FRENCH HISTORY, 1770-1871 focuses on the revolutionary period of modern France. This was a tumultuous and creative time, a time of revolution and reaction, republics and monarchies, liberalism and centralized power. We will study this period in three principal ways: by learning about the various regimes, politics, ideologies, and social patterns that marked the era; by reading documents written during this time and texts composed by some of its principal figures; and by analyzing selected works of present-day historical scholarship that help us understand modern France.

As we build this understanding, our thinking will be guided by the following questions: Why was it so difficult, during the century following the French Revolution, for France to develop a stable political regime? Why, in this connection, did France erupt into revolution in response to the problems it faced? And to what extent did the French Revolution define the nature and meaning of the period that followed it? Finally, what were the principal social and political groups that characterized this era, and how did those groups change during the century we consider?

Since this course is a seminar, discussion is its central feature. Each week you will be asked to talk in class about key aspects of the readings in question. To facilitate that discussion, I will organize the group into study teams of three members each. Every week, one team will be responsible for opening the discussion with a set of questions its members think the whole seminar should consider. The purpose of these questions is not to present the readings but to help create a structure for discussion.

In addition to completing the assigned readings in time for each class, you will be required to write four short essays during the semester. The first three will analyze aspects of the course readings in response to a choice of questions or topics I will hand out. Each essay should be about 5 double-spaced pages in length. The final paper will be a short piece of research (about 10 pages) that builds on the primary sources assigned in the course. For example, you might write a paper analyzing the accuracy of Tocqueville’s Recollections using recent historiography on the Revolution of 1848; or you could consider the extent to which one or more of the revolutions we study improved or diminished the lives of women. These are only examples; you will have considerable latitude in choosing your topic, which must be submitted to me no later than the beginning of Week 12.

READINGS AND ASSIGNMENTS
(All books are on reserve at Bobst, and many are in the IFS library as well)

The following books can be purchased at the NYU Bookstore (*denotes translation from the French):

Isser Woloch, Napoleon and His Collaborators: The Making of Dictatorship (Norton, 2001)
Susan Dunn, Sister Revolutions. French Lightning, American Light (Faber and Faber, 1999) opt.
Weekly Topics and Assignments

Week 1 (Sept 5) Introduction: the Past is Never Past.

Jeremy Popkin, A History of Modern France, chs. 1-5

1. THE OLD REGIME AND THE FRENCH REVOLUTION

Week 2 (Sept. 12) The Origins of The French Revolution

Jeremy Popkin, ch. 6
William Doyle, The Origins of the French Revolution

Week 3 (Sept. 19) The French Revolution

Popkin, chs. 7-8
Lynn Hunt and Jack Censer. Liberty, Equality, and Fraternity: Exploring the French Revolution

Week 4 (Sept. 26) Women and the French Revolution

Popkin, ch. 9
Dominique Godineau, The Women of Paris and Their French Revolution

Week 5 (Oct. 3) Napoleonic France

Popkin, ch. 10
Isser Woloch, Napoleon and His Collaborators: The Making of Dictatorship

Week 6 (Oct. 10) The French Revolution and World History

Susan Dunn, Sister Revolutions, chs. 6-7

First paper due

II. THE LEGACY OF REVOLUTION

Week 7 (Oct.17) The Restoration
Popkin, ch. 11
Stendhal, The Red and the Black

Week 8 (Oct. 24) The July Monarchy: Gender and Class

Popkin, ch. 12-13
William H. Sewell, Jr., Work and Revolution in France, chs. 7-10
Judith Coffin, The Politics of Women’s Work, ch. 2.
Bonnie Smith, “The Productive Life of Women,” in Ladies of the Leisure Class, ch. 3
Susan Grogan, “Playing the Princess:” Flora Tristan, Performance, and Female Moral Authority during the July Monarchy,” in Jo Burr Margadant, ed., The New Biography

Week 9 (Oct. 31) The Revolution of 1848 and the Second Republic

Popkin, ch. 14
Maurice Agulhon, The Republican Experiment, 1848-1852

Week 10 (Nov. 7) Tocqueville’s Revolution

Alexis de Tocqueville, Recollections, Parts I and II
Joan Wallach Scott, “The Duties of the Citizen: Jeanne Deroin in the Revolution of 1848” in Only Paradoxes to Offer, ch. 3
Second Paper Due

III. THE EMERGENCE OF A MODERN FRANCE?

Week 11 (Nov. 14) Paris: Capital of the Nineteenth Century

Popkin, ch. 15
Norma Evenson, Paris. A Century of Change, ch. 1

Week 12 (Nov. 21) The Second Empire and its Opponents

Popkin, ch 16
Philip Nord, The Republican Moment

Week 13 (Nov. 28) The Paris Commune

Popkin, ch. 17
Rupert Christianson, Paris Babylon, parts II and III
Third Paper Due

Week 14 (Dec. 5) The New Colonialism

Popkin, ch. 18
Anatole Prévost-Paradol, France
Paul Leroy-Beaulieu, De la colonisation chez les peuples modernes
Jules Ferry, “On Imperialism”

Week 15 (Dec. 12) No Class

Final Paper Due: Monday, December 17