

21:510:396
Fall 2017
Honors College

Twentieth-Century France: The Making of Modern Europe

Class Location: Conklin Hall 352
Class Meeting Times: Tuesdays and Thursdays, 2:30-3:50
Professor: Dr. Eva Giloi
Office Hours: 318 Conklin Hall, Tuesdays and Thursdays 1:00-2:00
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Course Description: The Macron Handshake.

Among the more memorable photo ops of 2017: at the Nato summit in Brussels in May, the newly elected President of France, Emmanuel Macron, shook hands with US President Donald Trump, in a handshake so long and firm that made their knuckles turn white. While the British press called it “a lengthy game of chicken,” Macron explained to the press that he wanted to “show that he would not make small concessions, not even symbolic ones, but also not to overdo things.” The Macron handshake speaks volumes about France’s position in the world today – its bid for leadership both in Europe and on the world stage; its perceived need to show strength and resistance to its American rival; and its keen understanding of the power of symbolism.

This course examines the roots of those issues as they developed in twentieth century France. The course centers largely on the role played by Charles de Gaulle – one of France’s most forceful Presidents – and the way that he created the political institutions, geopolitical structures, and symbolic politics that make the ‘Macron handshake’ possible and meaningful today. To understand the context for these developments, the course first reaches back into the nineteenth century to understand France’s position in the world at the beginning of the twentieth century; it then traces the challenges that France faced first from its rival Germany during World War II, then from the United States with the beginning of the Cold War. It finishes with a close and in-depth investigation of the de Gaulle presidency and the profound impact that his “Politics of Grandeur” had on the development of France and Europe more broadly today.

Learning Objectives:

In this course, students will practice the following skills:

- Analyzing evidence with a critical mind: in class, students will analyze the primary source readings, building on each others’ insights to ask relevant questions about how to evaluate different types of sources.
- Writing clear and concise summaries of evidence: in homework assignments, students will write summations and opinions about the evidence they are presented, and learn to craft persuasive arguments supported by facts and evidence.

Course Requirements:

1. Participation in class discussion. Students are required to attend lectures and take notes. Students are expected to read the assigned texts before the class (by the date indicated on the syllabus). Simple attendance in class is not factored into the participation grade – students are required to come to class ready with questions or observations about the readings and to take part in the discussion to earn a good participation grade. We will devote much of our class time to interpreting the primary source readings; this in-depth analysis will compose the participation grade.

2. **Reading Responses.** To aid students in preparing for the class discussion, students are required to bring 1-2 pages of Reading Response notes on the readings for individual sessions. The Reading Responses are to answer the discussion prompts, which will be posted on Blackboard under the Assignments menu. Students can use the notes during the class discussion, and must hand them in at the end of class. I will only accept typed responses, not handwritten ones. Reading Responses may not be handed in at a later date. I will factor the top 5 Reading Response grades (out of 8) into the final course grade.

The Reading Responses must answer the prompt for each specific reading. The prompts can be found on Blackboard under the Assignments menu.

3. **Media Analysis and Quiz.** Media Analysis and Quiz on Existentialism. Instructions for both assignments can be found on Blackboard under the Assignments menu.

4. **Midterm Exam.** The midterm will be an in-class exam. Instructions and a study sheet will be posted on Blackboard.

5. **Final Exam.** The final will be divided into two parts, a take-home written exercise and an in-class portion. Each part will make up 15% of the course grade, with the final exam as a whole making up 30% of the course grade. Instructions and a study sheet will be posted on Blackboard.

Submitting Reading Responses, Media Analysis, and Take-home Exam:

-- The Reading Responses, Media Analysis, and take-home portion of the Final Exam must all be submitted to Turnitin on Blackboard, and a paper copy must also be handed in at the beginning of class. The two copies must be identical.

-- Pdfs of newspaper articles can't be submitted to Turnitin, so they only need to be attached to the paper copy handed in at class.

-- All students must put the Rutgers Honor Code Pledge, with their signature, on the paper copies of all assignments. (For the wording of the Pledge, see below.)

Grading:

In-class participation:	15%
Reading Responses (top 5 out of 8):	25%
Media Analysis:	10%
Quiz on Existentialism:	5%
Midterm exam:	15%
Final exam:	30%

Grading Rubric:

A:	Outstanding
A-:	Outstanding, with one or two areas of improvement
B+:	Very good
B:	Good
B-:	Good overall, with some significant weaknesses
C+:	Satisfactory, with some potential for improvement
C:	Satisfactory, but needs significant development
C-:	Barely satisfactory
D:	Poor: overwhelming flaws
F:	Failing: doesn't complete assignment

The grades are applied to your work in the class: at the college level, this means the final product of your work – what you hand in to me – not the amount of effort you put into the work. (In other words, students don't get an "A for effort" at the college level.) "Outstanding" is not defined as how the final product compares to your own previous work, but how it compares to other students' work. All of this is a reflection of the real world: in the professional working world, you will succeed based on how effective you are compared to other people.

I am happy to talk to you about your assignments, strategies for writing papers, rough drafts, etc. at any time during the semester – but I will only do so in office hours. I will not review paper drafts or answer in-depth questions via email, since email is not an effective tool for this kind of review. You can send me short informational questions via email, but for an evaluation of your work (including rough drafts) you must make the effort to come to my office hours in person. If you have a scheduling conflict with my regular office hours, email me to make an appointment at another time.

Class Rules: French history is largely a story of the interplay between individual rights and civic duties. The classroom is a microcosm of that relationship, and the classroom rules reflect a respect for individual rights and the need for group responsibilities. I expect students to behave in a manner that shows respect for the civic community: for others' needs and desire to learn. Any behavior that might be disruptive to other students, making it difficult for them to hear or distracting them from the lecture, or in any way intimidates them from participating in class, will be counted against the participation grade.

This means, in concrete terms:

- no talking in private conversations (even in whispers),
- no cell phone use or any other form of texting,
- no use of computers or laptops,
- no working on other course homework.

Arriving at class late or leaving early is extraordinarily disruptive to other students, and is only acceptable in an emergency situation. More than anything else, though, private conversations draw attention away from the common civic forum. If I have to stop the class to ask you to stop a private conversation, you will receive an F for your participation grade for the course.

Attendance policy:

Attendance is required. There will be no make-up opportunities for missed classes.

Excused vs. Unexcused absences: The Rutgers-Newark Undergraduate catalog (http://catalogs.rutgers.edu/generated/nwk-ug_current/pg576.html) states: "The recognized grounds for absence are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions."

If you plan to claim a religious holiday as an excused absence, you must inform me of this fact within the first two weeks of class.

I will take attendance at the beginning of every class. If you arrive late, after I have taken attendance, I will give you half credit for being in class. This means that two late arrivals will count as one unexcused absence. I realize that delays are sometimes inevitable – I, too, have tried to find parking in Newark! – and I would rather that you come to class late than not at all. To accommodate that, I will give you three free late passes – after the third late arrival, the late

policy as stated above will kick in, with no exceptions. Leaving early without prior permission will count as an unexcused absence.

If you are coming from another class at NJIT (causing you to pass through the current construction on your way to this class) and are concerned that it may cause you to be late, you must inform me of this fact (in an email containing the location of the class you are registered for prior to this one and the route you take) within the first two weeks of class.

After four unexcused absences, your overall course grade will be lowered by a partial grade (from B+ to B, for example) for every further unexcused absence. With eight absences, the stakes change: Any student who misses **eight** or more sessions through any **combination** of **excused** and **unexcused** absences will have missed more than a quarter of the class time and will not earn credit in this class. Such students should withdraw from the course to avoid an F.

Late papers and exams: I will not accept late Reading Responses except in cases of proven emergency. The Reading Responses are designed to help you keep up with the readings and to prompt participation in class discussion. This is why they cannot be handed in later than the beginning of the class when they are assigned. But: you can always hand in an assignment early. If you know that you will be absent on a particular day, plan ahead and email the assignment to me early. (Remember to submit a second copy to Turnitin as well.) I also understand that we all sometimes face unforeseen circumstances: to take this into account, I will count only the top 5 out of 8 Reading Responses for the course grade.

Policy on Academic Integrity (Cheating and Plagiarism):

Rutgers University treats cheating and plagiarism as serious offenses. Cheating is both a moral and an ethical offense. It violates both your own integrity and the ethics of group commitment: when you cut corners and cheat, you undermine those students who took the time to work on the assignment honestly. As a standard minimum penalty, students who are suspected of cheating or plagiarism are reported to the Office of Academic Integrity. Pending investigation, further penalties can include failure of the course, disciplinary probation, and a formal warning that further cheating will be grounds for expulsion from the University.

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every assignment must have your signature under the following phrase: “On my honor, I have neither received nor given any unauthorized assistance on this assignment.”

You may only use the texts assigned in this syllabus to complete the assignments. Resist the urge to cut and paste, either literally or figuratively by using other people’s ideas. If I find that you have used other people’s ideas (ex: Wikipedia, Amazon reviews, book jacket descriptions, etc.), I will not accept the assignment because I will not be able to consider it your own work. You will get a failing grade (0 points) for that assignment and will not be able to make it up.

Disabilities:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please

complete the Registration form on the ODS web site at:
<https://ods.rutgers.edu/students/registration-form>. For more information please the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or contact odsnewark@rutgers.edu.

Required Readings:

The **Required Readings** are on Blackboard under ‘Course Documents.’ You will need to print out the readings and bring them to class, since we will be working intensively in class with the documents. If you don’t bring them to class, you will not be able to participate adequately in the discussion. I will check each session that students have brought the readings with them.

Along with the required readings on Blackboard, there are two books to be purchased:

-- Hergé, *Tintin in America* (comic book),
ISBN-13: 978-0316358521

-- Cecil Jenkins, *A Brief History of France: People, History, and Culture*
Either edition is fine:
ISBN-13: 978-0762441204
ISBN-13: 978-1472139511

The books can be purchased from on-line sellers and at the RU-N bookstore.

Schedule of Classes

Tues., Sept. 5: Introduction: the Macron Handshake

France unrivalled

Thurs., Sept. 7: Liberty Leading the People

Tues., Sept. 12: From Louis XIV to Napoleon I
Textbook: Jenkins, Chapter 6

Germany as rival

Thurs., Sept. 14: Napoleon III and Otto von Bismarck
Textbook: Jenkins, Chapter 7

Tues., Sept. 19: The Third Republic
Textbook: Jenkins, Chapter 8

Thurs., Sept. 21: World War I and the Paris Peace Conference

Tues., Sept. 26: France Between the Wars

Reading:

-- *Tintin in America*

Reading Response #1 due: Popular Culture: analyze Hergé's image of the USA, based on a specific set of panels in the comics. See instructions on Blackboard.

Thurs., Sept. 28: Popular Front and Appeasement

Textbook: Jenkins, Chapter 9

Tues., Oct. 3: Enter Charles de Gaulle

Processing Defeat

Thurs., Oct. 5: Phony War, Occupation, Vichy

Textbook: Jenkins, Chapter 10

Reading Response #2 due: Article search: find an article about Charles de Gaulle from 1940. See instructions on Blackboard.

Tues., Oct. 10: Collaboration and Resistance: Memoirs

Reading:

-- Beauvoir, *The Prime of Life* (pp. 369-376, 395-407)

Reading Response #3 due: Resistance Memoirs. See instructions on Blackboard.

Thurs., Oct. 12: Collaboration and Resistance: Diaries and Letters

Reading:

-- Beauvoir, *Letters to Sartre*: 11 July–13 July, 1940 (pp. 316-327); 24 July–29 July 1940 (pp. 337-341); 10 December, 1940–1 January, 1941 (pp. 350-361)

-- Guéhenno, *Diary of the Dark Years*: June 17–August 14, 1940 (pp. 1-13); November 15–December 23, 1940 (pp. 34-45); August 2–October 28, 1941 (pp. 104-123)

Reading Response #4 due: Resistance Diaries and Letters. See instructions on Blackboard.

Tues., Oct. 17: Resistance and Liberation

Reading:

-- De Gaulle, *The Call to Honour* (pp. 53-85)

-- De Gaulle, *Salvation*, Pt. 1 (pp. 17-25; 54-63)

Reading Response #5 due: Resistance and Liberation, according to de Gaulle. See instructions on Blackboard.

Thurs., Oct. 19: Jean-Paul Sartre and Existentialism

Reading:

-- Sartre, *Existentialism and Humanism*

Quiz on *Existentialism and Humanism*

Tues., Oct. 24: Existentialism vs. Communism

The Fourth Republic and the USA as Rival

Thurs., Oct. 26: Potsdam Conference, Cold War, Marshall Plan

Textbook: Jenkins, Chapter 11

Reading:

-- Fink, *Cold War* (pp. 53-72)

Tues., Oct. 31: No class, but at-home Media Analysis Assignment: Watch *An American in Paris* and *Hogan's Heroes* in preparation for the Media Analysis assignment due Nov. 7

Thurs., Nov. 2: No class, but at-home Media Analysis Assignment: Read "Institutions" from de Gaulle, *Memoirs of Hope* (pp.3-36) in preparation for the Media Analysis assignment due Nov. 7

Tues., Nov. 7: The Coca-Cola War

Reading:

-- Kuisel, "Coca-Cola and the Cold War"

Media Analysis due: analyze the image of France in the film *An American in Paris* and the TV series *Hogan's Heroes*, based specific scenes. See instructions on Blackboard.

Thurs., Nov. 9: Was the Fourth Republic really that bad? Source: State Department Records

Reading:

-- State Department Records Packet

Reading Response #6 due: how did the US State Department view France? See instructions on Blackboard.

Tues., Nov. 14: Was the Fourth Republic really that bad? Source: Statistics

Reading:

-- Statistics Packet

In-class Workshop: Analyzing statistics – asking the right questions.

Thurs., Nov. 16: Imperialism, Dien Bien Phu, and Algeria

Tues., Nov. 21: **In-class Midterm Exam**

Thurs., Nov. 23: No Class: Thanksgiving

De Gaulle, 1958-1969: The Politics of Grandeur

Tues., Nov. 28: Fifth Republic

Textbook: Jenkins, Chapter 12

Reading: De Gaulle Speeches #1:

-- De Gaulle, *Implacable Ally*, Pt. 1:

-- "Constitution of the Fifth Republic" (pp. 45-54);

-- "The Constitution Works – De Gaulle's Interpretation" (pp. 59-63)

-- De Gaulle, *War Memoirs: Salvation*, Pt. 2 (pp. 318-321)

Thurs., Nov. 30: European Economic Community

Reading: De Gaulle Speeches #2:

-- De Gaulle, *Implacable Ally*, Pt. 2:

- "Reflections on the Weakness of France" (pp. 130-132);
- "The Imperative of Nuclear Force" (pp. 136-139);
- "The Fallacies of Integration" (pp. 159-164);
- "A European Europe" (pp. 164-167);
- "A Clear Eye and a Firm Heart" (pp. 182-186);
- "'No' to England" (pp. 196-202);
- "Twenty Years After: France is Independent" (pp. 216-222)

Reading Response #7 due: find a newspaper article about the EEC from the 1960s and compare to de Gaulle's vision. See instructions on Blackboard.

Tues., Dec. 5: Foreign policy, Algeria and NATO

Reading: De Gaulle Speeches #3:

-- De Gaulle, *Implacable Ally*, Pt. 3:

- "Decolonization is...Inevitable" (pp. 84-94)

Thurs., Dec. 7: Malraux vs. de Gaulle

Reading:

-- Malraux, *Anti-Memoirs* (pp. 76-108)

Reading Response #8 due: How did Malraux evaluate de Gaulle? Who was more credible? See instructions on Blackboard.

Tues., Dec. 12: 1968-1969, de Gaulle's downfall

Final Exam, in two parts: Thursday, December 21, 11:45-2:45 pm

The final will be divided into two parts, a take-home written exercise and an in-class portion. The take-home portion is due, both as a paper copy and an electronic copy submitted to Turnitin, at the beginning of the Exam session, December 21, 11:45. The in-class portion will be held in the usual classroom. Each part will make up 15% of the course grade, with the final exam as a whole making up 30% of the course grade. Instructions and a study sheet will be posted on Blackboard.