Seminar in History
Hist 5380
“France after 1945”
MTWTh 10:00am – 11:55am
BH 126

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Course Outline

This course will provide an overview of the cultural, social, political, and economic developments that took place in France after 1945 and the end of the Second World War. We will explore the ways in which France faced the challenges of the aftereffects of such a devastating conflict, the memory of Nazi Occupation and the Vichy regime, the challenges of decolonization and the Algerian War of Independence, as well as the ways youth, consumer culture, and Americanization reshaped French society. We will also examine the origins and effects of May 68, that some historians have called France’s “last Revolution” and the most significant developments of the 1980s and 1990s. In order to do so, we will engage with recent scholarship since the historiography of post-1945 France is one that has only recently emerged.

Course Readings

Required Readings
Frantz Fanon, *The Wretched of the Earth* (Grove Press, 2005 – reprint)
Laurent Dubois, *Soccer Empire: The World Cup and the Future of France* (University of California Press, 2011)

All other readings will be on reserve at the library.

Some of the articles come from the following collections:
- Simone de Beauvoir, *Political Writings* (University of Illinois Press, 2012)

Reference Works:
Bonnie G. Smith, *Europe and the Contemporary World* (Bedford St Martin’s, 2007)
(these will be on reserve at the library for consultation)

Recommended,
Frantz Fanon, *Black Skin, White Masks* (Grove Press, 2008 - reprint)
_________ , *A Dying Colonialism* (Grove Press, 1994 - reprint)
James Le Sueur, *Uncivil War: Intellectuals and Identity during the Decolonization of Algeria* (Nebraska University Press, 2001)

Please be aware this syllabus is provisional and may be liable to change

**Student Learning Outcomes**

- to read, become familiar with, synthesize and analyze scholarly work (evaluated by: presentation, leading class discussion, class participation)
- to produce critical essays reflecting on the assigned readings and the issues raised in class (evaluated by: response papers and final paper)

Course Assignments

<table>
<thead>
<tr>
<th>Participation</th>
<th>20%</th>
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<tbody>
<tr>
<td>Presentation &amp; Discussion</td>
<td>20%</td>
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<tr>
<td>In-class writing (this will be an average of daily writings)</td>
<td>30%</td>
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<tr>
<td>Final Exam</td>
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Guidelines for Course Assignments

**Participation:**
A graduate seminar is not one where the professor ‘teaches’ in the traditional manner. The discussion is driven by graduate students—you—and participation is therefore crucial. Participation is assessed in the following way:
you must make substantial comments in class and show that you have read the reading and have insights, questions, queries, and reflections.

Please be aware that the reading and writing load in a graduate class is intensive and does not resemble that of an upper-level history class. Additionally, you are to take charge of your work and of your participation. Graduate classes require self-discipline and autonomy.

**Presentation & Discussion:**
For each class with reading, 2 students will lead discussion on the readings assigned. The presentation should outline:
- the argument (thesis) of the book or articles and major points of the readings
- situate them in a larger context of issues discussed and the historiography (if any)
- offer some critical analysis of the arguments. Useful questions: what sort of historical evidence does the author use? Is the argument convincing? What are its theoretical and/or methodological foundations and/or assumptions? What are its implications?
- Obviously these questions should relate to the overarching theme of our course, namely the object and practice of the archive.

Leading Discussion should:
- involve you preparing questions for discussion
- questions should suggest ways to relate the assigned readings to one another and to other issues discussed in class.
- questions should ask us to focus on particular aspects of the argument or of the demonstration that seem especially thought-provoking and interesting.
- There is never one right answer to a question or just one way of understanding the assigned readings. The idea is to suggest ways of thinking and confront different interpretations.

**In-class Writing:**
Because this is an intensive and daily graduate class, you will be asked to do some writing in class every day. The writing will be narrative and will focus on the reading done for that day. You will have between 20 and 30 min, to write a short narrative:
- outlining the argument of the book
- briefly summarize its scope and content
- explaining what you believe the significance of its methodology is.
Your overall grade will be an average of all your in-class writings.

**Final Exam:**
You will be asked to write a lengthy critical paper in class using the materials read in class (required and recommended).
There will be a practice exam that will be graded and will serve as a rehearsal for the final exam.
This final exam will model the kind of exams you would take as a graduate class in a particular field. It must follow the guidelines of graduate history writing, rather than undergraduate exams.
Guidelines will be distributed later on during the semester.

**Best Practices for a Graduate Seminar**

**Graduate Class structure:**
All classes will involve discussion. They will be student-led.
I may lecture if I deem it necessary but that will be very infrequent.
You must therefore do your reading regularly and consistently and be prepared to discuss your reading.

**Best Practices for Class participation:**
Participation in class is crucial.
Engaging with the material, being prepared for class and participating in class are essential for productive discussions:
- You will be expected to have done the reading.
- You are expected to bring the reading to class (book, online document)
Because a graduate seminar relies essentially on discussion where students engage one another and share their interpretation of the works read, the class space must be a pleasant, exciting, and rewarding one where all can participate equally.

This means that:

- students are expected to be respectful of each other in demeanor, tone, and behavior.
- You should not interrupt someone who is talking.
- Pay attention to others before you speak: be aware of the discussion.
- On the other hand, you are not speaking only to me, the professor, but to one another.
- The tone of the discussion can be animated and passionate but you should never be aggressive or dismissive of other peoples’ interpretations or remarks.
- Please turn off your cell phones before class.
- You are expected to stay in class while it is taking place (ie. no cigarette breaks outside of the official break).
- You are expected to come to class on time.
- Please do not eat in class, use cell phones, or computers

Rude or inconsiderate behavior and remarks will not be tolerated and I will ask you to leave if you exhibit such behavior. I reserve the right to ask you to leave if I feel you are not following these best practices. Following those indicates you being respectful towards your peers and myself.

**Class Attendance:**

Students are expected to attend all class sessions:

Attendance is part of your participation grade.

More than one unjustified absence will result in an F for your participation grade.

A justified absence is one due to illness, work conflict, jury duty, etc.: please make sure to bring documentation.

Please be aware that irregular attendance usually makes it difficult to do well in this class.

*It is your responsibility to make sure you keep up with the work done when absent.*

In general and for all matters, a policy of honesty is usually the wisest in communicating with me.

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**Academic Affairs**

**Disability:** The Americans with Disability Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe
you have a disability requiring an accommodation, please contact the **Disability Services Office**: (361) 825-5816, or go and visit the office: Driftwood 101.

**Academic Dishonesty:**
There will be a no-zero tolerance policy on **PLAGIARISM**. Plagiarism will not be tolerated and means you will be failed for the entire course. Plagiarism is the “**UNCREDITED USE (INTENTIONAL OR UNINTENTIONAL) OF SOMEONE ELSE’S WORDS OR IDEAS**.” Using a word, a group of words, a sentence structure, ideas without giving proper credit to the original author constitutes plagiarism. To avoid plagiarism: always be safe rather than sorry! Cite (provide quotation marks, citation in MLA, or Chicago format, provide citation even when you are paraphrasing or using an idea or information) anything you may use for your paper. For best practices, see: [http://owl.english.purdue.edu/owl/resource/589/03/](http://owl.english.purdue.edu/owl/resource/589/03/)

**Note:** wikipedia does not constitute an academic source that you may use.

How to cite Chicago-Style: you can find guidelines for Chicago citation style on the website of the HISTORY AREA: “**HISTORY AREA GUIDELINES**.

**Academic Advising:**
Academic advisors are available to assist students with course selection, degree plans, and other academic matters. Each college has an academic advising center, staffed by full-time, professional advisors. In our college, the **graduate advisor** is Rachelle Stanley (825-3466, Rachelle.stanley@tamucc.edu) who is located on the second floor of Driftwood. For more information please call (361) 825-5931 or log on to [http://www.tamucc.edu/~advising](http://www.tamucc.edu/~advising)

**Grade Appeal Process:**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see: [University Rule 13.02.99.C2, Student Grade Appeals](http://www.tamucc.edu/provost/university_rules/index.html) and [University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures](http://www.tamucc.edu/provost/university_rules/index.html). These documents are accessible through the University Rules Website at: [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
Week 1

June 03 Introduction
Syllabus Overview

June 04 Reading:
- Richard Vinen, “Where did you leave them? Historians and Losing the 1950s” in: Feldner, Gorrara, and Passmore (eds.) The Lost Decade?

Recommended:

June 05 Reading:
- Wakeman, The Heroic City

Recommended: Ross, Fast Cars, Clean Bodies.

June 06 Reading:
- Jobs, Riding the New Wave.

Recommended: Weiner, Enfants Terribles (Introduction & Ch. 1)

Week 2

June 10 Film: Jean-Luc Godard, A Bout de Souffle (1960)

June 11 Reading:
- Césaire, Discourse on Colonialism
- Fanon, The Wretched of the Earth
- Sartre, Antisemite and the Jew

June 12 Reading:
Shepard, The Invention of Decolonization.
June 13

Reading:
- Simone de Beauvoir, “I am A Feminist,” “Political Reportage,” & preface to Djamila Boupacha, in Margaret Simons (ed.) Simone de Beauvoir: Political Writings (University of Illinois Press, 2012)

Recommended: (see on the following page)

Week 3

June 17
Film showing: Alain Resnais, Muriel ou le temps d’un retour (1963)

June 18
Reading:
- Jackson, Living in Arcadia.

June 19
Reading:
- Ch. 1, 3, 4, 6, 9, 17, 25, and epilogue in: Jackson (ed.) May 68.

June 20
Reading:
- Ch. 7, 8, 11 in Jackson (ed.) May 68.

Week 4

June 24
Practice exam (in-class)

June 25
Reading:
- Ross, May 68 and Its Afterlives

June 26
Reading:
- Camille Robcis, The Law of Kinship

June 27
Film: Diane Kurys, Diabolo Menthe (1977)
Week 5

July 01  Reading:  
- Scott, *Parité!*

July 02  Reading:  
- Dubois, *Soccer Empire*

July 03  Film: *La Graine et le Mulet* (Abdellatif Kichache, 2007)

July 04  Independence Holiday: NO CLASS

July 05  **Final Exam (in-class)**