

HIST 417W
INTERCESSION 2019

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AQ 6017 (Th. 10:30-11:30)
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PROBLEMS IN MODERN FRENCH HISTORY: The Dark Years, 1940-1944

Our subject/themes

The years from 1940 to 1944 in France are often referred to as *les années noires* or “the dark years”. Defeated by Germany in 1940, France entered a period of occupation, collaboration, and resistance, a period that included multiple material, moral, and psychological challenges. In this upper-division seminar, we will consider the French experience of the Second World War from military defeat through the years of the German occupation and the Vichy regime; forms of resistance within and beyond France’s borders; the “Liberation”; and the war’s end. We will examine the changing nature of French society, politics, and culture; the daily lives of workers and families in urban and rural contexts; the territorial and ideological divisions of the French imperial nation-state; and the role of France in the Holocaust. Beyond 1944, we will reflect on the conflicted memory and legacies of this difficult period in the French past, from the immediate postwar years up to the present.

Skills we will work on in this course

Examining a range of sources in this **writing-intensive** seminar, you will:

- become more fluent in the analysis of different materials available to historians, including archival documents, memoir, literature, film, and scholarly interpretation/debates over the course and meanings of the Second World War in France and the French empire
- develop your communication and public speaking skills through class discussion and brief seminar presentations
- complete a series of shorter written assignments in preparation for, during, and following seminar to reflect on and exchange ideas about course materials
- develop more formal writing skills in assignments focused on course materials
- have the opportunity to explore an aspect of “the dark years” and their legacies in a more in-depth research project
- complete major written assignments in stages, including outline and draft development, peer response, and opportunity for revision

Required texts & other materials we’ll be reading

[Julian Jackson, *France: The Dark Years, 1940-1944*](#) (e-book format via SFU Library)
Irène Némirovsky, *Suite Française*

*A number of additional selections will also be required and accessible via the Canvas site for HIST 417W (Summer 2019). See the online version of this course syllabus for further details and updates/changes as the term proceeds.

“THE DARK YEARS”- a French history summer film series

Over the next several weeks, we will be watching a number of films together. On most **Thursday** sessions, we will meet in **AQ 6229** (AQ 6204 on May 9th!) instead of our regular seminar room. A significant part of our seminar on these days will be taken up by the screening of an important film from or about the period of the Second World War in France and the French empire. You are required to attend **all** of these screenings. Screenings will also be open to members of the university & wider community beyond our seminar group (space permitting). Feel free to invite a friend or family member to sit in. All of the films we will be watching are historically significant, and some of them are not easily viewed otherwise.

How your learning & assignments will be assessed this term

Seminar Participation

20%

Attendance

I think of every course I teach as a kind of community, and for a community to work, people need to show up. Your presence at **each and every** seminar meeting for the **entire** class session is vital. Being in the room **on time, every time** is where we start. Your **preparation** for class; your willingness to engage in **discussion** with other members of the seminar in ways that respect the divergent experiences and perspectives of others; and the **energy and empathy** that you bring to the exchange of ideas—these are the things that will make of our seminar a vibrant intellectual community. Your contributions to that community will help shape your own and our collective learning experience this term. Any absence not due to illness or emergency will have a significant negative impact on your final grade, and **three** such absences will earn you a zero out of 20% for participation. Please e-mail me prior to any class session that you will be unable to attend so that I will know not to expect you, and so that we can make sure you get caught up in time for the next class session.

Talking Points (S/NS)

Each week, you will prepare a set of “talking points” in advance of our seminar meetings. These will take the form of brief responses to prompts about the assigned “homework” materials for that week. They may include things like: the selection of key passages from assigned texts; the formulation of questions for discussion; reporting on results of outside research; and/or making connections between readings assigned for different weeks. Talking Points for the week must be completed on Canvas **before 12:00 pm on Tuesday** (see Canvas for weekly prompts). Late submissions will not be accepted except in cases of illness or emergency. You will lose **5%** of your participation grade for each week that you do not submit a complete set of satisfactory Talking Points.

Write NOW assignments

During this writing-intensive course, you will have a number of opportunities to reflect on course materials and discussion via brief, in-class reading & writing sessions. These assignments will take a variety of forms throughout the term. For example, you may be asked to read a short selection and reflect on it, to write out your thoughts after a film screening, to share what you've written with other members of the seminar, and/or to submit these assignments to me at the end of our class session. Students who miss a Write NOW opportunity due to illness or emergency may make up these assignments at a later time when appropriate. All other absences or incomplete/unsatisfactory assignments will have a negative affect on your final participation grade.

Afterthoughts (5 x 6%)	30%
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At the end of each week, you will complete a brief reflection on our seminar sessions for the week in the Discussion section of Canvas. This reflection will be shared with a small group of other seminar members. "Afterthoughts" should draw on and respond to our assigned materials and class discussion, focusing on a central idea/argument/question that has emerged for you over the course of the week. They must be a **minimum of 350** and a **maximum of 500** words in length. "Afterthoughts" must be completed after each Thursday seminar session and by **no later than 11:59 pm on Friday** each week. Once the Friday submission deadline has passed, you will need to log in to the Discussion a second time to review the submissions of all group members and to comment **briefly, but substantively** in response to **two** of your peers. These responses must be a **minimum of 100 words** in length. Late submissions will not be accepted except in cases of illness or emergency. The first of these "Afterthoughts" will be a "Practice" round (assigned a grade that will not count towards your final grade). You will lose **6%** of your participation grade for each incomplete/unsatisfactory "Afterthought" & follow-up commentary (including the "Practice").

Research Assignment-A HIST 417 Podcast Episode	40%
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This term, you will have the opportunity to research and produce your own, 10-minute episode of a podcast series our seminar will create as a group. Each episode will highlight a different text, film, event, or historical figure from our course. In your episode, you will introduce your subject, providing listeners with relevant background and context, and exploring its significance to the history of France and the French empire during the Second World War. Your episode will draw on your own research into the scholarly literature/discussion of your subject and your experience with the subject in our course.

Final interviews will include:

- introductory remarks
- background, context, and a discussion of relevant scholarship
- a segment in which you "interview"/exchange ideas with another student in our seminar about the subject
- closing remarks

Over the course of the term, you will participate in a number of mini-workshops and planning sessions designed to help you become familiar with the technical aspects of preparing, recording, and editing your episode. You will also work closely with at least one other member of our seminar to produce your individual episode, including one another in the planning and recording stages, and benefiting from one another's ideas and support as you complete the project. When completed, the series of episodes will be uploaded to a website that will be accessible to a wider public beyond our seminar. This assignment will be completed in stages, including opportunities for feedback and revision:

- **May 9th** - Topic sign-up: You will select the subject of your episode from a pre-circulated suggested list of topics (see Canvas)
- **May 16th** - Episode Proposal & Annotated Bibliography (5%): After you have chosen your episode topic, you will complete a brief proposal, identifying a **minimum of 5 scholarly sources** that you will use to develop your episode.
- **May 21st to 30th** - Episode Outlines & Draft Abstract (S/NS): You will submit a draft outline of your podcast episode on **May 21st**, a draft abstract summarizing your episode's contents on **May 23rd**, and a final outline for your episode on **May 30th**.
- **June 18th** - Final Episode & Abstract (30% + 5%): Final episodes will be recorded and edited during the last two weeks of the course. You will also complete a final abstract for your episode that will be used for the series website. Your completed submissions will be due by **June 18th at 12:00 pm**.

Portfolio Review	10%
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At the end of the term, you will have an opportunity to review your work in our course, including the writing you have accumulated over several weeks in the form of Talking Points, Write NOW assignments, Afterthoughts, and the different stages of your Podcast Episode. After looking over these materials, you will write a **3-page** (typed, double-spaced) critical reflection on how your historical reading and writing have developed over the course of the term. While this assignment will not require any additional research, it will include citation of course readings and films, as well as references to your own writing when appropriate. Portfolio reviews will be due by **June 21st 11:59 pm**.

Department policies on grading & academic integrity

- You are encouraged to familiarize yourself with departmental policies regarding citation, grades, and academic integrity. An outline of these policies can be found here: <http://www.sfu.ca/history/undergrad/historypolicies.html>
- You can find a helpful guide to academic honesty here: http://www.sfu.ca/students/academicintegrity/resources/academiconestyguide.html#main_content_title
- I can provide additional information on plagiarism and the SFU library website also has more information: <http://www.lib.sfu.ca/help/tutorials/plagiarism-tutorial>

E-MAIL: Please allow a **minimum of 24 hours** for a response to e-mail. Messages received late on Fridays, or over the weekend, may not receive a response until the following Monday. Please be sure to include a standard greeting, and to sign your name when sending e-mail.

CITATION: For all written assignments in this course, please be sure to familiarize yourself with the citation format outlined in the latest edition of the **Chicago Manual of Style**. Unless otherwise specified, all assignments will require the appropriate citation of sources in the form of endnotes or footnotes. A citation **Quick Guide** can be found here:
https://www.chicagomanualofstyle.org/tools_citationguide.html

If you need additional help/support

- **Come see me!** Don't hesitate to visit me in my office or to e-mail me with any questions or concerns you may have. If you cannot make my regular office hour on Thursday mornings, we will find another time that works.
- The **Student Learning Commons** has a number of resources to help you work on a range of academic skills, including workshops and one-on-one consultations focused on reading, writing, and EAL learning. You can find out more and/or book a consultation here: <https://www.lib.sfu.ca/about/branches-depts/slc>

Our course schedule

Week 1		Before 1939
READ- Stovall, <i>The French at War</i> , 15-28; Jackson, <i>France: The Dark Years</i> , 27-42; start Irène Nemirovsky, <i>Suite Française</i> , 1-48		
Tu May 7	<ul style="list-style-type: none"> • Introductions • What we talk about when we talk about “the dark years” • A Brief History of WWII France/Timelines • Syllabus overview -break- • Write NOW -break- • Closing discussion & Spotlight on “The Dark Years” podcast 	
REVIEW (between seminars): Podcast Episode Topics (via Canvas)		
Th May 9	<ul style="list-style-type: none"> • FILM SCREENING: Jean Renoir, <i>Les Règles du jeu</i> (1939)-AQ 6204 -break- • Discussion • Podcast-Topic sign-up & HOW-TO mini-workshop 	

Notes:

Week 2		Phoney War & Defeat
READ- Jackson, <i>France: The Dark Years</i> , 112-136; Nemirovsky, <i>Suite Française</i> , 49-204		
Tu May 14	<ul style="list-style-type: none"> • Talking Points -break- • Write NOW -break- • Discussion 	
Th May 16	<ul style="list-style-type: none"> • FILM SCREENING: Archival footage & selections from Marcel Ophuls, <i>Le Chagrin et la pitié</i> (1971)-AQ 6229 -break- • Discussion • Podcast-Proposal & Annotated Bibliography due 	

Notes:

Week 3		Vichy, Collaboration & the Holocaust
READ- Jackson, <i>France: The Dark Years</i> , 142-154, 166-170, 217-219, 330-341 & 354-381; Jean-Paul Sartre, "Paris Under the Occupation"; Nemirovsky, <i>Suite Française</i> , 207-357		
Tu May 21	<ul style="list-style-type: none"> • Talking Points -break- • Write NOW -break- • Discussion • Podcast-Draft Outline due 	
♪LISTEN (between seminars): <i>NBFS, Interview with Daniel Lee</i>		
Th May 23	<ul style="list-style-type: none"> • FILM SCREENING: Louis Malle, <i>Lacombe Lucien</i> (1974)-AQ6229 -break- • Discussion • Podcast-Abstract draft due 	

Notes:

Week 4		Resistance
<p>READ- Jackson, <i>France: The Dark Years</i>, 389-426 & 475-505; Germaine Tillion, excerpt from <i>Ravensbruck</i>; Lucie Aubrac, "Preface," <i>Outwitting the Gestapo</i>; Albert Camus, selection from <i>Combat</i></p> <p>♪LISTEN- NBFS, Interview with Ludivine Broch</p>		
<p>Tu May 28</p>	<ul style="list-style-type: none"> • Talking Points -break- • FILM: selections from René Clément's <i>Bataille du rail</i> (1946) • Write NOW -break- • Discussion 	
<p>Th May 30</p>	<ul style="list-style-type: none"> • FILM SCREENING: Jean-Pierre Melville, <i>Army of Shadows</i> -break- • Discussion -break- • Podcast-Final Outline due 	

Notes:

Week 5		The War &/in Empire
<p>READ- Frantz Fanon, "West Indians and Africans"; Pascal Blanchard & Ruth Ginio, "Imperial Revolution: Vichy's Colonial Myth"</p>		
<p>Tu June 4</p>	<ul style="list-style-type: none"> • Talking Points -break- • Write NOW -break- • Discussion 	
<p>Th June 6</p>	<ul style="list-style-type: none"> • FILM SCREENING: Rachid Bouchareb, <i>Indigènes</i> -break- • Discussion -break- • Podcast-Recording & Editing 	

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