During the eighteenth century, the absolute monarchy of France and highly stratified society could not withstand the pressure of its own inefficiency, extravagant military expenditures, changing social attitudes, and corrosive cultural criticism. After stressing social history and the history of ideas, we shall examine the era of the Revolution (1789-1799). The Consulate and Empire (1804-15) then consolidated the achievements of the Revolution, but after the defeat of Napoleon, there was a second cycle of monarchy, revolution, and empire. Finally we shall consider the triumph of a modernizing republic after a generation of triumph and tragedy from 1918 to 1944. Even in the Gaullist era, the special attributes of French political culture and social expectations will be evident.

Approximately two weeks before the final meeting of the course, students will be expected to submit an essay of 3000-4000 words. Suggested topics will be distributed as a supplement to this outline. There will be a penalty for late papers unless explicit permission has been granted for extension of the deadline. If a student does not hand in an essay or does not take the final exam, a marginal grade average of D will not be acceptable for credit.

All submitted essays are expected to be the original work of the student and are to be prepared exclusively for this course (see Department policy at the end of this outline). Please do not hand in an essay by sliding it under my office door. The History Department has, across from the Main Office, a red box for receiving essays when instructors are unavailable.

I will place lecture outlines and other resources for this course on Blackboard.

Evaluation of work in this course will have the following basis:

<table>
<thead>
<tr>
<th>Item</th>
<th>Due Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Essay</td>
<td>Due April 2, 2008</td>
<td>40%</td>
</tr>
<tr>
<td>(2) Mid-term test</td>
<td>February 15, 2008</td>
<td>25%</td>
</tr>
<tr>
<td>(3) Final examination</td>
<td>Scheduled by the Registrar</td>
<td>35%</td>
</tr>
</tbody>
</table>
If there are oral reports on reading assignments in a class smaller than 20, class
discussion and oral reports are worth 20%, the mid-term is worth 20%, the essay
30%, and the final exam 30%.
Books to be purchased (paperbacks):


Books on reserve in the Library Reading Room:

Other recommended titles:

*Assignment Timetable:*

I. January 14. Aftermath of Era of Louis XIV: Demography and the Peasants; The Church

Colin Jones, Introduction 1-35, on Peasants 148-59, 350-54 on the Church, 91-98, on Jansenism, 99-110


P. M. Jones (Reserve), *The Peasantry in the French Revolution,* pp. 1-60


Colin Jones on nobility, 326-36
61-73 on John Law, on bourgeois and economy, 349-50, 354-64

Recommended:


III. January 28. The Enlightenment

Maurice Cranston (Reserve), *Philosophers and Pamphleteers*, 9-35 (Montesquieu), 36-61 (Voltaire), 62-97 (Rousseau), 140-156 (Condorcet)

Jones, 176-86 on Encyclopedia, 364-78 on institutions of Enlightenment


IV. February 4. Institutional Breakdown and Coming of Revolution

Jones on reform, 226-36, 245-301, 380-395
Jeremy Popkin (Reserve Desk), 1-51

Recommended: For struggle with Parlements, John Rogister, for example *Louis XV and the Parlement of Paris*, 1737-55 (1995)
Francois Furet, *The French Revolution, 1770-1814*
Steven Kaplan, *Farewell Revolution: Disputed Legacies, France 1789/1989*

V. February 11. Interpreting the Revolution

Popkin (Reserve Desk), 52-98, 127-141
Blanning, *The French Revolution: Class War or Culture Clash?* (whole book)
Recommended: P. M. Jones, *The Peasantry in the French Revolution*
Keith Baker, *Inventing the French Revolution*

**MID-TERM TEST FEBRUARY 15**

VI. February 25. Consulate and Empire

Connelly, *The Epoch of Napoleon*, 1-81, 158-73


VII. March 3. Constitutional Monarchy and Revolution as Tradition

Gordon Wright, 89-135

Recommended: Irene Collins (Reserve), *Government and Society in France, 1814-1848*, 135-64


VIII. March 10. Napoleon III, Franco-Prussian War, and Paris Commune

Wright, 136-55, 188-95, 205-212

Recommended: James McMillan (Reserve), *Napoleon III*, 53-167

Stewart Edwards (Reserve), ed. *The Communards of Paris*


IX. March 17. "Affairs" of the Third Republic and Empire

Wright, 213-99--concentrate on 229-252, Dreyfus Affair and aftermath, Ferry on imperialism, also 292-3

Required Reserve: Michael Burns, ed. *France and the Dreyfus Affair*

Recommended: Eugen Weber, *France, Fin de Siècle* for culture and society
Barbara Tuchman, *The Proud Tower*, New York, 1966, ch. 4, 195-264 (colorful, though not most scholarly work on Dreyfus Affair)
For imperialism, see "France, China, and Vietnam," 656-682 in Ludwig Schaefer et. al. *Problems in Western Civilization*
Charles-Robert Ageron, *A History of Modern Algeria, 1830 to the present* (1991 in English)

X. March 24. Prelude to War, First World War, and Aftermath

Wright, 288-299, 300-11, 321-62

For diplomacy, see works of John V. Keiger on Raymond Poincaré, for army, Allan Millett and Williamson Murray, eds. *Military Effectiveness, vol. I* or Alistair Horne, *The Price of Glory*
Prewar political scandal in Edward Berenson, *The Trial of Madame Caillaux*
For 1930s, see Joel Colton on Léon Blum, Anthony Adamthwaite, *Grandeur and Misery: France's Bid for Power in Europe, 1914-40* and Robert J. Young, *France and the Origins of World War II; Eugen Weber, The Hollow Years* for 1930s at home
XI. March 31. The Debacle: Collaboration and Resistance

ESSAY DUE APRIL 2, 2008

Wright, 363-382
Kedward (Reserve), Occupied France, 1-80

Recommended: Marc Bloch, Strange Defeat
Robert Paxton, Vichy France: Old Guard and New Order, 1940-44; Michael Marrus and Robert Paxton, Vichy France and the Jews; Henri Rousso, The Vichy Syndrome; John Sweets, The Politics of Resistance in France; Lucie Aubrac, Outwitting the Gestapo

XII. April 7. Economic Planning and the Twilight of Empire

Wright, 396-410, 435-447

Alistair Horne, A Savage War of Peace
Albert Memmi, The Colonizer and the Colonized 1957.
Germaine Tillion, France and Algeria: Complementary Enemies (1961)
Frederick Quinn, The French Overseas Empire

XIII. April 14. Fifth Republic: Technocracy and Grandeur

Wright, 411-422
Kedward (Reserve), France and the French since 1900, on immigrants and identity, 551-570, 621-648

Paul Silverstein, *Algeria in France*.
Plagiarism

Plagiarism occurs when one submits or presents one’s work in a course, or ideas and/or passages in a written piece of work, as if it were one’s own work done expressly for that particular course, when, in fact, it is not.

As noted in the Department of History Guide to Essay Presentation, plagiarism may take several forms:

a) Failure to cite sources properly may be considered plagiarism. This could include quotations, ideas, and wording used from another source but not acknowledged.

b) Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one’s own work for more than one course without the permission of the instructor(s) involved.

c) Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works. The use of notes does not justify the sustained presentation of another author’s language and ideas as one’s own.

Plagiarism is a serious academic offence. A plagiarized paper will automatically be failed. Plagiarism may also result in a failing grade for the entire course and other penalties as noted in The University of Calgary Calendar.

ACADEMIC ACCOMMODATIONS

It is the student’s responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.