY knowledge of French to succeed in this course. If you come across a French word in your reading, flip back a few pages to see if the author provided a translation the first time s/he used the term. If not, try looking it up online. If you still can't figure it out, just jot a note and ask for help in class. Relatedly, please don't let concern over pronunciation hold you back from participating in class discussion – we're interested in your ideas, not your flawless French accent!

ACADEMIC INTEGRITY

Students are expected to follow the University's policies regarding plagiarism and academic honesty. All work you turn in during the course must be your own. Quoted material in papers must always be in **quotation marks**; whether quoting or paraphrasing, you must always include a careful **citation** of your source. Paraphrase involves substantive reworking of an author's ideas in your own language; simply changing a few words around to mask the borrowing is not sufficient and is a form of academic dishonesty.

The use of generative AI (e.g., ChatGPT) is **not acceptable** in this course and is considered an act of academic dishonesty. In this class we use the writing assignments as opportunities to "think on paper" about major problems in French history, and letting ChatGPT do your thinking for you would rob you of the opportunity to figure out where you stand on the material. In more practical terms, multi-source-based historical writing, interpretation, and citation are **not strengths** of AI – you won't do well on the paper assignments if you use it.

When in doubt, please *ask*!

DIVERSITY & INCLUSION

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.

COURSE SCHEDULE

Note that the schedule is subject to minor adjustment over the course of the semester, but the key dates will not change. Readings should be completed by the class date for which they are listed.

UNIT I: POST-REVOLUTIONARY FRANCE

WEEK 1 – Welcome and Introduction

Date:	**Wed. 9/4**
Theme:	Greetings and Goals
Read:	None (short in-class readings)

FYI: There's a talk on Fri., Sept. 6 at 5:00 in L150 Elvehjem by Jennifer Feltman on "The Reconstruction of Notre Dame" (Not required! Not a part of this class! Just might be of interest to some of you!)

WEEK 2 – Legacies of the French Revolution

Date:	**Mon. 9/9**
Theme:	Napoleon as a Child of the Revolution?
Read:	*Gordon Wright, *France in Modern Times*, p.41-57 * Rafe Blaufarb, *Napoleon, Symbol for an Age*, p.33-35, 37-38, & 52-53 (Docs. 1, 3, &10)

Date:	**Wed. 9/11**
Theme:	Napoleon as a Gravedigger of the Revolution?
Read:	*Blaufarb, *Napoleon*, p.63-66, 70-75, 96-102, & 104-106 (Docs. 15, 16, 19, 20, 26-28, & 30)
Submit:	Reading Reflection #1 (due by class start time, 4:00pm – see Canvas for instructions)

WEEK 3 – Napoleonic Empire and its Collapse

Date:	**Mon. 9/16**
Theme:	Imperial Warfare, Imperial France
Read:	*Kilian Harrer, "Mass Pilgrimage and the Usable Empire in a Napoleonic Borderland," p.773-794 and "The Holy Coat of Jesus" (short blog post) *Blaufarb, *Napoleon*, p.140-142, 150-153, & 175-179 (Docs. 49, 54, 66, & 67)
Submit	Reading Reflection #2

Date:	**Wed. 9/18**
Theme:	Napoleonic Ghosts and Legacies
Read:	Honoré de Balzac, *Colonel Chabert*, p.1-36

FYI: WISCONSIN SCHOOL OF FRENCH HISTORY CONFERENCE in the Pyle Center, ongoing sessions 9/20 & 9/21 (Not required! Not a part of this class! Just might be of interest to some of you! And feel extremely free to drop in for a single panel/roundtable.)

WEEK 4 – Tradition Restored?

Date:	**Mon. 9/23**
Theme:	**GUEST SPEAKER PROF. KILIAN HARRER**
Read:	Balzac, *Colonel Chabert*, p.37-68
Submit:	Reading Reflection #3

Date:	**Wed. 9/25 – NO CLASS**
Read:	Balzac, *Colonel Chabert*, p.69-101

UNIT II: NEWLY REVOLUTIONARY TIMES

WEEK 5 – An Age of Political and Economic Change

Date:	**Mon. 9/30**
Theme:	Ordinary Lives in Early Industrialization
Read:	*Émile Guillaumin, *Life of a Simple Man* (1921), ed. Eugen Weber, p.vii-xxi (intro by Weber) and 3-33 (actual text) * Worker autobiographies from *The French Worker*, ed. Mark Traugott, p. 92-115 (Suzanne Voilquin, 1866) and p.250-259 ; 270-280 (Norbert Truquin, 1888)
Submit:	Reading Reflection #4

Date:	**Wed. 10/2**
Theme:	1848 in France: A New Birth of Republicanism?
Read:	*Karl Marx, *The Eighteenth Brumaire of Louis Bonaparte*, Ch.1 (8p.) *Jean-Marie Déguignet, *Memoirs of a Breton Peasant*, p.61-63 **The French Worker*, ed. Mark Traugott, p.280-288 (end of Norbert Truquin's story)

WEEK 6 – The Imperial Politics of Shifting Domestic Regimes

Date:	**Mon. 10/7**
Theme:	France and Algeria: Entwined Histories
Read:	*Jennifer Sessions, *By Sword and Plow*, p.177-207

Date:	**Wed. 10/9**
Theme:	The Second Empire and the Many Meanings of Imperialism
Read:	*Christina Carroll, “Imperial Ideologies in the Second Empire,” p.67-95

*****PAPER #1 DUE IN CANVAS BY 5:00PM ON FRI., 10/11 *****

WEEK 7 – Imperial Collapse (again), War (again), and Revolution (again)

Date:	**Mon. 10/14**
Theme:	The Franco-Prussian War and its Consequences
Read:	Carolyn Eichner, *The Paris Commune*, p.1-28
Submit:	Reading Reflection #5

Date:	**Wed. 10/16**
Theme:	The Paris Commune as Revolutionary Culture
Read:	Eichner, *The Paris Commune*, p.29-74

WEEK 8 – 1870 as Inflection Point, in French History + our Class (AKA Midterm Week)

Date:	**Mon. 10/21**
Theme:	The Death of the Commune, the Birth of the Third Republic
Read:	Eichner, *The Paris Commune*, p.75-106

Date:	**Wed. 10/23 – EXAM 1**

FYI: Madison’s Arts & Lit Lab is putting on a theatrical/musical performance about resistance and collaboration in WWII-era France on Oct. 26 (7:00) & 27 (2:00). Prof. Kuby will lead an audience discussion after the Oct. 26 performance. (Not required! Not a part of this class! Just might be of interest to some of you!)

UNIT III: BUILDING THE REPUBLIC, BUILDING THE NATION-STATE

WEEK 9 – Forging French National Identity in the Third Republic

Date:	**Mon. 10/28**
Theme:	Why Republicanism Won: The Politics and Culture of the 1870s
Read:	No new reading – take a post-midterm breather!

Date:	**Wed. 10/30**
Theme:	Peasants and Workers into French People?
Read:	*Eugen Weber, *Peasants into Frenchmen*, p.303-338 *John Merriman, *The Dynamite Club*, p.7-23

WEEK 10 – The "New Nationalism"

Date:	**Mon. 11/4**
Theme:	Religion and Belonging in Third Republic France
Read:	Michael Burns, *France and the Dreyfus Affair*, p.1-39
Submit:	Reading Reflection #6

Date:	**Wed. 11/6**
Theme:	The Politics of "Frenchness" at the Fin-de-Siècle
Read:	Burns, *France and the Dreyfus Affair*, p.40-86

WEEK 11 – Alfred Dreyfus and the Battle for the Soul of France

Date:	**Mon. 11/11**
Theme:	Two Frances?
Read:	Burns, *France and the Dreyfus Affair*, p.87-131

Date:	**Wed. 11/13**
Theme:	Gender Politics in the Era of Dreyfus
Read:	*Mary Louise Roberts, *Disruptive Acts*, p.107-130
Submit:	Reading Reflection #7

WEEK 12 – Outsiders to the Republic, Domestic and Imperial

Date:	**Mon. 11/18**
Theme:	The End of the Affair
Read:	Burns, *France and the Dreyfus Affair*, p.131-163

Date:	**Wed. 11/20**
Theme:	Third Republic France as an Imperial Nation-State
Read:	Vann & Clarke, *Great Hanoi Rat Hunt*, p.5-28

******PAPER 2 DUE IN CANVAS BY 5:00PM ON FRI. 11/22******

UNIT IV: INTO THE 1900s: IMPERIAL FRANCE, "MODERN" FRANCE

WEEK 13 – "A Mission to Civilize": The Case of French Indochina

Date:	**Mon. 11/25**
Theme:	The French Presence in Southeast Asia: Colonization and Resistance
Read:	Vann & Clarke, *Great Hanoi Rat Hunt,* p.29-68 (graphic history) and p.128-141 (primary sources, Docs. 1-10)

Date:	**Wed. 11/27 – NO CLASS, happy Thanksgiving!**

WEEK 14 – Republicanism and Imperialism: Intertwined Projects

Date:	**Mon. 12/2**
Theme:	Crises of the Early 1900s
Read:	Vann & Clarke, *Great Hanoi Rat Hunt,* p. 69-98

Date:	**Wed. 12/4**
Theme:	Radicalism and Revolt
Read:	Vann & Clarke, *Great Hanoi Rat Hunt,* p.99-122
Submit:	Reading Reflection #8

WEEK 15 – France On the Eve of WWI: A Belle Époque?

Date:	**Mon. 12/9**
Theme:	Confronting War
Read:	*Bruno Cabanes, *August 1914*, p.1-32

Date:	**Wed. 12/11 – EXAM 2 (not cumulative, on material since Exam 1)**