

Prof. Christina von Koehler
University of California, Paris
Summer Program, 2011

Tuesday 14h00-16h
Thursday 14h00-16h

CULTURE COURSE: SOCIAL SCIENCE EMPHASIS PARIS PAST AND PRESENT

In France, the past is always present. This class is designed to provide students with an understanding of the intellectual framework and historical references that inform the most volatile issues debated in France today. Thorough study of the history of Paris from political, economic, and social perspectives will equip the student to analyze and evaluate current issues and events from both the French and the American perspective.

Required texts:

Alistair Horne The Seven Ages of Paris.

Course Reader: All other readings listed are in the xeroxed reader.

Read Horne's history as if it were a novel. Don't get bogged down in little facts and details, don't try to make an outline of every event he mentions. Use it as background and to double-check facts.

The essays in the course reader are intended as springboards for both your essays and our class discussions. Make sure to set aside time to read and think about the issues they raise.

Class requirements:

Your grade will be based on the following elements:

Analyses (3)	60%	(5-10% depends on the care you put into it: see below)
Invalides "scavenger hunt"	15%	
Class Participation	10%	
Final Exam	15%	

The **Analyses** are 3-4 page essays, typed and double-spaced. They should absolutely NOT be a dry summary of "then we did this, then we saw that." Nor should you try to cover everything.

They are your chance to talk to me in private about what interests you and should therefore be written with care. Pick a theme -- zero in on a topic -- which will allow you to combine aspects of our readings and discussions with your own observations of Paris (incl. on our group visits) during the previous two weeks. Start from those subjects suggested in italics in the syllabus, a cartoon caption, a line from one of the readings... see if you can use and make the connections between multiple sources: readings, visits, and your life.

Be creative! Comparison between France and other countries is welcome. Your work will be evaluated in terms of cohesiveness, logic, and originality. There are many avenues you can choose...feel free to discuss your ideas with me before or after any class. Once you find a title, you are on the way to the essay.

The essays are **due, at the latest**, on:

June 30/July 21/August 2 (but if you are inspired, please hand them in early!)

Note: *proofreading of your printed essay is required!* I will stay at the center after class on those days should you need time to look over your print-out. Catch all the typos and grammatical errors you can and just write all over the typescript! Pristine printouts larded with sloppy mistakes automatically lose points i.e. the essay which repeatedly

described “plagues” rather than “plaques.” Written work, no matter how incisive and original, that is filled with these kinds of mistakes is guaranteed not to receive an “A.” However, I would be glad to work *with* you on improving your writing style or overcoming difficulties with grammar. (A summary of frequent errors, easily fixed, will be distributed to the class).

The **Invalides “Scavenger Hunt”** sends you out on your own (or with friends) to one of the most symbolic sites in Paris. You will might to do some research or extra reading in order to complete the form, but most of all keep your eyes open! **Due July 12.**

Class Participation is required both in the classroom and on all of our group visits. In case of absence you are required to bring a doctor’s note to the office.

The **Final Exam** will be held in class on **August 4**. Prepared, but not open book, with the understanding that this demands preparation and thought on your part.. One week in advance, you will be given a dossier of articles to analyze in a comprehensive essay.

WEEK 1:

Wednesday June 22 – *Paris as palimpsest*

Skim through chapters in Horne: Intro and Age One.

The lecture is followed by a

Class outing: The Walls of the Louvre

Bring along the maps! (the first 5 pp. of the reader)

Thursday June 23 – *Henri IV: Would you want his job?*

Today: Freedom of religion or freedom from religion?

Reading: Horne, Age Two, Sections 4 and 5 (including “Worth a Mass”)

“The Edict of Nantes” of 1598

Jane Kramer, “Taking the Veil,” The New Yorker, Nov. 22, 2004.

Friday, June 24 – all-program excursion to CHANTILLY

WEEK 2:

Tuesday June 28 *Louis XIV: Constructions of power: real and/or symbolic?*

Today: Can a politician control his image?

Reading: Horne, Age Two, Section 6 (“Regicide, Regent and Richelieu”) and Age Three, Sections 7 and 8.

“The Frogs who asked for a King,” from Jean de La Fontaine, Fables
Barry Blitt, “First Anniversary,” New Yorker cover, Feb. 1, 2010

* **Wednesday June 29** –

1:00 p.m. at Accent: Introduction to the ballet “Les Enfants du Paradis” (“Children of Paradise”) (1 hour)*

Thursday June 30 – *The 18th century rejects old assumptions about religion and politics.*
Today: Why is it still dangerous to « dare to know? »

Reading: Horne, *Age Three*, Section 9 “Death of the Ancien Regime”

Excerpts from: Immanuel Kant, What is Enlightenment? (1784); Voltaire’s Treatise on Tolerance (1763) and his Philosophical Dictionary (1764) [sections on Tolerance, Dogma, Fanaticism, Persecution, Democracy, Equality]; Denis Diderot, « Political Authority » and « Slavery » from The Encyclopedia; Jean-Jacques Rousseau, The Social Contract (1762).

Dexter Filkins, « Defying Terror, Afghan Girls Go To Class, » The New York Times/Le Monde, January 24, 2009, p. 5;

Jonathan Mirsky, « A Hero of Our Time, » NYRB, Nov. 11, 2010, p.7.

--- *First essay due.*

Friday, July 2 – all-program excursion to CHARTRES

WEEK 3:

Tuesday July 5 – *The French revolution: by, for, or only in the name of the people?*

Today: Does being “ready for democracy” matter?

Reading: Horne...doesn’t deal with it, assuming the reader has been there already.

Emmanuel Sieyès, “Bourgeois Disdain...” (January, 1789),

“A Parisian newspaper account” and statistics relating to those who attacked the Bastille on July 14, 1789.

“The Declaration of the Rights of Man and of Citizens,” (August, 1789).

Wendell Steavenson, “Comment: Pessoptimism,” The New Yorker, March 14, 2011, pp. 17-18; cover illustration by Barry Blitt, “Hope is the Thing With Feathers.”

Maximilien Robespierre: “Notes” (1793); “Virtue and Terror” (Feb. 5, 1794);

“Administration of the Terror” (June 10, 1794).

Statistics, March 1793-August 1794, “Executions during the Reign of Terror.”

* **Wednesday July 6** –

* 7:30 p.m. The ballet “Les Enfants du Paradis” at the Opéra Garnier (GROUP 1) Metro stop “Opéra” for the #3, 7, and 8 trains.

Les Invalides (Napoleon's Tomb)

Scavenger Hunt on your own! Handout to complete will be distributed...you may chose another day to visit : opening hours/daily/10-5, and they pretty much stop letting people in by 4 :30. Remember to bring your Accent card for free admission. You decide whether to work alone or a group of 2 or 3.

Thursday July 7– Napoleon I: The Means and Ends of Political Power

Today: What do we want from our « leaders » and why do we want to trust them?

Reading: Horne, Age Four.

Selections from Napoleon's statements, private and public;

Niccolò Machiavelli, from The Prince (1514): “The Things for Which Men, and Especially Princes, are Praised or Blamed,” “Generosity and Parsimony,” “Cruelty and Compassion; and Whether It Is Better to be Loved Than Feared, or the Reverse,” “How Princes Should Honor Their Word.”

WEEK 4:

Monday July 11:

* 7:30 p.m. The ballet “Les Enfants du Paradis” at the Opéra Garnier (GROUP 2) Metro stop “Opéra” for the #3, 7, and 8 trains.

Tuesday July 12 – Peasants and Workers: The gap between rich and poor.

Today: Are we any better off?

Reading: Horne, Age Five, Section 13 (“Constitutional Monarchy and Revolt”)

Robert Darnton, “Peasants Tell Tales, The Meaning of Mother Goose,” from The Great Cat Massacre (NY: Basic Books, 1984/1999, pp. 9-65.)

Statistics on peasant mortality during the *ancien régime*

Testimony by factory workers (recorded by English parliamentary committees in the 1830's).

Jules Michelet, “Cheap Calico,” excerpted from The People (1846).

Amartya Sen, “Quality of Life: India vs. China,” NYRB, May 12, 2011, pp. 44-45.

Tony Judt, “Ill Fares the Land,” in the NYRB, April 29, 2010, pp. 17-19.

--- *Scavenger Hunt report due.*

Wednesday July 13 – *Napoleon III: Authoritarian Populism and its weaknesses.*

Today: who owns a city?

Reading: Horne, Age Five, Section 14 (“The Second Empire”)

Paul Goldberger, “Eminent Dominion, Rethinking the Legacy of Robert Moses,” from The New Yorker, Feb 2, 2007.

Thursday July 14: NO CLASS

WEEK 5:

Tuesday July 19 – *The Third Republic: Sacre Coeur vs. Eiffel Tower.*

Today: Mosaic or Melting Pot?

Reading: Horne, Age Five, Section 15 (“L’Année terrible”), and Age Six, Section 16 (“Belle Epoque”).

Photographs from the Parisian Universal expos of 1889, 1900, and 1937 .

Drawing of the central mosaic at Sacre Coeur

Ginger Thompson, “Balancing the Needs of Education vs. Assimilation,”

NYTimes/Le Monde, March 28, 2009, p. 7

Steven Erlanger, “France’s Push to Diversify Top Schools Tests Its Meritocracy Ideal,” NYT, July 1, 2010, pp. A1,A8.

Wednesday July 20 –

2:00 p.m. Class outing: L’Ile de la Cité

Meeting point: The equestrian statue of Henri IV in the middle of the Pont Neuf bridge.

Access: Metro #1 (Louvre-Rivoli), #7 (Pont Neuf)

Thursday July 21 – *World War I and its aftermath: can you go back to “normal?”*

Today: War: why?

Reading: Horne, Age Six

Roland Doregelès, “That Fabulous Day ;” Erich Maria Remarque, All Quiet on the Western Front (1929) ;

Obituary of Lazare Ponticelli, age 110, IHT, March 13, 2008.

Tony Judt, « What Have We Learned, If Anything ? » NYRB, May1, 2008.

--- *Second essay due.*

Friday, July 22 – all-program excursion to VERSAILLES

Note: Meet at the Fountain at St. Michel at 9:30 a.m. We will all visit the interior of the Chateau with their guides at 11:40. After that, those of you who wish can visit Louis XIV's gardens together with me (theme: myths and power).

WEEK 6:

Tuesday July 26 – WWII: Follow the leader?

Today: What does individual responsibility really entail?

Reading: Horne, Age Seven up to and including the section "Victory in Europe."

Robert Paxton, « Inside the Panic, » in NYRB, Nov. 22, 2007.

Tony Judt, "The Problem of Evil," in NYRB, Feb. 14, 2008.

Jean-Paul Sartre, « The Responsibility of the Individual, » from Existentialism (1956) ;

Excerpt from Albert Camus, The Rebel (1956).

Wednesday July 27 – Film screening: *Mon Oncle* by Jacques Tati

Background information in the reader is excerpted from Colin Jones, Paris, The Biography of a City, (New York: Viking Penguin, 2006 edition, pp. 447-454).

Thursday July 28 – *Is change always good?*

Reading: Finish Horne, Age Seven, from "First Signs of Recovery," to the end.

Herbert Muschamp, "Growing Accustomed to Paris's New Face," NYT, June 18, 1995 ;

Paul Goldberger, « Toddlin' Town, » The New Yorker, March 9, 2009, pp. 80-81 ;

Richard Bernstein, « The Death and Life of a Great Chinese City, » NYRB, March 26, 2009, pp. 40-42.

WEEK 7:

Tuesday August 2 – Final Review and discussion

--- *Third essay due.*

Thursday August 4 – Final Exam