SCHOOL OF DIVINITY, HISTORY AND PHILOSOPHY

ACADEMIC SESSION 2015-2016

HI304M Power and Traditions: France 1799–1900

30 credits 11 weeks

PLEASE NOTE CAREFULLY:

The full set of school regulations and procedures is contained in the Undergraduate Student Handbook which is available online at your MyAberdeen Organisation page. Students are expected to familiarise themselves not only with the contents of this leaflet but also with the contents of the Handbook. Therefore, ignorance of the contents of the Handbook will not excuse the breach of any School regulation or procedure. You must familiarise yourself with this important information at the earliest opportunity.

COURSE CO-ORDINATOR/COURSE TEAM
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Discipline Administration:
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TIMETABLE
For time and place of classes, please see MyAberdeen

Students can also view their university timetable at http://www.abdn.ac.uk/infohub/study/timetables-550.php
COURSE DESCRIPTION
Questions about who exercised power and why resonated at every level of nineteenth-century French society. The Revolution of 1789 had brought about fundamental reforms to the political and social order in France. It set down the roots of the French republican tradition whose supporters became locked in an ongoing ideological struggle against conservative political and social elites. This course examines the myriad forms that power took in French society, from Napoleon’s coup d’état of 18 Brumaire to the early Third Republic. It deals with the power of political and military leaders to legislate and lead armies. It investigates the gendered implications of power operating within families and between men and women. It also unpacks the ways in which class shaped power relations, and the significance of class-based traditions, within the social fabric of nineteenth-century France. All essential sources for the course are available in English.

INTENDED AIMS AND LEARNING OUTCOMES
The course aims to provide an introduction to key events, themes, and issues in the history of modern France, focussing on the period from 1799 to 1900. By the end of this course you will be able to:

- show familiarity with political, social, and cultural developments in the history of nineteenth-century France;
- appreciate different historiographical approaches;
- evaluate the strength of an argument;
- identify and analyse a range of primary and secondary sources;
- articulate a convincing argument based on use of evidence

This course will encourage the development of IT and related skills by requiring word-processed essays and seminar presentations that may employ illustrations, graphics, recorded speech or music, videos, etc. You are encouraged to use the Internet but also to exercise discrimination with regard to the material available. The course will encourage the development of analytical skills by introducing you to the use, criticism and comparison of primary documents.

Practical skills fostered by the course include the ability

- to build bibliographies on specific topics;
- to locate and gather primary and secondary sources;
- to demonstrate a detailed appreciation of the recent historical scholarship in connection with a chosen essay topic;
- to give an oral presentation on a specific topic;
- to retain, recall and apply relevant information in examination conditions.

This course should help to build transferable skills including the ability
• to listen carefully to others;
• to speak to a group;
• to read slowly and attentively;
• to take effective notes;
• to synthesise a range of information;
• to construct and present coherent arguments both orally and in written form;
• to develop teamwork skills required for effective interaction in a seminar situation;
• to motivate oneself to work autonomously and to meet deadlines;
• to provide and receive academic criticism in a constructive fashion.

LECTURE/SEMINAR PROGRAMME

Week 1
S1 Introduction
S2 Napoleonic France

Week 2
S3 War and ‘French Europe’
S4 Legacies of Empire

Week 3
S5 The Bourbon Restoration, 1814–30
S6 Views on the emancipation of women

Week 4: Election of Class Representatives
S7 The 1830 Revolution
S8 The July monarchy, 1830–48

Week 5: Class Meeting
S9 The 1848 Revolution
S10 The Second Republic 1848–52

Week 6: No classes, reading week

Week 7
S11 The Second Empire, 1852–70
S12 Haussmann’s Paris

Week 8: Level Meeting / Essay due, Wednesday no later than 12 p.m.
S13 The Franco-Prussian War, 1870-1
S14 The Paris Commune
Week 9
S15 Establishing the Third Republic
S16 Republican reforms

Week 10: Student Course Evaluation Form Exercise
S17 French imperialism
S18 The Dreyfus Affair, 1894–1906

Week 11: Staff-Student Liaison Committee Meeting
S19 A ‘belle époque’?
S20 World Exhibition, Paris 1900

SEMINAR READINGS
Week 1
No set readings

Week 2
Primary
‘Justifying the coup of Brumaire’
‘The Concordat, 10 September 1801’
‘The Consulate for Life, 1802’
‘Founding the Empire, 1804’
‘The Civil Code, March 1803–March 1804’
‘Imposing the Code Napoléon on the Empire’

Secondary

Week 3
Primary
‘Prosper Enfantin, 1831’
‘Charles Fourier, 1832’
‘La Femme Libre [“Jeanne-Victoire”], 1832’
‘Joseph de Maistre, 1821’
‘Jules Michelet, 1845’

Secondary
Week 4
Primary

Secondary

Week 5
Primary
‘Popular disorder in the provinces’
‘Popular demonstrations in Paris: 17 March 1848’
‘The election campaign’
‘Disillusioned republicans’

Secondary

Week 6 No classes

Week 7
Primary

Secondary

Week 8
Primary
Document 1.8 The Proclamation of the Paris Commune (28 March 1871)
Document 1.9 The Paris Commune and Popular Democracy (21 March 1871)
Document 1.12 The Defeat of the Paris Commune (29 May 1871)
Document 4.1 Women and the Paris Commune of 1871 (8 May 1871)

Secondary
Week 9
Primary
Document 2.5 Republicanism and Anti-clericalism (4 May 1877)
Document 2.8 The Republicanism of Jules Ferry: Education (6 June 1889)
Document 3.12 The Separation of Church and State (9 December 1905)
Document 4.6 Secondary School Education for Girls (21 December 1880)

Secondary

Week 10
Primary
Document 3.2 The Bordereau (n.d.)
Document 3.3 The Arrest of Captain Alfred Dreyfus (15 October 1894)
Document 3.4 The Degradation of Dreyfus (5 January 1895)
Document 3.8 Emile Zola’s ‘J’Accuse...!’ (13 January 1898)

Secondary

Week 11
Primary

Secondary
SELECT BIBLIOGRAPHY

Further reading is an essential part of any course in History and will deepen your understanding and enjoyment of the period and the discipline of history. The select bibliography below provides points of departure for further reading on the topics covered in the course. The footnotes and bibliographies of these books and articles are two sources of further reading; the search-features of the library catalogue, browsing the open shelves, and consulting the course coordinator are other ways forward. A major outcome of a university education should be an ability to find information on any topic within your field. You are encouraged to show initiative in developing this ability.

On-line databases

- Modern History Sourcebook  
- QML History E-Journals  
- Meta-Lib E-Resources sign-in  
- J-Stor (Athens sign-in; or access via QML catalogue). Go to advanced search and use suitable keywords search; this will produce a large number of relevant articles.

Some useful websites:

- H-France contains links to book reviews and forum discussion  
- Perry-Castañeda Library Map Collection. An excellent site containing historical, political, administrative, and relief maps

Highly recommended as a general work on nineteenth-century France:


Novels, short stories, and films:

Many works by nineteenth-century French authors have been translated into English and/or adapted to film. We will read extracts from Stendhal and Proust. The list below offers further ideas for sampling the literature.

George Sand, Indiana  
Victor Hugo, Les Misérables  
Balzac, Le Père Goriot [Eng. trans. Old Goriot]  
Gustave Flaubert, Madame Bovary  
Emile Zola, Au bonheur des dames [Eng. trans. The Ladies Paradise], Germinal, Nana, and many others...  
Guy de Maupassant, Bel-Ami  
Joris-Karl Huysmans, A rebours [Eng. trans. Against Nature]

Further reading:
Bullard, Alice, Exile to Paradise: Savagery and Civilisation in Paris and the South Pacific, 1790–1900 (Stanford, 2000).
Carmona, Michel, Haussmann: His Life and Times, and the Making of Modern Paris Translated by Patrick Camiller (Chicago, 2002).
Chafer, Tony and Amanda Sackur, eds., Promoting the Colonial Idea: Propaganda and Visions of Empire in France (Basingstoke, 2002).

——. *Schooling the Daughters of Marianne: Textbooks and the Socialization of Girls in Modern French Primary Schools* (Albany, 1984).


Cooper, Frederick and Ann Laura Stoler, *Tensions of Empire: Colonial Cultures in a Bourgeois World* (Berkeley, 1997).


Desan, Suzanne, *The Family on Trial in Revolutionary France* (Los Angeles, 2004).


Furet, François, *Revolutionary France, 1770–1880* Translated by Antonia Nevill


Plessis, Alain, *The Rise and Fall of the Second Empire, 1852–1871* Translated by
———. *The French Foreign Legion: A Complete History of the Legendary
———. *The French Second Empire: An Anatomy of Political Power* (Cambridge,
2001).
Przyblyski, Jeannene M. and Dean de la Motte, eds., *Making the News:
Modernity and the Mass Press in Nineteenth-Century France* (Amherst,
1999).
Reynolds, Siân, ed., *Women, State and Revolution: Essays on Power and
Gender in Europe since 1789* (Brighton, 1986).
Sauvigny, Guillaume de Bertier de, *The Bourbon Restoration* Translated by
———. *Only Paradoxes to Offer: French Feminists and the Rights of Man*
(Cambridge, MA, 1996).
the Crossroads of the Revolutionary Tradition* (New York, 2005).
Skuy, David, *Assassination, Politics, and Miracles: France and the Royalist
Reaction of 1820* (Montreal, 2003).
Smith, Bonnie G., *Ladies of the Leisure Class: The Bourgeoisies of Northern
Sowerwine, Charles, *France since 1870: Culture, Politics and Society*
(Basingstoke, 2001).
———. *Sisters or Citizens? Women and Socialism in France since 1876*
(Cambridge, 1982).
Stovall, Tyler and Georges Van den Abbeele, eds., *French Civilization and Its
Discontents: Nationalism, Colonialism, Race* (Lanham, 2003).
Strumingher, Laura S. *What Were Little Girls and Boys Made Of? Primary
Waelti–Walters, Jennifer, and Steven C. Hause, eds., *Feminisms of the Belle
Époque: A Historical and Literary Anthology* (Lincoln, 1994).
Walter, Jakob, and Marc Raeff, *The Diary of a Napoleonic Foot Soldier* (New
Walton, Whitney, *Eve's Proud Descendants: Four Women Writers and
Republican Politics in Nineteenth-Century France (Stanford, 2000).
Willms, Johannes, Paris, Capital of Europe: From the Revolution to the Belle Époque. Translated by Eveline L. Kanes (New York, 1997).
Woloch, Isser, Napoleon and His Collaborators (New York, 2001).

ASSESSMENT
Assessment is based on:
• one written examination at 50% of the final assessment;
• one 3,000-word essay at 40%;
• one 20-minute presentation at 10% of the final assessment (of which 5% is decided by the course co-ordinator and the other 5% is from peer assessment).

Click to view the University Level Descriptors (ANNEX A).
Click to view the University Assessment Scale Band Descriptors (ANNEX B).

PLEASE NOTE: In order to pass a course on the first attempt, a student must attain a Common Grading Scale (CGS) mark of at least E3 on each element of course assessment. Failure to do so will result in a grade of no greater than CGS E1 for the course as a whole.

ESSAY
Your 3,000-word essay is due Wednesday Week 8 not later than 12p.m. You must write on a topic agreed in advance with the course co-ordinator. It is expected that the essay will be submitted in word-processed format and must be accompanied by a bibliography and foot- or endnotes conforming to established academic conventions.

Essays will be returned with a mark taken from the Common Grading Scale with written comments. All essays will be returned individually, providing you with the opportunity to discuss your essay, techniques of essay writing, and other aspects of the course with your tutor. It is assumed that you will use the select bibliography in this guide to assist in constructing your own reading list.
CLASS PRESENTATION

Your 20-minute presentation will take place in the seminar assigned to you in Week 1. You must choose a topic from the options listed below. You are expected and encouraged to discuss your presentation, in advance, with the course co-ordinator during her consultation hours. You may make use of PowerPoint in your presentation but it is not essential to do so.

The 20-minute presentation constitutes 10% of the final mark for the course. Half of this mark will be decided by the course co-ordinator, while the other half will be the result of peer assessment by class members. At the end of each seminar, the course co-ordinator will collect the anonymous peer assessment forms and tabulate the results. You may discuss, in general terms, the outcome of this process with the course co-ordinator after your presentation.

Week 2
i) Why did the French lose the Russian campaign of 1812?
ii) What roles did Napoleon’s siblings play in building the French Empire?

Week 3
i) Who was Madame de Staël and what were her thoughts on the Bourbon restoration of 1814?
ii) Who was Flora Tristan and what methods did she use to promote her views on women’s emancipation?

Week 4
i) What signs were there of the emergence of collective consciousness among workers around 1830?
ii) Why did Charles X and his ministers decide to attack Algiers in 1830 and what were some of the consequences of that decision?

Week 5
i) To what extent was the 1848 Revolution a ‘failure’?
ii) Who was Pierre-Joseph Proudhon and what were his thoughts on men and women’s roles in society?

Week 7
i) Why did Napoleon III send troops into Mexico and what happened as a result of this ‘great idea’?
ii) In what ways did ‘Haussmannisation’ improve the quality of city living for Parisians?
Week 8
i) What were the Empress Eugénie’s actions and responsibilities during the Franco-Prussian War?
ii) How do you explain the extent of violence that marked the Paris Commune?

Week 9
i) What is freemasonry and why did it attract French republicans?
ii) Could a monarchy have been restored in France of the 1870s and 1880s?

Week 10
i) Choose a colony of France and discuss how and why the French pursued a ‘civilising mission’ there.
ii) Why did the trial of Dreyfus escalate into a national Affair?

Week 11
i) Who participated in the French feminist movement at the turn of the century and what were their aims?
ii) What were some of the scientific and technological innovations that made daily life in France different in 1900 compared with 1799?

ASSESSMENT DEADLINES
Your 3,000-word essay is due Wednesday Week 8 not later than 12p.m.

SUBMISSION ARRANGEMENTS

The Department requires ONE official electronic copy submitted by the deadline plus ONE paper copy of all assignments with the TurnitinUK receipt, attached as follows:

Electronic Copy: One copy submitted through Turnitin via MyAberdeen.
Hard Copy: One hard copy with the Turnitin receipt attached together with an Assessment cover sheet, typed and double spaced – this copy should have your ID number CLEARLY written on the cover sheet, with NO name and NO signature but EVERYTHING ELSE filled in – and should be delivered to the History Department [Drop-off boxes located in CB008, 50-52 College Bounds].

Please note: Failure to submit both an electronic copy to TurnitinUK, and an identical paper copy, with the digital receipt attached, will result in a deduction of marks.
Failure to submit to TurnitinUK will result in a zero mark.
EXAMINATION
The exam paper will contain twelve questions. You must answer three questions of your choosing. The duration of the exam is three hours.

Past exam papers can be viewed at http://www.abdn.ac.uk/library/learning-and-teaching/for-students/exam-papers/.