HIST 0980B Professor Maud S. Mandel

Spring 2012, Mon. 3:00-5:20 Phone: 3-3915

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**Becoming French:**

**Minorities and the Challenges of Integration in the French Republic**

Recent controversies around Muslim integration, including debates around the headscarf and uprisings in the working class suburbs of large French cities, point to difficulties France has faced in integrating its minority populations. This course will explore the encounter between France and its immigrant, religious, and racial minorities from the Revolution, when the government adopted a state-centered, assimilationist approach to integration, to contemporary times. The first part will consider nineteenth-century efforts to transform rural peasants and Jews into French citizens. We then proceed to twentieth-century controversies around immigrant workers, Jews, and colonial and post-colonial migrants. By comparing paths of integration into the nation and public policies and discussions around minority integration, we will consider how minorities negotiated and reshaped their identities as they struggled to internalize France’s cultural and historical legacy. We will also addresses contemporary political and historiographical debates over the relationship between political citizenship and religious/cultural identity.

Designed as a sophomore seminar, the goal of the course is to introduce students to a particular problem of contemporary European history through a close study of one example (the formation of French nationhood through the inclusion—and rejection–of its minority nationals) while simultaneously introducing students to the discipline itself. Thus, the course will use the subject under study to introduce students to primary and secondary sources, historiographcial debates, and historical research. The course will culminate in a primary-source based research paper that ties these three components together.

## **Reading List**

(The following books have been ordered for purchase at the Brown Bookstore. Copies of these are also on reserve in the library. *You are not required to purchase anything*):

For purchase:

 Michael Burns, *France and the Dreyfus Affair: A Brief Documentary History*

 Medhi Charef, *Tea in the Harem*

Shannon Fogg, *The Politics of Everyday Life in Vichy France: Foreigners, Undesirables, and Strangers*

Mary Lewis, *The Boundaries of the Republic: Migrant Rights and the Limits of Universalism in France, 1918-1940*

Emmanuelle Saada*, Empire’s Children: Race, Filiation and Citizenship in the French Colonies*

Joan Scott, *The Politics of the Veil*

 Todd Sheppard, *The Invention of Decolonization*

Eugene Weber, *Peasants into Frenchmen* (on-line access through library is available)

On Reserve

A packet of readings is available through Online Course Reserves Access (OCRA), available through the library and through the Canvas course page.

## **Requirements**

Reading and class preparation: This course is designed as a discussion seminar. Please come prepared to discuss and analyze the assigned readings. Your participation in the discussion (and not merely listening) is a significant part of mastering the skills and material for this course and will be considered in your final grade. All reading is required.

Assignments:

A) Students should come to class with a question prepared to launch discussion. These should be broad questions that pull together several of the readings. Each class

I will pick one or two people randomly to kick things off.

B) Two 5-page response papers selected from the following six options. For your first paper, please select one of the options due on Feb. 10 or. 24. For your second paper, please select one of the options due on March 10 or 31 or April 21.

 **1) Monday, Feb. 10:** Address the excerpts in the OCRA from the “Transactions of the Parisian Sanhedrim” in the context of early 19th-century French history (provided in assigned secondary sources). As you read the passages from the Sanhedrim, consider what they can tell us about the

relationship between the French Jewish leadership and the French government. What did French officials expect from the Jewish minority living in France? How did Jewish leaders reconcile their newfound citizenship with their ethno-religious heritage? Assess the value and limitations of this source for understanding 19th century French Jewish history.

**2) Monday, Feb. 24:** Consider Lehning’s critique of Weber. Does he provide important correctives? Do he fundamentally challenge Weber’s thesis? Who makes the stronger argument? Why?

**3) Monday, March 10:** Write a review of Emmanuelle Saada, *Empire’s Children: Race, Filiation and Citizenship in the French Colonies*

**4) Monday, March 31:** Shannon Fogg considers “foreigners, undesirables and strangers” under one rubric in her book, *The Politics of Everyday Life in Vichy France.* Is this a useful way of thinking about political exclusion in World War II France?

**5) Monday, April 21:** Based on what you have learned in this class, how would you compare the position of Muslims in contemporary France to that of other minorities in French history? Is their situation comparable? Distinctive? In writing your essay, draw from readings and film material due on April 14 and 21.

C) Develop a character (parts to be assigned) from Michael Burns, *France and the Dreyfus Affair: A Brief Documentary History* for an in-class debate on Dreyfus guilt or innocence. Students will work in groups with others assigned their "character” to develop arguments for class discussion. **March 3.**

D) Ten-fifteen page research paper on a topic of your choice due **May 5.** Topic selection and initial bibliographies (including primary and secondary sources) are due **March 17.** Some possible topics include (but are not limited to): tracing the history of one particular minority in France; investigating recent controversies around the expulsion of Roma populations or the burqa; analyzing French political debates for and against minority integration; comparing the histories of anti-Semitism and Islamophobia/the Holocaust and North African colonization. Other options will be discussed in class.

Your grades will be composed as follows:

Response papers: 20 points each

Research paper: 45 points

Discussion/Launching Question: 10 points

Dreyfus Assignment: 5 points

## **Course Schedule**

**January 27: Introduction**

**February 3: Inventing the French Nation and the Ambiguities of Republican Universalism**

 Ernest Renan, “What is the Nation?” in Geoff Eley and Ronald Grigor Suny, *Becoming National: A Reader*, pp. 42-59 (OCRA)

 Eric Hobsbawn, *Nations and Nationalism since 1780*, pp. 14-45; 80-100 (OCRA)

Patrick Weil, *How to be French: Nationality in the Making since 1789*, pp. 11- 53 (OCRA)

 Dominique Schnapper, *Community of Citizens*, pp. 15-65 (OCRA)

 Gisela Bock, *Women in European History*, 32-81 (OCRA)

**February 10: The French Revolution, Napoleon, and the Jews**

 Pierre Rosanvallon, *The Demands of Liberty: Civil Society in France since the Revolution*, pp. 1-34 (OCRA)

 David A. Bell, *The Cult of the Nation in France. Inventing Nationalism*, 1680- 1800, pp. 1-22, 140-168 (OCRA)

 Paula Hyman, *The Jews of Modern France*, pp. 1-35 (OCRA)

 Mendes-Flohr and Reinharz, eds., *The Jew in the Modern World*, pp. 114-121 (OCRA)

 Paula Hyman, *The Jews of Modern France,* 35-52 (OCRA)

 Tama Diogene, *Transactions of the Parisian Sanhedrim*, 133-4, 150-7, 176- 83, 192-207 (OCRA)

 Lisa Leff, “The Jewish Citizen,” *Sacred Bonds of Solidarity,* 17-39

 Joshua Schreier, “Napoléon’s Long Shadow: Morality, Civilization, and Jews in France and Algeria, 1808–1870,” *French Historical Studies* 30/ 1, Winter 2007, pp. 77-103 (OCRA)

**February 17: No Class/President’s Weekend**

**February 24: Making Citizens during the Third Republic**

Eugene Weber, *Peasants into Frenchmen,* Introduction;Part 1 (Chapters 1, 2, 4, 6, 7, 8, 11); Part 2 (Chapters 12, 15, 16, 17, 18) Part 3 (any two chapters plus Chap 29).

 James Lehning, *Peasant and French: Cultural Contact in Rural France during the Nineteenth Century*, pp. 1-10, 11-34, 130-156 (OCRA).

**March 3: The Dreyfus Affair**

Michael Burns, *France and the Dreyfus Affair: A Brief Documentary History*

 **Note**: The first part of the course will involve a presentation from Dominique Coulombe on research tips for your final paper.

**March 10: Colonial Citizenship**

Emmanuelle Saada, *Empire’s Children: Race, Filiation and Citizenship in the French Colonies*

**March 17: From Immigrants to Citizens**

 Mary Lewis, *The Boundaries of the Republic: Migrant Rights and Limits of Universalism in France, 1918-1940*

**March 24: No Class – Spring Break**

**March 31: World War II, Outsiders and Public Opinion**

Shannon Fogg, *The Politics of Everyday Life in Vichy France: Foreigners, Undesirables, and Strangers*

 “Report by Gestapo on French-German cooperation on deportation of Jews, 8 July 1942,” “Gestapo Report on Deportation of Jews from France, 6 March 1943,” in Steve Hochstadt, ed. *Sources of the Holocaust*, 146-149; 154- 7 (OCRA).

**April 7: Decolonization and its Discontents**

 Todd Sheppard, *The Invention of Decolonization*

**April 14: Algeria in France: The “Second Generation”**

 Medhi Charef, *Tea in the Harem*

 Paul Silverstein, *Algeria in France*, 1-34, 76-120, 151-183 (OCRA)

 Film: *La Haine* (1995)

**April 21: Why the French Hate the Headscarf**

Joan Scott, *The Politics of the Veil*

Film: *The Class* (2008)