

**UCEAP FRANCE PROGRAM
PARIS, FRANCE**

**CONFRONTING INJUSTICE: YOUTH PROTEST MOVEMENTS IN FRANCE
POLITICAL SCIENCE 150**

WINTER 2020

1. COURSE INFORMATION

Class Times: TBA
Class Location: ACCENT Study Center
Language of Instruction: English
UC Quarter/Semester Credits: 5/3.33
UCEAP Course Subject Area(s): Political Science, Urban Studies, Philosophy
Course Duration (weeks): 10 weeks

2. FACULTY INFORMATION

Faculty: Fredrik Rönnbäck, Ph.D.
Faculty Contact Information: ronnbac@nyu.edu
Office: UC Paris Study Center
Office Hours: by appointment

3. COURSE DESCRIPTION

One of the oldest traditions in France has been la *contestation*: a word that can be translated as questioning, entering into a dispute, confronting, protesting or simply contesting. French history has consequently borne the imprint of this long and lively history. More often than not these movements have been led by the youth, for whom protest was a means to bring about change and right what they viewed as wrong.

This course aims to journey through a number of such movements and investigate what was being contested, why, what was being proposed in its place, why and what was achieved as a result. We will start with the French Revolution of 1789. In the 19th century we will visit the barricades of 1848 and the Paris Commune, where the youth often paid with their lives for their ideals. We will analyze the texts of the thinkers and intellectuals who gave the youth the tools to question the status quo. Following these upheavals, we will continue into the 20th century, when the youth were faced with two cataclysmic wars in which their contestation became synonymous with choice, freedom and resistance. We will then concentrate on the movement that culminated in the year 1968, when the streets of Paris and other major cities witnessed an unprecedented level of contestation, challenging the all-powerful government of General de Gaulle. Here, too, we will study the texts that questioned authority. We will end with a glance at the beginning of the 21st century, where the youth—faced with the consequences of globalization, ecological concerns, unemployment at home and wars beyond their borders leading to major waves of migration—continue to confront and question what they view as unfair and unjust.

4. COURSE MATERIALS

Course Reader [CR]

5. COURSE LEARNING OUTCOMES

- Gain an understanding of the history of France's revolutionary tradition and question its origins and validity.
- Evaluate the importance of these historical events in France in relation to the rest of the world.
- Analyze in detail each of the events that saw a major confrontation between the people and the government.
- Contextualize or even empathize with the demands in each case through a reading of documents of the period.
- Examine the achievements of each social movement and consider their relevance today.
- Analyze contemporary protests as part of a historical tradition.

6. PREREQUISITES

There are no prerequisites for this course.

7. METHODS OF INSTRUCTION

Instruction will consist of lectures on history, philosophy and political science, as well as on theoretical concepts and methodology; student presentations; and class discussions on course topics as well as on readings.

8. COURSE REQUIREMENTS

Lectures & Site Visits

Class meetings will last 2.0 hours per session. Class time will be divided between lectures and group discussions in which active student participation is required. Students are expected to read the material assigned for each class and be prepared to discuss the material.

Class Participation

Attendance and active participation are required. Students are expected to do the readings assigned for each class meeting beforehand, and to actively participate in class discussions.

There is a list of study questions attached to every week. Students should come prepared to class to answer questions in relation to the study questions. Both discussion and comments in class are crucial to students' success in this course.

Oral Assessment – Group Presentations

Class will break up into groups. Each group will be asked to prepare a presentation on a topic of their choice. Students will be graded on the clarity, accuracy, the depth of research of the oral presentation as well as the ability to answer questions. The group will be graded together. Presentations should be no more than 20 minutes.

Written Assessment – Research Paper

Critical thought and analytical writing are fundamental components of the course and the final grade. The research paper is based on the oral presentation. Students will compose a 6-8 page research paper, in which the oral presentation topic is developed.

Essays will be 6-8 pages long and will include a title, introduction, main body, and conclusion. Essays must be typed, double-spaced in Times New Roman (12pt), and 2.5cm/1-inch margins on all four sides. The essay will be submitted in class on the date specified on the course schedule. No late submissions will be accepted.

Midterm Exam and Final Exam

The midterm and final exams aim at evaluating students' knowledge base, their ability to apply their analytical skills to discussions in class. Both the midterm and final exams will cover the material read and discussed in class up to the date of the exam. The exams will be comprised of both short answer and essay questions. Students will be required to compose their ideas in essay form and in a manner that addresses the topic as it relates to course content.

9. ASSESSMENT AND GRADING CRITERIA

The course will be graded on a 100-point scale, and the final grade will be determined as follows:

➤ Class Participation	15%
➤ Oral Group Presentation	15%
➤ Research Paper	25%
➤ Midterm Exam	25%
➤ Final Exam	25%

The numerical average will correspond to the following degrees of competence:

90 – 100	<i>Outstanding degree of competence</i>
80 – 89	<i>Good degree of competence</i>
70 – 79	<i>Adequate degree of competence</i>

- 60 – 69 *Basic degree of competence*
0 – 59 *Failure to demonstrate a basic degree of competence*

10. ATTENDANCE POLICY

Attendance is expected in all course meetings, course-related activities and visits/excursions on UCEAP programs.

- Students should plan to arrive on time to all course meetings. Students will be marked absent if they are not present at the start of class. Students will also be marked absent if they skip out early.
- Roll will be called as a matter of course. The class register is the official record of student attendance.
- Absences will adversely affect course participation grades. Students will be required to meet with the Academic Director if it is determined that their lack of participation in a course has a negative impact on the other students in the class (e.g., group presentations). When appropriate, the Academic Director will confer with UCEAP on disciplinary measures to take, including probation and dismissal from the program.
- No MAKE-UPS for missed work: if a student is absent on a day when there is some form of assessment (quiz, test, presentation, exam, etc.), there will be no make-ups.
- NO LATE ASSIGNMENTS: No late assignments will be accepted and no extensions will be given.
- No guests are allowed to participate in any UCEAP courses or site visits.

11. CLASS ETIQUETTE

Students studying abroad are ambassadors for the University of California and as such, should act with decorum and respect for others at all times. As participants on the UCEAP Winter Quarter Program in Paris students are subject to student conduct policies of UCEAP and ACCENT.

Students should seek to play their part in making the class a success. Students should arrive punctually for classes, taking special care to allow for journey times between the various venues. They should come to class with the necessary materials for taking notes, and bringing with them any books or suchlike required for the class. Students will be responsible for obtaining their own copies of any missed assignments and materials.

Food and drink may NOT be brought into the classroom or consumed during class. Cell phones and other electronic devices should be switched off upon entering the classroom or lecture room.

For more information, please consult the UCEAP Student Conduct and Discipline Policy at http://eap.ucop.edu/Documents/Policies/student_conduct_discipline.pdf.

12. ACADEMIC INTEGRITY

Students should remember that they are still subject to the academic integrity provisions of the University of California. The principle of honesty must be upheld if the integrity of scholarship is to be maintained by an academic community.

This means that all academic work—research papers, exams, and/or other assignments—will be done by the student to whom it is assigned, without unauthorized aid of any kind. Likewise, any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

For more information, please consult UCEAP Academic Conduct Policy at http://eap.ucop.edu/Documents/Policies/academic_conduct.pdf.

13. STUDENT ACCOMMODATIONS

UCEAP is committed to facilitating welcoming and reasonably accessible programs. Any student who because of a disability may require special arrangements in order to meet course requirement should present appropriate verification from the campus Disability Student Office to UCEAP advisors during the application process, and should contact Paris Director upon arrival to confirm the approved accommodations. No requirement exists that accommodations be made prior to completion of this approved university procedure. Disability status is confidential and should always be discussed in private.

For more information, please consult UCEAP Official website at <http://eap.ucop.edu/Diversity/Pages/students-with-disabilities.aspx>.

14. COURSE SCHEDULE

Date	Contents & Readings	Coursework & Site Visits
WEEK 0	<p><i>TOPIC:</i> Demanding Sovereignty: 1789</p>	<p>➤ For next class watch Andrzej Wajda's <i>Danton</i>, 1983</p> <p>Study Questions</p> <ol style="list-style-type: none"> 1. What is sovereignty? 2. Why is it important? 3. What are the difficulties with demanding sovereignty? 4. What was the role of intellectuals? 5. What was the role of the people?
	<p><i>READINGS:</i></p> <ul style="list-style-type: none"> ➤ Cecil Jenkins, <i>France, History and Culture</i>, chapters 5 & 6. ➤ The Declarations of the Rights of Man and of the Citizen. ➤ Decrees of 4 August 1789. 	
WEEK 1	<p><i>TOPIC:</i> Demanding Equality, Liberty, Fraternity, Parity</p>	<p>➤ Look for The French Revolution on the streets of Paris.</p> <p>Study Questions</p> <ol style="list-style-type: none"> 1. Discuss liberty 2. Equality 3. Fraternity 4. Indivisibility 5. Parity 6. Do these concepts have a universal meaning?
	<p><i>READINGS:</i></p> <ul style="list-style-type: none"> ➤ Jean-Fabien Spitz, "The Twilight of the Republic," in Christian Nadeau & Daniel Weinstuck, <i>Republicanism: History, Theory, Practice</i>, (2014). ➤ Olympe de Gouges, <i>Declaration of the Rights of Women and of the Female Citizen</i>, 1791. ➤ Louis-Marie Prudhomme, <i>On the Influence of the Revolution on Women</i>, (1791). 	
WEEK 1	<p><i>TOPIC:</i> Participatory Democracy The Revolutionary Press The Cafes in the French Revolution</p>	<p>Oral presentation, Group 1 Andrzej Wajda, <i>Danton</i>, 1983</p> <p>Study Questions</p> <ol style="list-style-type: none"> 1. Right of speech 2. Right of expression 3. Should there be a limit?
	<p><i>READINGS:</i></p> <ul style="list-style-type: none"> ➤ Ernst Bloch, "Man and Citizen according to Marx," in Erich Fromm (ed.) <i>Socialist Humanism</i>, (1965). 	
WEEK 2	<p><i>TOPIC:</i> Civil Disobedience: Rights and Wrongs? Property: Rights and Wrongs?</p>	<p>Oral presentation Group 2 Annie Vergne & Clarissa Palmer, <i>Olympe de Gouges, a beacon of Hope</i>, 2012</p> <p>Study Questions</p> <ol style="list-style-type: none"> 1. Is property theft?
	<p><i>READINGS:</i></p> <ul style="list-style-type: none"> ➤ Pierre-Joseph Proudhon, <i>What is Property</i>, (1840). 	

	<ul style="list-style-type: none"> ➤ Herbert Marcuse, "The Defense of Gracchus Babeuf Before the High Court of Vendôme," <i>Thoughts on the defense of Gracchus Babeuf</i>, (1969). 	<ol style="list-style-type: none"> 2. Can there be a society without property? 3. What is civil disobedience? 4. Can it be defended?
WEEK 2	<p>TOPIC: 1848 Charles Fourier Louis Blanc Auguste Blanqui</p> <p>READINGS:</p> <ul style="list-style-type: none"> ➤ Auguste Blanqui, <i>Parisians</i> (September 15, 1848). ➤ Extracts from Charles Fourier. ➤ Extracts from Louis Blanc. 	<p>Study Questions</p> <ol style="list-style-type: none"> 1. How viable are the thoughts of Louis Blanc 2. Of Auguste Blanqui 3. Of Charles Fourier
WEEK 3	<p>TOPIC: 1848 The Right to Work Womens' Rights</p> <p>READINGS:</p> <ul style="list-style-type: none"> ➤ Whitney Walton, "Writing the 1848 Revolution: Politics, Gender, and Feminism in the Works of French Women of Letters," <i>French Historical Studies</i>, Vol. 18, No. 4 (Autumn, 1994). ➤ Judith A. DeGroat, "The Public Nature of Women's Work: Definitions and Debates during the Revolution of 1848," <i>French Historical Studies</i>, Vol. 20, No. 1 (Winter, 1997). 	<p>Oral presentation Group 3 Gustave Flaubert, <i>Sentimental Education</i></p> <p>Study Questions</p> <ol style="list-style-type: none"> 1. The role of women in the revolution 2. What did they achieve? 3. How significant were these achievements?
WEEK 3	<p>TOPIC: 1848 Abolition of Slavery</p> <p>READINGS:</p> <ul style="list-style-type: none"> ➤ Decree of the Abolition of Slavery of April 27, 1848 French republic. ➤ Toussaint Louverture, <i>The Haitian Revolution</i>. 	<p>Study Questions</p> <ol style="list-style-type: none"> 1. Spread of revolutionary ideas 2. The silencing of certain historical events 3. Power in the writing of history
WEEK 4	<p>TOPIC: The Paris Commune</p>	<p>Oral presentation</p>

	<p>Self-government in Paris: Legality v. Legitimacy Reorganizing Society</p>	<p>Group 4 Peter Watkins, <i>The Commune</i></p> <p>Study Questions</p> <ol style="list-style-type: none"> 1. Why was the Commune so important? 2. What new ideas were born out of the Paris Commune? 3. How relevant are they today?
	<p>READINGS:</p> <ul style="list-style-type: none"> ➤ Stewart Edwards, "The Commune: Social Reform," in Stewart Edwards, <i>The Paris Commune, 1871</i>, (1971). ➤ Prosper Lissagaray, "Chapter III: The Eighteenth of March" ➤ Prosper Lissagaray, "Chapter VI: The mayors and the Assembly combine against Paris" ➤ Tony Cliff, <i>Women and the Paris Commune</i> 	
<p>WEEK 4</p>	<p>TOPIC: The Third Republic Divorce Law 1884 Laïcité The Public School System</p>	<p>Study Questions</p> <ol style="list-style-type: none"> 1. Reformism v. revolution 2. Stability under republicanism
	<p>READINGS:</p> <ul style="list-style-type: none"> ➤ Kathleen Alaimo, "Adolescence, Gender, and Class in Education Reform in France: The Development of Enseignement Primaire Supérieur, 1880-1910," <i>French Historical Studies</i>, Vol. 18, No. 4 (Autumn, 1994). 	
<p>WEEK 5</p>	<p>Midterm</p>	
<p>WEEK 5</p>	<p>TOPIC: World War I The Mutinies of 1917</p>	<p>Study Questions</p> <ol style="list-style-type: none"> 1. How did World War I change domestic politics in France? 2. Mutinies or political protests?
	<p>READINGS:</p> <ul style="list-style-type: none"> ➤ Leonard V. Smith, "The Implicit Struggle Becomes Explicit: The Mutinies of 1917," <i>Between Mutiny and Obedience: The Case of the French Fifth Infantry Division During World War I</i>, (1994). ➤ Stéphane Audoin-Rouzeau, "War and the Republic," in Edward Berenson, Vincent Duclert & Christophe 	

	Prochasson (ed.), <i>The French Republic: History, Values, Debates</i> , (2011).	
WEEK 6	<p>TOPIC: Existentialism The Interwar Period The Rise of Fascism</p> <p>READINGS:</p> <ul style="list-style-type: none"> ➤ Jean-Paul Sartre, "The Wall," <i>The Wall</i>, (1939). ➤ Sarah Bakewell, "Occupation, Liberation," <i>At the Existentialist Café</i>, (2016). 	<p>Study Questions</p> <ol style="list-style-type: none"> 1. Radical freedom 2. Individual v. collective action
WEEK 6	<p>TOPIC: World War II The Resistance The Vichy Regime</p> <p>READINGS:</p> <ul style="list-style-type: none"> ➤ Myron Echenberg, "Morts Pour la France: The African Soldier in France During the Second World War," <i>The Journal of African History</i>, (26:4, 1985). ➤ Marguerite Duras, "Monsieur X, Here Called Pierre Rabier," <i>The War</i>, (1985). 	<p>Oral presentation Group 5 Ousmane Sembène, <i>Camp de Thiaroye</i></p> <p>Study Questions</p> <ol style="list-style-type: none"> 1. Resistance v. collaboration 2. How did World War II change the image of France in the colonies?
WEEK 7	<p>TOPIC: The Algerian War Colonial Violence</p> <p>READINGS:</p> <ul style="list-style-type: none"> ➤ Kristin Ross, "The Police Conception of History," <i>May 68 and Its Afterlives</i>, (2002). ➤ The Manifesto of the 121 	<p>Oral presentation Group 6 Gillo Pontecorvo, <i>The Battle of Algiers</i></p> <p>Study Questions</p> <ol style="list-style-type: none"> 1. Who is responsible for colonialism? 2. What is treason? 3. Who speaks for the other?
WEEK 7	<p>TOPIC: May 68 The Glorious Thirty The Situationist International</p> <p>READINGS:</p> <ul style="list-style-type: none"> ➤ The Situationist International, "On the Poverty of Student Life," (1966). ➤ Maurice Blanchot, "Disorderly Words," (1968). 	<p>Study Questions</p> <ol style="list-style-type: none"> 1. What is progress? 2. What is alienation? 3. Art and politics
WEEK 8	<p>TOPIC: May 68 A New Left</p>	<p>Oral presentation Group 7 Georges Perec, <i>Things</i></p>

	<p>Student Organizing</p> <hr/> <p><i>READINGS:</i></p> <ul style="list-style-type: none"> ➤ Pierre Bourdieu, "The Critical Moment," <i>Homo Academicus</i>, (1984). 	<p>Study Questions</p> <ol style="list-style-type: none"> 1. What creates solidarity? 2. What makes revolt possible and/or inevitable? 3. The legacy of May 68
WEEK 8	<p><i>TOPIC:</i> After May: The Struggle Continues Second-Wave Feminism</p> <hr/> <p><i>READINGS:</i></p> <ul style="list-style-type: none"> ➤ Christine Delphy, "Women's Liberation: The Tenth Year," (1980). ➤ The Manifesto of the 343 	<p>Oral presentation Group 8 Olivier Assayas, <i>Something in the Air</i></p> <p>Study Questions</p> <ol style="list-style-type: none"> 1. The marginalization of women in political protests 2. Writing the history of social change
WEEK 9	<p><i>TOPIC:</i> The 2005 Riots</p> <hr/> <p><i>READINGS:</i></p> <ul style="list-style-type: none"> ➤ Mustafa Dikeç, "Voices into Noises: Revolts as Unarticulated Justice Movements," <i>Badlands of the Republic</i>, 2007. 	<p>Study Questions</p> <ol style="list-style-type: none"> 1. Riots or political protests? 2. Who has the right to use violence?
WEEK 9	<p><i>TOPIC:</i> Nuit Debout</p> <hr/> <p><i>READINGS:</i></p> <ul style="list-style-type: none"> ➤ Stéphane Hessel, <i>Time for Outrage!</i>, (2010) ➤ Interview with Frédéric Lordon, <i>Verso Books Blog</i>, September 12, 2016. 	<p>Study Questions</p> <ol style="list-style-type: none"> 1. A new global protest movement? 2. Are today's protests different from previous ones? How? 3. Have we become complacent?
WEEK 10	<p><i>TOPIC:</i> <i>Gilets Jaunes</i></p> <hr/> <p><i>READINGS:</i></p> <ul style="list-style-type: none"> ➤ Édouard Louis, "Can the Yellow Vests Speak," <i>Jacobin Magazine</i>, December 8, 2018. ➤ Interview with Daniel Cohn-Bendit, <i>The Observer</i>, December 8, 2018. 	<p>Study Questions</p> <ol style="list-style-type: none"> 1. Macron and the Yellow Vests 2. Who speaks for the movement? 3. Who are the Yellow Vests?
WEEK 10	<p>FINAL EXAM</p>	