

University of Wisconsin-Madison
Department of History
Fall 2014

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History 348
MWF at 12:05

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History 348: France from the Revolution to the Great War, 1799-1914

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? 3) And how did France make the transition from being a rural, agricultural nation 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.

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: There will be one two-hour final examination and one in-class map quiz. All students are required to write and revise three papers: a one-page paper, a five-page paper, and a final paper (4 pages for 3 credit students; 8 pages for 4 credit students). Abby Lewis, our Teaching Assistant, will read your first drafts and will make suggestions for revisions. All students are required to meet with Abby to discuss their first drafts. I will not read your final drafts (and thus will not grade your essays) if I do not have confirmation from Abby that you have met at least once to discuss your completed draft. Essay topics will be distributed in advance; papers require no outside research and will be based on class readings.

Discussion: I will hold in-class discussion sections on alternate Fridays (see syllabus) during class time. You should come to class having completed the readings and prepared to discuss them. By 8 pm on the evening before each discussion section students should post on the class Learn@UW site: 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: Four credit students: 5 page paper (25%), 8 page paper (35%), final (20%), discussion (20% -- this includes the Learn@UW posts, the one-page paper, and the map quiz). For 3 credit students: 5 page paper (30%), 4 page paper (30%), final (20%), and discussion (20%).

Plagiarism: I 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). Take the time to familiarize yourself with the University's policy on plagiarism which is available at: <http://students.wisc.edu/saja/misconduct/UWS14.html> and check out the Writing Center's excellent tips on quoting and paraphrasing sources: (http://writing.wisc.edu/Handbook/QPA_plagiarism.html). Students who plagiarize put themselves at risk of failing the class. **So don't do it!**

Electronic Devices: I ask that you turn off your cell phones and other electronic devices during lecture. You may use a laptop to take notes, but please refrain from surfing the web, facebooking, and emailing during class. It's distracting to other students, and multi-tasking compromises your ability to understand the material.

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. In addition, there is a short reader available for purchase at the **Copy Center in 6120 Social Science Building**. ® = in reader. Those of you with a solid knowledge of the French language may want to read some of these books in the original French (the novels of Zola and Balzac for example) -- I'll be glad to help you locate the French originals in Memorial Library.

I will hold **office hours** on Wednesday between 1 and 3. If you can't make it to my office hours, please email me to set up an alternative meeting time.

Required Books

- 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 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)
- Emile Zola, The Dreyfus Affair: 'J'accuse' and Other Writings (New Haven: Yale University Press, 1996) (9780300073676)
- Mark Traugott, The French Worker. Autobiographies from the Early Industrial Era (Berkeley: University of California Press, 1993). (9780520079328)
- Emile Guillaumin, The Life of a Simple Man (Hanover, N.H.: University Press of New England, 1982) (9780874512465)

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

Jeremy Popkin, A History of Modern France (Prentice Hall)

Week 1. (Sept 3) Introduction

Introduction
The Heritage of the French Revolution

Week 2. (Sept 8) The French Revolution and Napoleon

Napoleon -- Domestic Aspects
Napoleon -- Domestic Aspects
Napoleon -- War, Expansion and Defeat
Reading: Abbé Sieyès, What is the Third Estate? ®; Declaration of the Rights of Man and Citizen ®; François Furet, Selections from Revolutionary France ®;

Week 3. (September 15) Foreign Expansion and Defeat

Napoleon -- War, Expansion and Defeat
The Restoration
Discussion, Friday Sept 19: Rafe Blaufarb and Claudia Liebeskind, Napoleonic Foot Soldiers and Civilians: A Brief History with Documents, 25-58, 65-123.
First draft of 1 page paper due in class Friday Sept 19

Week 4. (Sept 22) The Revolution of 1848 and the July Monarchy

The Revolution of 1830

The July Monarchy (1830-1848)

The Revolution of 1848

Reading: Roger Price, ed., 1848 in France, 62-71 ; 103-131. ®

Week 5. (Sept 29) The Rise of Louis Napoleon Bonaparte

The Revolution of 1848

The Rise of Louis Napoleon

Final draft of one page paper due Wednesday October 1.

Discussion, Friday Oct 3: Honoré de Balzac, Old Goriot

Week 6. (October 6) A Modern Dictatorship? The Second Empire

In class map quiz Monday October 6

The Second Empire

Urban Renewal and the Rebuilding of Paris

The War of 1870

Reading: Karl Marx, The Eighteenth Brumaire of Louis Bonaparte ®

Friday October 10: first draft of five page paper due in class

Week 7. (October 13) The Defeat of the Revolutionary Alternative

The Paris Commune

A Conservative Republic, 1871-1880

Discussion, Friday October 17: 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. (October 20) Challenges to the Third Republic

The Peasantry in the Nineteenth Century

Général Boulanger

Anti-Semitism

Final Draft of five page paper due in class, Friday Oct 24

Week 9. (October 27) Rural Society and the Dreyfus Affair

Workers

Women

Discussion, Friday Oct 31: Emile Guillaumin, The Life of a Simple Man

Week 10. (November 3) Social and Cultural History

Private Life

Dreyfus Affair

Discussion, Friday November 7: Mark Traugott, The French Worker

Autobiographies from the Early Industrial Era, 92-115; 116-181; 250-308; 309-335.

Week 11. (November 10) Colonial Expansion and Intellectuals

Intellectuals at the fin-de-siècle
 Algeria
 The Colonial Empire

Week 12. (November 17) Socialists and Immigrants

Socialism

The French Melting Pot

Discussion, Friday November 21: Emile Zola, The Dreyfus Affair: 'J'accuse' and Other Writings (New Haven, 1996), Introduction and pp. 2-73; 126-175 (you can also read his letters while in exile, pp 76-125)

First draft of final paper due Wednesday November 19 (4 pages for 3 credit students; 8 pages for 4 credit students)

Week 13. (November 24) Religion and Education

Religion in Nineteenth Century France

Separation of Church and State

Thanksgiving

Week 14. (December 1) Culture and Class

The Bourgeoisie

Mass Culture

Discussion, Friday Dec 5: Emile Zola, Germinal

Final Draft of final paper due in class, Wed Dec 3

Week 16. (December 7) France on the Eve of the War

Diplomacy and the Army

France on the Eve of the War

Review and Summary

Final: Wednesday December 17, 7:45 AM

Goals of the History Major

(approved by the department, March 23, 2011; revised by the department, February 27, 2013)

The goal of the history major is to offer students the knowledge and skills they need to gain a critical perspective on the past. Students will learn to define important historical questions, analyze relevant evidence with rigor and creativity, and present convincing arguments and conclusions based on original research in a manner that contributes to academic and public discussions. In History, as in other humanistic disciplines, students will practice resourceful inquiry and careful reading. They will advance their writing and public speaking skills to engage historical and contemporary issues.

To ensure that students gain exposure to some of the great diversity of topics, methodologies, and philosophical concerns that inform the study of history, the department requires a combination of courses that offers breadth, depth, and variety of exposition. Through those courses, students should develop:

1. Broad acquaintance with several geographic areas of the world and with both the pre-modern and modern eras.
2. Familiarity with the range of sources and modes through which historical information can be found and expressed. Sources may include textual, oral, physical, and visual materials. The data within them may be qualitative or quantitative, and they may be available in printed, digital, or other formats. Modes of expression may include textbooks, monographs, scholarly articles, essays, literary works, or digital presentations.
3. In-depth understanding of a topic of their choice through original or creative research.
4. The ability to identify the skills developed in the history major and to articulate the applicability of those skills to a variety of endeavors and career paths beyond the professional practice of history.

Skills Developed in the Major

Define Important Historical Questions

1. Pose a historical question and explain its academic and public implications.
2. Using appropriate research procedures and aids, find the secondary resources in history and other disciplines available to answer a historical question.
3. Evaluate the evidentiary and theoretical bases of pertinent historical conversations in order to highlight opportunities for further investigation.

Collect and Analyze Evidence

1. Identify the range and limitations of primary sources available to engage the historical problem under investigation.
2. Examine the context in which sources were created, search for chronological and other relationships among them, and assess the sources in light of that knowledge.
3. Employ and, if necessary, modify appropriate theoretical frameworks to examine sources and develop arguments.

Present Original Conclusions

1. Present original and coherent findings through clearly written, persuasive arguments and narratives.
2. Orally convey persuasive arguments, whether in formal presentations or informal discussions.
3. Use appropriate presentation formats and platforms to share information with academic and public audiences.

Contribute to Ongoing Discussions

1. Extend insights from research to analysis of other historical problems.
2. Demonstrate the relevance of a historical perspective to contemporary issues.

3. Recognize, challenge, and avoid false analogies, overgeneralizations, anachronisms, and other logical fallacies.