

Term Information

Effective Term Summer 2020
[Previous Value](#) [Spring 2018](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Name change: Twentieth Century France at War

What is the rationale for the proposed change(s)?

The course taught is a survey of the major developments (political, economic, social, cultural) in France and its empire, but the instructor would like to change the content to focus more centrally on the three 20th-century wars that have marked every aspect of French society in the last century: World War I, fought largely on French soil in the West, World War II, during which France collaborated with and also resisted German Occupation, and the Algerian War, the longest of these horrific wars whose scars are still coming to light. This change in title will alert students to the actual content of the course better. In this way the instructor hopes to appeal not only to those interested in France in particular, but also all those interested more broadly in the major conflicts and tragedies of the twentieth century.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3263
Course Title	20th Century France at War
Previous Value	France in the 20th Century
Transcript Abbreviation	20thCent FranceWar
Previous Value	France 20th Cent
Course Description	Study of the major political, economic, social, and cultural impact of France's three major wars in the 20th century: World War I, World War II and the Algerian War.
Previous Value	Study of the major political, economic, social, and cultural transformations between the Dreyfus Affair and the postcolonial present.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No

Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx, or permission of instructor.
Exclusions	
Previous Value	Not open to students with credit for 515.02.
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0103
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

[Previous Value](#)

- Students will understand French current events by analyzing the history of modern French wars
- *Students will understand French current events by analyzing the history of modern France, from the founding of the Third Republic in 1870 until the present.*

Content Topic List

- Nationalism
- Anti-Semitism and racism
- Women and gender
- Democracy
- Imperialism and human rights
- The two World Wars and decolonization
- Cultural and social movements
- U.S.-French relations
- Postcolonialism and the particular place of France in the modern world

Previous Value

- [Nationalism](#)
- [Anti-Semitism and racism](#)
- [Women and gender](#)
- [Democracy](#)
- [Imperialism and human rights](#)
- [The two World Wars and decolonization](#)
- [Cultural and social movements](#)
- [U.S.-French relations](#)
- [de Gaulle and the 1960s](#)
- [La francophonie](#)
- [Postcolonialism and the particular place of France in the modern world](#)

Sought Concurrence

No

Attachments

- History 3263 Syllabus Rationale.doc.docx: Name change rationale
(Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)
- History 3263 Syllabus Re Name 2x.docx: Revised syllabus
(Syllabus. Owner: Heikes,Jacklyn Celeste)

Comments

- The syllabus attached includes the assessment plan. *(by Heikes,Jacklyn Celeste on 11/01/2019 02:51 PM)*
- Please upload the GE assessment plan that goes with the revised version/content of the course. *(by Vankeerbergen,Bernadette Chantal on 10/31/2019 11:33 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes,Jacklyn Celeste	10/15/2019 01:26 PM	Submitted for Approval
Approved	Elmore,Bartow J	10/15/2019 08:39 PM	Unit Approval
Approved	Heysel,Garett Robert	10/22/2019 10:09 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/31/2019 11:33 AM	ASCCAO Approval
Submitted	Heikes,Jacklyn Celeste	11/01/2019 02:51 PM	Submitted for Approval
Approved	Elmore,Bartow J	11/01/2019 03:51 PM	Unit Approval
Approved	Heysel,Garett Robert	11/03/2019 09:23 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	11/03/2019 09:23 PM	ASCCAO Approval

Rational for Title Change of H3263
Alice L. Conklin

History 3263 has been on the books under the title “Twentieth-Century France” for years. I have in practice taught is a survey of the major developments (political, economic, social, cultural) in France and its empire, but would like to change the content to focus more centrally on the three 20th-century wars that have marked every aspect of French society in the last century: World War I, fought largely on French soil in the West, World War II, during which France collaborated with and also resisted German Occupation, and the Algerian War, the longest of these horrific wars whose scars are still coming to light. War and the battles over how it is remembered continue to fascinate students. In the case of France, each of these three wars connects to the previous one and builds on its complex legacies. This change in title will alert students to the actual content of the course better. In this way I hope to appeal not only to those interested in France in particular, but also all those interested more broadly in the major conflicts and tragedies of the twentieth century.

TWENTIETH-CENTURY FRANCE AT WAR

History 3263
Fall 2020
MWF 10:10-11:00

Prof. A. Conklin
conklin.44@osu.edu
Classroom XXX

Course description: In this course we will explore France's experience of three major wars: the Great War from 1914 to 1918, much of which was fought on French soil; the Second World War, during which France was occupied by Hitler's Germany; and the Algerian War, when the French army and settlers fought to maintain the overseas territory called "French Algeria" against an anti-colonial uprising. We will look at how each of these wars had an impact on civilians as well as soldiers, the moral dilemmas they posed, and the legacies they left up to the present. Using a variety of primary and secondary sources, we will also consider how these wars have been represented by historians as well as in fiction and film.

General Education Information:

- **History 3263 fulfills the Historical Study GE** requirement by developing students' knowledge of how past events influence today's society and helping them understand how humans view themselves.
- **History 3263 is applicable to the history minor**, which typically requires only four courses to complete and may overlap up to six hours with General Education requirements. For history majors, History 3263 may be used toward the post-1750, and North America/Europe breadth requirements, as well as the Europe, REN, PCS and CCE concentrations.

Goals:

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts

Goals as applied to this course:

After completing this course, students should be able to:

- understand the multiple and entangled causes and consequences of war in Twentieth-Century France, including the key role that diverse peoples from French overseas colonies played in each of these cataclysmic events.

- apply the lessons from what they have learned in an analysis of current tensions in France and Europe over questions of identity and national belonging.
- see the history of Modern France, Europe, and the world in light of their intersections in the violent twentieth century.

Reading:

REQUIRED TEXTS (available from University Bookstore):

Henri Barbusse, *Under Fire* (Penguin Classics edition)

Irène Némirovsky, *Suite Française*

Alice Conklin, Sarah Fishman, and Robert Zaretsky, *France and its Empire since 1870*

There will also be a primary document and media packages (available on Carmen).

Films to be screened include *Army of the Shadows* (1969), *Days of Glory* (2006), *Battle of Algiers* (1955) and due dates for them will be announced ahead of time.

Course Requirements:

We meet three times a week, and most classes will be a combination of lecture and discussion; a few classes will be devoted completely to discussion, as indicated. All classes, reading assignments, papers, and exams are required. **Failure to turn in an assignment on time will be penalized.** Final grades will depend on **regular attendance at lectures, completion of notes on the readings other than the textbook, and participation in the discussions**, as well as completion of the following of all written assignments. **I will provide you with the powerpoint slides the morning before the lecture**, so you are able to print them out and bring them to lecture. However, the slides only contain the structure of the lectures- they function as ‘coathangers’ – to which you need to add the additional information I provide you with during lectures. The information on them is not sufficient to pass the exam- **you need to take notes in lecture!**

GRADING: Your grade will be based on six components:

1. First writing assignment (essay based on the book by Barbusse, due xx September): 20%
2. First exam (xx September): 15%
3. Second writing assignment (essay based on the book by Némirovsky, due xx October): 20%
4. Second exam (xx November): 15%
5. Third exam (in exam week, date to be announced): 20%
6. Class participation (based on attendance and in-class discussion): 10%

Grading scale. Please note that I use alphabetical grades in this class.

A 93-100

A- 90-92

B+ 88-89

B 83-87

B- 80-82

C+ 78-79
 C 73-77
 C- 70-72
 D+ 68-69
 D 65-67
 E 64 and below

Classroom behavior: The use of computer and/or iPad is allowed for the purposes of note-taking. Unless directed by the professor, no internet use is allowed during class. All phones need to be PUT AWAY during class and turned off or switched to silent. Failure to abide by these rules may impact your final grade for the course.

All students in this class will treat each other and the professor with respect and courtesy.

E-mail: I will, from time to time, send emails to the class. I am also happy to respond to your email messages within 24 hours, provided you bear in mind the following points:

- 1) Please use your OSU account only to send me e-mail and make sure to include your course number in the subject line.
- 2) In academic and professional settings, all emails should have a descriptive subject line ("Question about History 3263 assignment"), begin with a respectful salutation ("Prof. Conklin"), and conform to standard English with proper punctuation and capitalization. For an excellent overview of how students can most effectively use email with their professors, "How to e-mail a professor" <<http://mleddy.blogspot.com/2005/01/how-to-e-mail-professor.html>>.

Written assignments: Good **writing** relies on argument, evidence, and what William Strunk Jr. called the "elements of style." An **A** paper is distinguished by an original, compelling argument; a judicious use of well-digested evidence; and an effortless command of grammar, spelling, and punctuation. A **B** paper is marked by an argument that is well-crafted, but predictable; evidence that is appropriately placed but inadequately exploited; and serviceable but not seductive prose. A **C** paper is characterized by a loose or regurgitated argument; mechanical citation and support; and awkward paragraph structure, repetitive constructions, lapses into colloquialism, and overuse of the passive, adverbs, and the exclamatory voice. A **D** paper is marred by assertions rather than argument; the misreading or misuse of evidence; and simple grammatical and spelling mistakes. An **E** paper lacks an argument; shows no familiarity with relevant evidence; and has consistent problems with basic sentence construction.

Participation in discussion involves taking notes ahead of class discussion, listening to your colleagues, and contributing to the discussion in process. It does not mean showing off, monopolizing the conversation, or asserting your prejudices. An **A** means that you have read the material carefully and that you are ready to share your responses, ask questions, and offer a critique; that you are attentive to the ongoing discussion and your colleagues' contributions; and that your own contributions build on the discussion by

making links, asking questions, or revealing aspects that have not been previously apparent. A **B** means that you have read the material and are an attentive, active participant in the discussion, but that your contributions remain within the boundaries set by the materials, your colleagues, or common sense. A **C** means that you have read the material, but that your contributions are occasional and out-of-focus. A **D** means that you have only skimmed through the material, and that your contributions are either minimal or off-point and distracting. An **E** means that you show no familiarity with the material, that you make no effort to contribute to the discussion, or that you continuously disrupt the work of the class as a whole.

Late papers and Make-up exams: Students must take the mid-term and final exams at the scheduled times. Students will be allowed to take a make-up exam only for urgent reasons. The students should, if possible, contact me at least one day in advance, and present written proof of the reason for their absence (for example, an official statement from the Medical Center). Without an official excuse, students will be permitted to take a make-up exam at my discretion. Extensions for the paper are granted to those students presenting valid and verifiable excuses, preferably at least one day before the due date of the assignment. Papers that are received late without just cause or without a previously approved extension will be graded down by a full letter per day late.

All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the student.

COURSE SCHEDULE (subject to change):

Note: Other than the required texts, assigned readings can all be accessed via Carmen.

PART ONE: The Great War

Textbook reading for this part of the course: Alice Conklin, Sarah Fishman, and Robert Zaretsky, *France and its Empire since 1870*, pages 124-158

Week One: Introduction: Modern France and its citizens

Wed 26 Aug: France at war in the twentieth century

Fri 28 Aug: French society around 1900

Emilie Carles, *A Life of her Own* (memoir by a woman from the mountains of southeastern France), 5-15; begin reading Barbusse, *Under Fire*

Week Two: Politics and international relations before the war

Mon 31 Aug The politics of the Third Republic before 1914
Continue Barbusse

Wed 2 Sept: The French Empire and the approach of war
Continue Barbusse

Fri 4 Sept: 1914 and the Western Front
Continue Barbusse

Week Three: On the front lines

Mon 7 Sept: No class (Labor Day)

Wed 9 Sept: Hard times and dissent
Continue Barbusse

Fri 11 Sept: Under Fire
Finish Barbusse and be prepared to discuss

Week Four: The war and society

Mon 14 Sept: The Home Front and gender relations

Wed 16 Sept: Race and the empire during the war. **First assignment due**

Fri 18 Sept: Studying the war
Nicolas Mariot, "Social Encounters in the French Trenches," *French Politics, Culture and Society* 36:2 (summer 2018): 1-27

Week Five: The trauma of war

Mon 21 Sept: The end and the aftermath

Wed 23 Sept: Commemoration and representation

Fri 25 Sept: **First exam**

PART TWO: World War Two

Textbook reading for this part of the course: Alice Conklin, Sarah Fishman, and Robert Zaretsky, *France and its Empire since 1870*, pages 212-253

Week Six: The defeat

Mon 28 Sept: Politics and society after the Great War
Begin Némirovsky

Wed 30 Sept: Hope and fear: the 1930s
Continue Némirovsky

Fri 2 Oct: The fall of France
Continue Némirovsky

Week Seven: The Vichy regime

Mon 5 Oct: Vichy France (I): Pétain and the National Revolution
Continue Némirovsky

Wed 7 Oct: Vichy France (II): propaganda and persecution
Continue Némirovsky

Fri 9 Oct: No class (Fall Break)

Week Eight: Resistance and the Holocaust

Mon 12 Oct: Living with defeat
 Vercors, *The Silence of the Sea* (1941): be prepared to discuss

Wed 14 Oct: Resistance
 Continue Némirovsky

Fri 16 Oct: Choices in occupied France
 Continue Némirovsky

Week Nine: After Occupation

Mon 19 Oct: Irène Némirovsky and the French Holocaust
 Finish Némirovsky and be prepared to discuss

Wed 21 Oct: Liberation

Fri 23 Oct: The Purge (I): the “wild” purge. **Second assignment due**

Week Ten: Assigning blame

Mon 26 Oct: Liberated? Women at the end of the war
 Mary Louise Roberts, “The Silver Foxhole: The GIs and Prostitution in Paris, 1944-1945,” *French Historical Studies* 33:1 (2010): 99-128

Wed 28 Oct: The Purge (II): the “official” purge

Fri 30 Oct: Representing collaboration and resistance

PART THREE: The Algerian War / The problem of historical memory

Textbook reading for this part of the course: Alice Conklin, Sarah Fishman, and Robert Zaretsky, *France and its Empire since 1870*, pages 273-293

Week Eleven: Cracks in the empire

Mon 2 Nov: **Second exam**

Wed 4 Nov: Celebrating and challenging empire after the Great War

Fri 6 Nov: War in Indochina

Week Twelve: The Algerian War

Mon 9 Nov: French Algeria

Wed 11 Nov: No class (veterans' day)

Fri 13 Nov: The rise of anti-colonial nationalism in Algeria
Hamou Amirouche, *Memoirs of a Mujahed*, 24-28

Week Thirteen: The Dirty War

Mon 16 Nov: The war without a name

Wed 18 Nov: Torture

General Aussaresses, *The Battle of the Casbah*, 117-123; Frantz Fanon, "Algeria Face to Face with the French Torturers" (1957), from *Toward the African Revolution*, 64-72

Fri 20 Nov: Ending French Algeria

Week Fourteen:

No classes (Thanksgiving break)

Week Fifteen: Memory wars

Mon 30 Nov: Exodus and immigration

William B. Cohen, "The *Harkis*: History and Memory," in Patricia M. E. Lorcin (ed.), *Algeria and France 1800-2000: Identity, Memory, Nostalgia*, 164-180

Wed 2 Dec The "Vichy Syndrome"

Fri 4 Dec: *If the Walls Could Speak* (documentary, in class)

Week Sixteen

Mon 7 Dec: The experience of war

Third exam: Date and time to be announced. (Exam will be based on part 3 of the course.)

GE ASSESSMENT PLAN

ELO 1: Students construct an integrated perspective on history and the factors that shape human activity.

- Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: a question will appear on the last exam to assess students' ability to construct an integrated perspective on history and the factors that shape human activity.

Sample: Analyze a short newspaper article (provided by the instructor) to critically reflect on the ways in which the journalist/author describes how the past shaped current events.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, integrated and self-aware understanding of history and the factors that shape human activity.	Demonstrates adequate and integrated understanding of history and the factors that shape human activity.	Demonstrates modest understanding of history and the factors that shape human activity.	Demonstrates little or no understanding of history and the factors that shape human activity.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective. Please explain.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to insure that the proposed courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them.

Assessments will be summarized and used to alter the course for the next teaching.

ELO 2: Students describe and analyze the origins and nature of contemporary issues.

- Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: a question will appear on the second or final exam to assess students' ability to describe and analyze the origins and nature of contemporary issues.

Sample question: Describe and analyze the origins and nature of anti-Muslim prejudice in France since the 1950s.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, integrated and self-aware understanding of history and the factors that shape human activity.	Demonstrates adequate and integrated understanding of history and the factors that shape human activity.	Demonstrates modest understanding of history and the factors that shape human activity.	Demonstrates little or no understanding of history and the factors that shape human activity.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will handthese in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective. Please explain.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to insure that the proposed courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them.

Assessments will be summarized and used to alter the course for the next teaching.

ELO 3: Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

- Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: a question will appear on the midterm or final to assess students' ability to speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Sample question: Critically compare and contrast the analysis in the primary sources we have read about the German occupation of France in World War II with the secondary literature we have read on the topic in the course.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, integrated and self-aware understanding of history and the factors that shape human activity.	Demonstrates adequate and integrated understanding of history and the factors that shape human activity.	Demonstrates modest understanding of history and the factors that shape human activity.	Demonstrates little or no understanding of history and the factors that shape human activity.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective. Please explain.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to insure that the proposed courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them.

Assessments will be summarized and used to alter the course for the next teaching.