European Intellectual Thought
Post-1945 French & Francophone Imagination of War, Violence, and Genocide
Hist 4345

Dr. Sandrine Sanos
T-Th 11:00am-12:15pm
CI 102

Office: Classroom East 216B
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Course Description

World War Two was an unprecedented event in modern European history. It involved more than 100 million people dead across the world, 10 million displaced, and the genocide of over 6 million Jewish men, women, and children. It also resonated far beyond European borders and involved most of the world and its inhabitants, from Asia to Africa. But the formal end of the Second World War was not the end of violence. The bombing of Hiroshima and Nagazaki signaled a new and terrifying nuclear age. Civilian violence continued. Parts of Europe lay in ruins. Exile and displacement was the experience of many. France especially faced a particular challenge: it was officially one of the Allied victors of the conflict yet was also nation that had been occupied by the Nazis unlike Britain or Soviet Russia. While it needed to rebuild itself, it found itself embroiled in almost constant warfare between 1945 and 1962, first in Southeast Asia and then in Algeria as its colonies demanded independence. The Franco-Algerian War that took place between 1954 and 1962 was one of the most significant, bloody, and brutal conflicts of the 20th century. It became the emblem of the violence of colonialism for many across the world. It was also infamous because of the French state use of torture and violence against Algerian civilians. It posed important political and ethical questions in an emerging Cold War world.

This class is a cultural and intellectual history, which means it will look primarily at literary, political, and philosophical texts as well as modern media. It explores how a minority of French and francophone writers and artists made sense of 20th century violence, how they connected Nazism and colonialism, how they denounced torture, and how they tried to map out a different politics in a post-war world haunted by the memory of the Holocaust and unseated by the challenges of decolonization.

Warning: Please be aware that this class involves material that may be graphic and difficult to watch or read. If you feel or anticipate you will be unable to undertake the reading or watching the films because of personal, religious or other reasons, it may be best NOT to take this class. Taking the class will involve agreeing to engaging with material that is novel, difficult, and maybe even controversial.

Course Objectives

acquire the basic skills of professional historians, namely:
. read and analyze original sources (documents from the past)
. learn to develop historical interpretations (in class & in writing)
. reflect on issues of continuity & change (as guides to understanding events & phenomena in the past)
. write critically and historically in a wide range of assignments
Course readings

* It is especially important to obtain this edition with translation by Constance Borde
* this is only available as a kindle text.
Frantz Fanon, *Black Skin, White Masks* (Grove Press, 2008)
Albert Memmi, *The Colonizer and the Colonized* (Beacon Press, 1991)
Jean-Paul Sartre, *Existentialism is a Humanism* (Yale University Press, 2005)

All other readings will be available on Blackboard.
Please remember that I expect you to bring hard copies of these readings to class.

Course Expectations and Guidelines

**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 (textbook, book).
You will be assessed for your participation: you will be expected to make SUBSTANTIAL contribution during our discussions. If large group discussions are intimidating, we will have the opportunity for smaller group discussion.

Participation must include:
- evidence of reading done.
- comments in class (small or large group discussion) offering thoughts & analysis of the material.
- making connections with issues brought up in lectures and during class discussion.
- active listening (paying attention, taking notes, etc.).

**do not be afraid to ask questions in class if you need clarification, are confused, or want more information. I welcome questions and queries.**

**Course Etiquette**
The classroom should be a **pleasant, exciting, and rewarding** experience:
1. Students are expected to be respectful of each other in demeanor, tone, and behavior.
2. Rude or inconsiderate behavior and remarks will not be tolerated.
3. Please turn off your cell phones BEFORE CLASS.
4. Please do not send text messages, check or use phones during class.
5. Please do not use laptop computers in class.
6. Please do not record class conversation or my lectures without my permission.
7. You are expected to be able to stay in class during the entire class period and not leave during the class period. If you do so, or do so repeatedly, I will count you as absent. However, if you have a private, medical or other reason to do so, please do not hesitate to inform me.
If you text or use your phone during class, I reserve the right to ask you to leave, and will count you as absent for that class period. If you do this repeatedly, this may also affect your overall participation grade in the class.

If students engage in ANY of the above, I reserve the right to ask you to leave class.

If you plan on using online versions of the reading, please come and see me.

7. Students are also expected to come to class ON TIME; this is a sign of respect towards your peers and myself. Any substantial lateness will be counted as an absence—unless documented or justified. If you anticipate being late on a regular basis (because of work, family commitments, babysitting, etc.), please come and inform me at the beginning of class.

Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

A note on Campus Carry
With the recent establishment of “Campus Carry” legislation in the State of Texas, all those that are at least 21 years of age and have a permit may now carry concealed firearms on campus (with the exception of restricted zones, which are clearly marked with signage). Our classroom is not a gun-free zone, nor is my office. By law, I cannot restrict you from exercising the right extended to you by the Campus Carry initiative but, in light of these changes, I would like to explain how I think of our classroom: when we come together for class, we agree to engage in a common project—to study a particular topic. Our discussions may sometimes be messy or heated, there may be disagreements or hesitations. But that is the very point of education. The spirit of our time together should be driven by curiosity, respect for one another, and desire to learn. I hope we can keep this spirit alive so that learning takes place in “safe spaces.”

Email Etiquette
1. If you cannot ask me during or after class, never hesitate to email me. I will make every effort to answer as quickly as possible
2. Emails are professional correspondence, which means they should include:
   - a subject heading (indicating what your email is about)
   - proper address (“Dear Prof. Sanos”)
   - explain and ask your question
   - always include the usual forms of politeness (sign your name)

The rule is simple: behave on email as you would in person
I will not respond to emails that do not follow proper etiquette
3. The same rules apply if you send me an assignment over email: the email should include a subject-heading, a sentence explaining what you are sending me, and your name.
4. I will not respond to emails after 6pm.
5. If you do not receive a response after two days, email again—you email may have got lost in spam or junk mail folders.
Class Attendance:
Students are expected to attend ALL class sessions: attendance is part of your participation grade. Students are allowed ONE UNJUSTIFIED ABSENCE. More than one unjustified absence will result in an F for your participation grade. All absences must be documented in order to be justified and allow you to make up quizzes. If you have more than 4 unjustified absences (two weeks of classes), you will earn F for the entire course.

It is your responsibility to make sure you keep up with the work done when absent. Please be aware that irregular attendance usually makes it difficult to do well in this class. If you cannot come to class, or will be unprepared due to unforeseen events, it is best to contact me as soon and early as possible, preferably by email.

Policy on Children in Class
This reflects my policy and support for students who are parents or guardians of babies or children.
1. I understand there can be unforeseen complications or disruptions in childcare that may require you to miss class in order to stay home with a child. If that is the case, please inform me. Please know, too, that occasionally bringing a child to class in order to cover gaps in childcare is perfectly acceptable. I only ask that you inform me before class begins.
2. I ask that all students work with me to create a work environment that is respectful of all forms of diversity, including diversity in parenting status.
3. In all cases when you have to bring a baby or child to class, either:
   - please sit next to the door so that you may be able to leave quietly without disrupting others if your child or baby needs attention. In this instance, you may step outside of class if needed.
   - please have your child sit next to you (or in the back if older) and ask they stay quiet during class so as not to disrupt other students’ learning. They may read, listen to music, or watch a video (provided it does not disrupt other students).
4. I understand that childcare means tiredness, complicated time management, and can interfere with completing your coursework. While I maintain the same expectations for all students in my classes regardless of status (including parenting status), never hesitate to come and see me so I can help in finding solutions or help to support balancing school and parenting.

A policy of honesty is usually always the wisest in communicating with me.

Office hours:
Always make an appointment (by email or in person) as this will avoid waiting. I also sometimes need to be absent during office hours (for meetings, etc. on which I have no control). I will try and accommodate you if these times are difficult. As a rule, I am not on campus on Mondays and Fridays. My office is not accessible (first floor without elevator): if coming to it is difficult, please inform me and I will meet somewhere accessible on campus.
Academic Affairs

Academic Advising
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466 or log onto http://www.tamucc.edu/~aac.

Disabilities Accommodations
The Americans with Disabilities 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 call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Academic Honesty/Plagiarism

**Definition:** In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation of academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: http://owl.english.purdue.edu/, and from our local Writing Center at CASA.

There will be a no-zero tolerance policy on cheating in class or plagiarism in take-home work. 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, whether intentional or not. Please remember that the university policy does not distinguish between sloppy habits, a mistake made once, or a deliberate attempt at cheating. All are considered plagiarism, that is academic dishonesty. Do not hesitate to ask me or Lauren if you are unsure.

To avoid plagiarism: always be safe rather than sorry!
PROPER CITATION INVOLVES USING BOTH QUOTATION MARKS AND FOOTNOTES
1. quotation marks indicate the material is from someone else
2. footnotes tell the reader when the information or idea come from.
You must always quote and cite when you use someone else' words or ideas, or to show where you got your information from.
Even when you are paraphrasing (rewriting in your own words), include a footnote.
It is best to avoid paraphrase and, instead, rely on quotations.
Note: wikipedia does NOT constitute an academic source that you may use.
We will discuss in class how best to avoid plagiarism

How to cite Chicago-Style:
The Chicago style (or Turabian) is the format used in history.
You can find the guidelines on the History area website or ask a reference librarian.
http://cla.tamucc.edu/history/History_Area_Guide_Fall2009.pdf

ALWAYS CHECK WITH YOUR PROFESSOR: THESE RULES ARE GENERAL AND EVERY PROFESSOR HAS DIFFERENT PARTICULAR REQUIREMENTS.
Papers that do not use the Chicago format will be downgraded by a 1/3 of a grade.
(for in-class quizzes, put page numbers in parenthesis)
The same rules about plagiarism apply to your in-class quizzes.

Grade Appeals
As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, 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 Procedure 13.02.99.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Web site at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. The last day to drop a class for the spring semester is April 10, 2020.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
Course Assignments

There will be a series of written assignments in this course.

Participation       20%
Write-ups      20%
Essay #1      10%
Essay #2      10%
Essay #3      40%

Write-ups:
There will be write-ups at the beginning of the class.
These will be given letter grades.
Write-ups test your knowledge AND they are an opportunity for you to put into clear and concise writing the knowledge you gained from your reading and to start formulating an analysis.
They help practice writing and give you a chance to organize your ideas.
You are allowed to use your notes but not the book.
When you take notes, do NOT copy word for word the textbook: take notes using your own language and practice using proper names for facts, developments, concepts. Develop short-hands, abbreviations, symbols to designate phenomena, facts, etc.
We will discuss in class how to take good and effective notes.
If you copy the book, this will count as plagiarism.
The final grade for your quizzes will be an average of all semester write-ups grades.

Deadlines:
Extensions will only be granted more than 2 days in advance.
In general, it is not wise to ask for more than one extension per semester (I reserve the right not to give you one if you have already benefited from one).
Late essays will be graded down by one full letter-grade for every day late.
Again, in trying to manage your time and work, a policy of honesty is usually the wisest in communicating with me.

Writing:
You will be asked to write three essays responding to a question (two short, one longer one).
The question usually asks you to reflect on the historical developments and issues of a particular time period, using primary sources as well as knowledge from the books, articles, and notes taken in class.
In the essay, you should demonstrate:
- your ability to critically engage the readings
- use of both primary and secondary sources
- your ability to reflect on the issues discussed and offer a original argument.
A history essay does more than just tell me what happened at the time. It does not just summarize.
It offers an argument (or interpretation) on how to think about that time period.

1. your essay should not be a summary of what happens during a time period, but include an analysis of how and why things happened and how we should understand them.
2. You may use and refer to all the knowledge you have acquired during the semester.
3. You will be asked to closely analyze a text (analysis of its language, vocabulary, meaning, assumptions, etc.).

Course Outline
Week 1

Jan. 21  Introduction
Syllabus overview

Jan. 23  The Cataclysm of World War Two
Lecture & Reading: Sanos, Simone de Beauvoir, Ch. 1, 2 & 3

Week 2

Jan. 28  1945’s Aftermath: The Cold War Order
Reading: Cohen, In War's Wake, Ch. 1 & 2

Jan. 30  Post-War Politics: (I)
Lecture & Reading: Césaire, Discourse on Colonialism

Week 3

Feb. 04  Post-War Politics (II)
Reading: Sartre, Existentialism is a Humanism & Beauvoir, An Eye for an Eye

Feb. 06  Thinking about Difference and Oppression (I)
& pp. 468-76, Beauvoir, The Second Sex, pp. 753-66 & Sanos, Simone de Beauvoir, Ch. 4

Week 4

Feb. 11  Thinking about Difference and Oppression (II)
Reading: Fanon, Black Skin, White Masks, Introduction to Ch. 2 (included)

Feb. 13  Reading: Fanon, Black Skin, White Masks, Ch 3 to Ch. 5 (included)

Week 5

Feb. 18  Colonialism, Violence and The War of Algerian Independence (I)
Lecture
Hand in Essay #1

Feb. 20  Colonialism (II)
Reading: Memmi, The Colonizer and the Colonized, Part One: pp.1-76

Week 6
Feb. 25  Colonialism (III)  
**Reading**: Memmi, *The Colonizer and the Colonizer*, Part Two: pp. 77-153

Feb. 27  Colonialism (IV):  
**Reading**: Camus, “Algeria,” & Fanon, “Algeria Unveiled”

**Week 7**

March 03  **The Scandal of Torture (I)**  
**Reading**: Henri Alleg, *The Question* & Beauvoir, *Djamila Bouacha* (Blackboard)

March 05  **The Scandal of Torture (II)**  
**Reading**: Sanos, *Simone de Beauvoir*, Ch. 5 & Kuby, “From the Torture Chamber to the Bedchamber” (BlackBoard)

**Week 8**

SPRING BREAK

**Week 9**

March 17  **Film Showing**: *Hiroshima Mon Amour*

March 19  **Film Showing**: *Hiroshima Mon Amour*  
Hand in Essay #2

**Week 10**

March 24  **The Sex of Violence**: Film Discussion  
**Lecture & Reading**: Sanos, “My Body Was Aflame with His Memory” (Blackboard)

March 26  **Decolonization’s Secrets**  
**Reading**: Fontaine, “Refugees, Sovereignty, and Humanitarian Anxiety: Regroupment Camps and the Limits of Universal Rights in the Algerian War” (reserve) & Shepard, *The Invention of Decolonization*, Ch.8 (Blackboard)

**Week 11**

March 31  **Cold War Politics and New Wave Culture**  
**Reading**: Ross, *Fast Cars and Clean Bodies*, p.71-122 & Jobs, Chapter Bardot (Blackboard)

Apr. 02  **Film Showing**: *Little Soldier*

**Week 12**
Apr. 07  **Film Showing:** *Little Soldier*  
Film Discussion

Apr. 09  **The Invention of Decolonization**  
**Reading:** Shepard, *The Invention*, Ch. 7 & 8

Apr. 10  **LAST DAY TO DROP CLASS**

Week 13

Apr. 14  **Memories of Violence (I)**  
**Reading & Discussion:** Kuby, *Political Survivors*, chapters TBD

Apr. 16  **Memories of Violence (II)**  
**Reading & Discussion:** Kuby, *Political Survivors*, chapter TBD

Week 14

Apr. 21  **Memories of Violence (III)**  
**Reading & Discussion:** Kuby, *Political Survivors, TBD*

Apr. 23  **Workshop:** preparing for Essay #3

Week 15

Apr. 28  **The Holocaust & Decolonization**  
**Lecture**

Apr. 30  **The Aftermath of 1962**  
**Film Showing:** *The Battle of Algiers*

Week 16

May 05  **LAST CLASS**  
**Film showing:** *The Battle of Algiers*

May 06  **Hand in Essay by 4pm in Dr. Sanos’ office.**  
**Make appointments with Dr. Sanos to discuss semester performance**  
May 11-13