Course Content and Goals

The goals of this course are to develop a critical understanding of the transformations in French society over the past two centuries. While political events will be studied, we will also consider social, economic and cultural history. We will examine and compare the perspectives of contemporary observers as well as of historians who have contributed to various interpretations of French history. We will work to identify the meanings, transformations and challenges to what it meant to be part of the French nation, who was a citizen, who was not and why.

Another important goal of the course is the development and improvement of skills in research, analysis and communication of knowledge. We will thus explore the above questions in a variety of ways, including:

* careful reading of written, aural and visual texts;
* learning to develop analytical questions to explore the above;
* honing your ability to write clear and coherent essays based on solid research and proper documentation;
* sharpening both formal and informal oral communication skills;
* working with tools in the digital humanities to present and share your work.

The course assignments are designed to address these goals and each of them are required and must be completed, on time, in order for you to pass the course; the grades of late work, if accepted, will be reduced commensurate with the degree of lateness. Your grade ultimately depends on the quality of your work and the efforts you put into improving that quality. If you are ever in doubt about a course requirement, please ask. I am always available to work with you on ways to improve your work in this course.

Keep track of this syllabus; it is your guide to the course.

Policies on Written Work

Written work should clearly address the assignment topics or the exam questions. They should be written in clear, formal (not conversational) prose that is free of grammatical and mechanical errors

Guidelines for format:

- Double spaced, 12-point font, 1" margins, using MSWord 2010 or later (not Google docs, etc.)
- Number the pages and give the paper a title
- Submit the document on the date, at the time due in the course Sakai drop box
- Use Chicago Manual of Style citation format for footnotes and bibliography. (See Rampolla, *A Pocket Guide to Writing in History* for examples.)

Points will be deducted from the assignment grade for violations of these format guides. We will discuss these requirements and resources for working on them (WORD Studio for style, Rampolla for citation and paper structure in class.

**Course Texts**
http://slavery.uga.edu/texts/literary_works/ourikaenglish.pdf
Bookstore and ODY 2-hour Reserve

Individual articles and films are available on the course Sakai site as well as class handouts.

All readings and film viewings must be completed for the assigned class date.
*We go over guidelines for reading and analyzing these sources in more detail in class.*

**Course Assignments**
*Grades will be assigned on the 4.0 scale You will receive further details about the following assignments in class:*

**Reading and Film Responses** 15% of grade
Bi-weekly responses based on prompts I will give you in class.

**Examinations** 15% each for 30% of final grade
There will be a mid-term and a final exam, covering all the course materials and class discussions. These ‘take-home’ exams will consist of essay questions; the final will have a cumulative component.

**Representations of the French Republic Digital Humanities Project** (45% of grade)
Images of Marianne, the allegorical symbol of the French Republic, evolved over the history of modern France. In this project, working in teams, you will select a particular representation of the Republic (or oppositional symbols) and develop an entry in a Timeline JS format. The entry will include analysis of the image as well as development of critical metadata to support your entry. This work will take place in a series of steps that will include an individual research paper with steps & drafts (20%), an oral
presentation to the class with your partner (10% of grade), and drafts and the final digital project (15%).

**Academic Preparation and Participation** 10%
While I give some brief lectures, much of our work in will be based on discussion. You must participate in this discussion. There are many ways to participate from raising questions to offering comments on the course material or on the views of others, mine included. I insist only that debate be open and that we be respectful of each other.

In order to participate you must be prepared, which means you must do the reading and view the films assigned. As noted above, I will assign various written responses to help you prepare for the discussions.

**Rubric for preparation and participation grade**

Based on the following criteria:
*Regular, thoughtful, informed discussion of course texts (readings, films etc.);
*Attention and responses to other students’ comments, questions and presentations;
*Engagement with questions I pose in class;
*Active engagement in small group discussions and in-class writing exercises

the following activities will translate into the grade of:

4.0 (Excellent): The student is clearly engaged, has completed and thought about the assigned texts, participates insightfully in a way that demonstrates that s/he has closely read/viewed and made connections between the various texts, and is able to back up her/his ideas with evidence (i.e. concrete examples or quotes) to support the point. S/he listens carefully to the other students, and responds directly to their comments in a manner that facilitates the discussion. Stays on task in group work. Always comes to class with thoughtful, informed responses to course texts and other students’ projects. Always comes to class on time.

3.0 (Good): The student is clearly engaged, has completed and thought about the assigned texts, and speaks regularly in class, in a way that demonstrates s/he has read/viewed and thought about the assigned work. S/he listens carefully to the other students and responds directly to their comments in a manner that facilitates the discussion. Stays on task in group work. Regularly comes to class with thoughtful, informed responses to course texts and other students’ projects. Always comes to class on time.

2.0 (Passing): The student shows up for class and appears engaged but does not speak unless called upon. Shows attention to what is going on, including to what the other students and the professor say (i.e. stays awake with eyes unglazed). Participates and stays on task in group work, doing her/his fair share of the work. Attempts to respond thoughtfully to other students’ projects. Almost always comes to class on time.

1.0 (Unsatisfactory): The student attends class but is not engaged (i.e. dozing, texting, chatting with neighbors). May speak up in class but not drawing from assigned text (i.e.
talking just to talk, making empty statements). Does not contribute to group work; let’s
others do all the work. Hinders rather than facilitates discussion. Occasionally comes to
class with thoughtful, informed responses to texts and other students’ projects. Comes to
class late

0.0 (Failed): Rarely or never comes to class prepared to discuss course texts or other
students’ projects. Comes to class late.

N.b if you are worried about participating in class, please come and talk with me about
your concerns. There are many strategies we can discuss to improve your participation.

**Attendance**
Attendance is required and will be taken each class. Any absence will adversely affect
your grade. After two absences, which constitutes an entire week of class, your grade
will drop one quarter point (-.25) for each subsequent class missed. Lateness is not
acceptable. After two late arrivals to class, each subsequent late entry will count as .5
toward an absence.

**Plagiarism**
Plagiarism is a form of theft. Presenting someone else's work or ideas as if they were
your own, without proper attribution is plagiarism, which includes other students' work
and work from a previous course as well as information from books, journals and web
pages. You can avoid the suspicion of academic dishonesty by acknowledging influences
on your work. The Rampolla book has many examples of proper citation forms for
history papers. If you are ever in doubt about the proper form or if a citation is needed,
ask. If you are accused of cheating or plagiarism, your work will be sent to the Academic
Honor Council. The minimum penalty for plagiarism is usually failure of the assignment
but may be failure in the course. See also review the attached History Department
Statement on Academic Honesty.

**Disabilities**
If you have a learning challenge, please let me know as soon as possible and provide me
with your IAP. I am very happy to work with you.

**SCHEDULE OF ASSIGNMENTS**
You are responsible for announced changes in this schedule. It is my responsibility to
announce them.

27 August  
**Introduction**

*L’Ancien Régime*
1 September  Popkin, Chapters 1-5
3 September  *La Marseillaise* (d. Jean Renoir, 1937) Sakai

**Revolutionary Rights of Man and Citizen**
8 September  Popkin, Chapters 6-10
10 September  “Rights of Man” Sakai

Restoring ‘Order’
15 September Popkin, Chapters 11-13
17 September  Duras, entire
   *The Life and Times of Sara Baartman: The ‘Hottentot Venus’* (d. Zola Maseko, 1998) Sakai

Revolution as Crisis
22 September  Popkin, Chapters 14-17
24 September  Lewald, 1848 Sakai

La Belle Epoque
29 September  Popkin, Chapters 18-21
1 October  “Dreyfus” Sakai
   Rhonda Courtney, Research Librarian, Workshop in ODY

The Great War
6 October  Popkin Chapters 22 & 23
8 October  *La Grande Illusion* (d. Jean Renoir, 1937) Sakai

Reflection
13 October  Midterm exam due in Sakai drop box at 4pm. Late exams will not be accepted
[15 October Fall Break]

Interwar Tensions
20 October  Popkin, Chapters 22-25
22 October  Timeline JS workshop, Eric Williams-Bergen, ODY

An Occupied Nation
27 October  Popkin, Chapters 26-28
29 October  *La Chagrin et la pitié* (dir. Marcel Ophus, 1969), selections Sakai

Post-War ‘Recovery’
3 November Popkin, Chapter 29
   *400 Blows* (d. François Truffaut, 1959) Sakai
[no class 5 November]

Greater France?
10 November Popkin, Chapters 29 & 30
12 November  *Battle of Algiers* (d. Gillo Pontocorva, 1965) Sakai

Les Trente Glorieuses
17 November  Popkin, Chapters 31 & 32
19 November  “Mai 68” Sakai
[Thanksgiving break week]

**Multicultural France**
1 December  Popkin, Chapters 33 & 34
3 December  *The Class* (d. Laurent Cantet, 2008) Sakai
*student course evaluations at the beginning of class

**Images of the Republic**
8 & 10 December oral presentations of DH projects in class

Final Exam due in Sakai drop box Tuesday, 15 December at 11:30 am. No exceptions.
History Department Common Statement on Academic Integrity

Policies and sources on academic integrity
All scholarly endeavor builds on the work of others in the context of the community of learners of which both faculty and students are a part. The integrity of this community can be maintained only by the full, honest, and appropriate acknowledgement of the sources of our data and ideas. The History Department will not tolerate academic dishonesty, including plagiarism on papers, cheating on quizzes and exams, and turning in work you have already submitted in another class. The Department will uphold SLU’s policy on this.

From the Constitution of the Academic Honor Council
“All students at St. Lawrence University are bound by honor to maintain the highest level of academic integrity. By virtue of membership in the St. Lawrence community, every student accepts the responsibility to know the rules of academic honesty, to abide by them at all times, and to encourage all others to do the same.”

“Plagiarism: Presenting as one’s own work the work of another person—words, ideas, data, evidence, thoughts, information, organizing principles, or style of presentation—without proper attribution. Plagiarism includes paraphrasing or summarizing without acknowledgment by quotation marks, footnotes, endnotes, or other indices of reference.”

“Responsibility for avoiding behavior or situations from which academic dishonesty may be inferred rests entirely with the students. Claims of ignorance, unintentional error, and academic or personal pressure are not excuses for academic dishonesty. Students should be sure to learn from faculty what is expected as their own work and how the work of other people should be acknowledged. Instructors are expected to maintain conditions which promote academic honesty.”

Further sources of information
We expect all of our students to familiarize themselves with the following:
• Your course syllabus and your professor’s stated expectations on class assignments.
• The full SLU policy on “Academic Integrity Procedures” (the basis of the Academic Honor Card that you signed in FYP), described in the SLU Student Handbook (http://www.stlawu.edu/resource/student-handbook)
For more information on plagiarism, see Mary Lynn Rampolla, A Pocket Guide to Writing in History, 8th ed., chapter 6: “Plagiarism: What It Is and How to Avoid It.”

If, after reviewing these guidelines, you are still uncertain about anything or have questions, be sure to ask them before you turn in written assignments.

Policies on academic dishonesty
If your professor encounters a suspicious paper or exam, “s/he has the obligation to call the offending student(s) to account” (SLU Student Handbook, 63). Plagiarism cases brought before the Academic Honor Council have resulted in sanctions ranging from failure on the assignment, to failure of the course, to suspension from the University.

A final caveat: Do not underestimate your professors’ ability to detect plagiarism, or our willingness to have suspicious papers and exams investigated. If you can find it on the Web, so can we. Please don’t risk it.