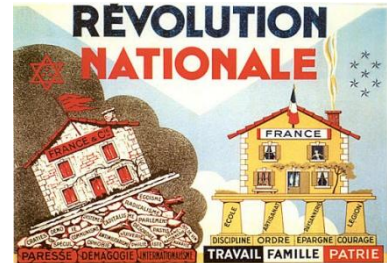


History 354

France in the Second World War



The Origins and History of Vichy France

- War, Occupation, Collaboration & Resistance -

Wilfrid Laurier University
Winter 2010

Lectures: 2:30 - 3:50pm
Room no. 4-103

Tuesdays & Thursdays
Alvin Woods Building

Instructor: Chantal Aubin

Office: Alvin Woods Building 4-117

Office Hours: Thursdays 4-5pm (or by appointment)

Email: caubin@wlu.ca

Telephone: 519 884 1970 x3389

All Students are required by the University to have an official Laurier e-mail address. The Registrar and class instructor will use it for official notices. Students should Check it regularly. (They can also arrange to have this e-mail automatically forwarded to a personal account.)

Special Needs: Students with disabilities or special needs are advised to contact Laurier's Special Needs Office for information regarding its services and resources. Students are encouraged to review the Calendar for information regarding all services available on campus.

Course Description:

After the defeat of May-June 1940, France experienced four years of German occupation. A conservative and collaborationist French government, headquartered in the town of Vichy and headed by Marshal Philippe Pétain, sought to transform the country's institutions and society by means of a "national revolution." This course begins with the background to the Vichy period through an examination of the crises of the 1920s and 1930s. It then looks at the reasons for the military debacle of 1940 and the political collapse of France's Third Republic (1870-1940). Topics for the Vichy period include the national revolution, the government's collaborationist policies, daily life under German occupation, the fate of French Jews, the Catholic Church, the condition of women, the growth of resistance movements at home and abroad, and the Liberation of 1944.

Assigned Texts:

- Julian Jackson, *France: The Dark Years, 1940-1944*
- Julian Jackson, *The Fall of France*.
- Philip Hallie, *Les Innocent Blood Be Shed: The Story of the Village of Le Cambon and How Goodness Happened There*

Distribution of Marks:	Important Dates:
Essay proposal & Annotated Bibliography: 10%	4 February
Midterm Test: 15%	23 February
Essay: 30%	18 March
Final Examination: 45%	TBA

Important Note: All of the elements that make up the final grade are obligatory. There is no extra work for credit. A grade of 'incomplete' will be given to students who fail to complete all parts of the evaluation.

THE LATE PENALTY FOR ASSIGNMENTS: 1% PER DAY (including weekends)

Guide to Historical Writing:

The History Department has adopted an official guide to writing essays and to notation style for use in all history courses: Mary Lynn Rampolla, *A Pocket Guide to Writing History*, 3rd edition (Bedford-St.Martins, 2001).

In addition to this guide, another useful source for questions of grammar, writing and structure is: William E. Messinger et.al, *The Canadian Writer's Handbook*, 5th edition (Oxford: OUP, 2008).

There are also a number of useful websites:

http://www.wlu.ca/page.php?grp_id=306&p=3115

<http://www.bedfordstmartins.com/benjamin/>

<http://www.bowdoin.edu/writing-guides/>

Some resources will also be posted on webCT during course of term, and there will be class discussions devoted to clarifying the expectations for the research paper assignment.

Lectures:

The following outline indicates the topic to be covered in each lecture and the reading assigned for each class. (Lecture topics may change due to unforeseen circumstances.) Because of time limits, the lectures cannot provide a complete narrative of events. Students must therefore read the assigned texts for broader coverage. *The material in these readings is an essential part of the course and students are responsible for it.* They may have to use this material to answer exam question.

Lecture 1	Tues. 5 January	Introduction to the Course
(no reading)		
Lecture 2	Thurs. 7 Jan.	France Makes War, 1914-1918
<ul style="list-style-type: none"> Jackson, <i>France: the Dark Years</i>, pp. 1-20. 		
Lecture 3	Tues. 12 Jan.	Left and Right in France (part 1): A French Fascism?
<ul style="list-style-type: none"> Jackson, <i>France: The Dark Years</i>, pp. 22-74. 		
Lecture 4	Thurs. 14 Jan.	Left and Right in France (part 2): The Popular Front.
<ul style="list-style-type: none"> Jackson, <i>France: The Dark Years</i>, pp. 74 -80. 		
Lecture 5	Tues. 19 Jan.	France and the Origins of the Second World War.
<ul style="list-style-type: none"> Jackson, <i>France: The Dark Years</i>, pp. 81-111. (Reminder: Jackson, <i>The Fall of France</i> must be read for next Tuesday, 26th January.) 		
Lecture 6	Thurs. 21 Jan.	The Fall of France: Presentation of video <i>World at War: France Falls</i>
<ul style="list-style-type: none"> Jackson, <i>France: The Dark Years</i>, pp. 112-129. 		
Lecture 7	Tues. 26 Jan.	CLASS DISCUSSION: The Fall of France
<ul style="list-style-type: none"> Jackson, <i>The Fall of France</i> (please read this <i>prior</i> to class.) 		
Lecture 8	Thurs. 28 Jan.	The Birth of a New Regime
<ul style="list-style-type: none"> Jackson, <i>France: The Dark Years</i>, pp. 129-148. 		
Lecture 9	Tues. 2 Feb.	Vichy's Foreign Policy – The Decision to Collaborate.
<ul style="list-style-type: none"> Jackson, <i>France: The Dark Years</i>, pp.166- 185. 		
Lecture 10	Thurs. 4 Feb.	International Policy: The “National Revolution”.
<ul style="list-style-type: none"> Jackson, <i>France: The Dark Years</i>, pp. 148-165. <p>***ESSAY PROPOSAL & ANNOTATED BIBLIOGRAPHY DUE***</p>		
Lecture 11	Tues. 9 Feb.	The Many Degrees of Collaboration.
<ul style="list-style-type: none"> Jackson, <i>France: The Dark Years</i>, pp. 190-248. 		

Lecture 12	Thurs. 11 Feb.	France's Overseas Empire and Colonies under Vichy.
<ul style="list-style-type: none"> Eric Jennings, <i>Vichy in the Tropics</i>, pp. TBA Available at the Library on STL and posted on webCT. 		
15 – 19 February: READING WEEK		
MIDTERM TEST:	Tues. 23 Feb.	WRITTEN IN CLASS
Lecture 13	Thurs. 25 Feb.	Vichy Culture and Cultural Collaboration.
<ul style="list-style-type: none"> Jackson, <i>France: The Dark Years</i>, pp. 252-68, 300-326 		
Lecture 14	Tues. 2 March	Charles de Gaulle and the Free French
<ul style="list-style-type: none"> Jackson, <i>France: The Dark Years</i>, pp. 385-401. 		
Lecture 15	Thurs. 4 March	The Resistance inside France.
<ul style="list-style-type: none"> Jackson, <i>France: The Dark Years</i>, pp. 402 – 523. (Reminder: Read Philip Hallie, <i>Lest Innocent Blood Be Shed</i> for next Thursday) 		
Lecture 16	Tues. 9 March	Vichy France and the Holocaust
<ul style="list-style-type: none"> Jackson, <i>France: The Dark Years</i>, pp. 354 – 381. 		
Lecture 17	Thurs. 11 March	CLASS DISCUSSION of Hallie, <i>Lest Innocent Blood Be Shed</i>. (Please read this book <i>before</i> class.)
Lecture 18	Tues. 16 March	The French Economy Under Vichy
<ul style="list-style-type: none"> Jackson, <i>France: The Dark Years</i>, pp. 185-89, 248-52. 		
Lecture 19	Thurs. 18 March	Public Opinion in Vichy France.
<ul style="list-style-type: none"> Jackson, <i>France: The Dark Years</i>, pp. 272-299. <p style="text-align: center;">*** RESEARCH ESSAY DUE IN CLASS TODAY ***</p>		
Lecture 20	Tues. 23 March	The Catholic Church under Vichy
<ul style="list-style-type: none"> Jackson, <i>France: The Dark Years</i>, pp. 268-271. 		
Lecture 21	Thurs. 25 March	Women and Family Life under Vichy
<ul style="list-style-type: none"> Jackson, <i>France: The Dark Years</i>, pp. 327-53. 		
Lecture 22	Tues. 30 March	The Liberation of France & Collapse of Vichy
<ul style="list-style-type: none"> Jackson, <i>France: The Dark Years</i>, pp. 527-69. 		
Lecture 23	Thurs. 1 April	The Settling of Accounts & Starting Over.
<ul style="list-style-type: none"> Jackson, <i>France: The Dark Years</i>, pp. 570 -632. 		

Written Assignments

There are two related written assignments in this course. The aim is to divide the exercise of producing a research essay into stages.

- The drafting of the essay topic proposal with annotated bibliography -- worth 10%
- The completed research essay based on the approved topic -- worth 30%

Together, these related assignments are worth of 40% of the course's final grade -- a significant portion of the overall mark. Therefore, care and attention must be given to the expectations for these assignments (outlined below and discussed in class)!

**Essay topic proposal and annotated bibliography assignment: DUE THURSDAY 4 FEB.
Late penalty: 1% per day**

An essay topic proposal must be submitted along with a **preliminary bibliography of at least 6 books and articles** that must be annotated. (The final bibliography for the essay should include 8-10 sources).

- **Within the annotation of the bibliography:** there must be evidence that the texts have been read and that some consideration has been made about how they could be used in relation to the proposed topic. Thus, the texts presented in the preliminary annotated bibliography must be relevant to the proposed topic. The annotation must include a synopsis of each author's topic and principle focus/thesis, and an indication of how the text could be incorporated as a research source for the paper. Chicago Style Notation is the requested format for the bibliographic citations. The annotation following each citation can be single spaced.
- **The Essay Topic Proposal** is, fundamentally, the question or statement that will analysed within the research paper. It is one to two sentences long and **it must be stated in the form of a interrogative statement (a question) or an imperative statement** (a command : 'Assess...', 'Discuss...'). This is order to provide an analytical focus for the paper. **Therefore, the essay topic proposal is NOT a simple title.**

Amendments to the essay topic proposals may be requested by the instructor. Once given final approval, the proposal will be recorded as the topic for the research paper. **No essay will be accepted unless its topic has received prior approval from the instructor.**

**Research Paper Expectations: DUE THURSDAY 18th MARCH
Late Penalty: 1 % per day**

- The essay should be 12 to 15 pages long with double spaced text.
- Font should be New Times Roman, 12 point.
- Pages: must be numbered (the title page is not included in numbering).
- At the 3rd-year level, an essay should *cite* at least **eight to ten books** and articles. It is not sufficient merely to list sources in the bibliography – *they must be used and cited within the paper.*
- The paper must include a formal bibliography (no annotation necessary) of at least 8 – 10 books and articles that have been used and cited within the text.

- All information and quotations must be attributed to their original source using either footnotes (at the bottom of the page) or endnotes (at the end of the text). **For bibliography and citation style, see Rampola, *A Pocket Guide to Writing in History*, section 5c.**
- Online sources must be from peer-reviewed journals. (Electronic formats of academic publications.) **Do NOT use ‘.com’ websites or Wikipedia -- or any ‘wiki’ source -- for research.**
- The essays will be marked on **grammar, punctuation and spelling** as well as for its analytical incisiveness, structural cohesion and sufficient use of evidence (drawn from research).

Important: You are responsible for keeping a back-up copy of your essay in case the one handed in goes astray; the version submitted to turnitin.com (see below) can serve as a back-up copy. The instructor also reserves the right to ask a student to produce his/her research notes and any preliminary drafts of the essays.

ELECTRONIC SUBMISSION OF ESSAYS:

You must submit one copy of the essay in electronic form to www.turnitin.com

If, for some reason, you cannot access turnitin.com, you must submit an electronic copy of the paper burned on CD along with the printed copy of the assignment. This CD must:

- Be in an envelope
- Have your name, course number, paper title and word-processing program used written on the disc. (the disc will be returned to you with the printout of the paper.)

The Course ID and Password for turnitin.com will be provided on webCT.

PLEASE NOTE THE FOLLOWING REGARDING ACADEMIC INTEGRITY:

You are required to express your ideas in your own words. Plagiarism – defined for the purposes of this course as the copying out, in whole or even in part, someone else’s work, whether published, unpublished, or posted on the internet, and then handing it in as your own – is a serious academic offense. It will result in a “0” for the assignment and may result in failure of the course. Serious cases of plagiarism will also be reported to the Dean of Arts.

Any phrases or sentences taken from another author must be put within quotation marks and properly footnoted. Words and phrases copied from somewhere else and footnoted are still considered plagiarized if they are not put within quotation marks. Do not quote too much, however. The essay should not be a string of footnoted quotations. It must demonstrate your ability to carry out research, synthesize ideas, and express them in your own words. You should therefore also **avoid paraphrasing**, i.e. taking sentences and paragraphs from your original source and merely rewording them slightly. **For more detail on quotation, plagiarism and paraphrasing, see Rampola, *A Pocket Guide to Writing in History*, sections 5a and 5b. You may also consult the information available on the webpage of Laurier’s Writing Centre: [https://www.wlu.ca/forms/1693/Why_We_Cite_Sources_in_Academic_Papers_\(revised\).pdf](https://www.wlu.ca/forms/1693/Why_We_Cite_Sources_in_Academic_Papers_(revised).pdf)**

SOME FINAL REMARKS:

- Students will maintain a proper decorum during lectures and seminars. This means refraining from conversations or any other behaviour that may distract others.
- Cellphones must always be *turned off* during lectures and seminars.
- Laptops are allowed in class, but only in order to take notes. Playing games, watching videos, reading e-mail, checking Facebook, etc. is strictly forbidden.

Important Note:

Any agreement between the instructor and a student to change requirements or conditions in this course Syllabus (e.g. A different deadline for handing in the essay, a special examination request, etc.) **must be confirmed in writing** or it is invalid. **All special requests should therefore either be submitted by e-mail or confirmed by e-mail** if made by oral agreement between the instructor and the student. In this way, there will be a record of the request and of the instructor's response.