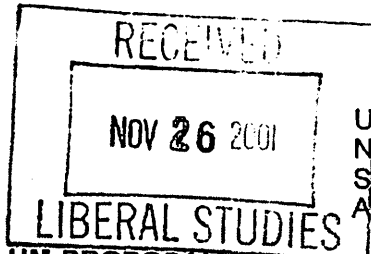


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App. 4/23/02  
Senate App 5/7/02

**CURRICULUM PROPOSAL COVER SHEET**  
University-Wide Undergraduate Curriculum Committee

**I. CONTACT**

Contact Person Dr. Tamara L. Whited Phone x72284

Department History

**II. PROPOSAL TYPE (Check All Appropriate Lines)**

**COURSE** France 1815 to Present  
Suggested 20 character title

**New Course \*** HIST 323 "France, 1815 to the Present"  
Course Number and Full Title

**Course Revision** \_\_\_\_\_  
Course Number and Full Title

**Liberal Studies Approval +** \_\_\_\_\_  
**for new or existing course** Course Number and Full Title

**Course Deletion** \_\_\_\_\_  
Course Number and Full Title

**Number and/or Title Change** \_\_\_\_\_  
Old Number and/or Full Old Title

\_\_\_\_\_  
New Number and/or Full New Title

**Course or Catalog Description Change** \_\_\_\_\_  
Course Number and Full Title

**PROGRAM:**  Major  Minor  Track

**New Program \*** \_\_\_\_\_  
Program Name

**Program Revision \*** \_\_\_\_\_  
Program Name

**Program Deletion \*** \_\_\_\_\_  
Program Name

**Title Change** \_\_\_\_\_  
Old Program Name

\_\_\_\_\_  
New Program Name

**III. Approvals (signatures and date)**

[Signature] 9/27/01  
Department Curriculum Committee

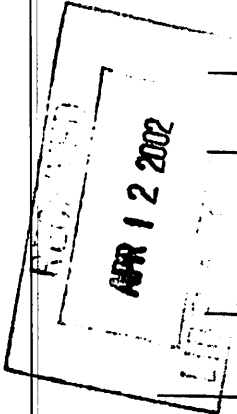
[Signature] 9/28/01  
Department Chair

[Signature] 10-17-01  
College Curriculum Committee

[Signature] 10/17/2001  
College Dean

[Signature] 4-25-02  
+ Director of Liberal Studies (where applicable)

\_\_\_\_\_  
\*Provost (where applicable)



## I. CATALOG DESCRIPTION

**HIST 323: France, 1815 to the Present (Writing-Intensive)**    3 lecture hours  
0 Lab Hours  
3 credits  
(3c-01-3sh)

**Prerequisites:** none

Provides a survey of French history from the end of the Napoleonic era to the present. The course pays special attention to the revolutionary tradition in politics, changes in the lives of workers and peasants, the French experience in the two world wars, and recent social and political trends.

## II. COURSE OBJECTIVES

**Students will:**

1. **gain access to a specific body of knowledge about modern France. In the process of integrating such knowledge, they will:**
  - a. **understand the major trends and events that have defined France as a modern nation-state and determined its particular and shifting place in modern world history;**
  - b. **know the major documents that are benchmarks for an understanding of modern France. These include France's eight constitutions since 1815; key treaties such as the Treaty of Versailles (1919) and the Evian Accords (1962); and principal social legislation, namely the vote for women (1944) and the PACS (Social Solidarity Pact, 1999);**
  - c. **integrate ideological concepts such as "liberalism," "socialism," "communism," and "imperialism," as well as concepts referring to specific events, namely "revolution" and "decolonization."**
2. **sharpen their understanding of history as a field by exploring the kinds of questions historians ask, what kinds of evidence they use, and how they formulate reason-based arguments.**
3. **practice and improve their ability to write in this writing-intensive course; reciprocally, the writing assignments will deepen students' analytical understanding of the material at hand.**

### **III. COURSE OUTLINE**

#### **Week 1**

Introduction to the course  
France in 1815: geography, society, images

#### **Week 2**

Post-revolutionary and Restoration France

#### **Week 3**

Discussion of Balzac  
The Revolution of 1830

#### **Week 4**

Social and Economic Change during the July Monarchy  
Utopian Socialism and the Social Crisis of the 1840s

#### **Week 5**

The Revolution of 1848

#### **Week 6**

The Second Empire  
The New Paris

#### **Week 7**

The Apogee of Rural Civilization  
The Terrible Year

#### **Week 8**

The Long-Lived Republic  
MID-TERM EXAM

#### **Week 9**

Shake-Ups: Boulanger and the Dreyfus Affair; Discussion of Johnson  
French Colonialism

#### **Week 10**

The French in World War One  
Standards of Living: discussion of Carles

#### **Week 11**

The Popular Front  
The French Experience of World War Two

**Week 12**

The Long Conclusion: Decolonization  
De Gaulle's Republic and 1968

**Week 13**

Discussion of Perec  
Modernization/Americanization: Whither France?

**Week 14**

Social and Political Trends in the Mitterrand Era  
Conclusion

**IV. EVALUATION AND GRADING**

Final grades will be distributed as follows:

Typed Transcripts of Notes (3): 10%  
Mid-term exam: 15 %  
Final Exam: 20%  
Précis (2): 10%  
Comparative Book Review and Revision: 30%  
Attendance and Class Participation: 15%

Grade Scale:

100-90: A    89-80: B    79-70: C    69-60: D    59 or below: F

Instructions for all written assignments will be provided on handouts. Specifically, I will evaluate class participation on the basis of 1) attendance – obviously a minimum requirement; 2) preparedness to discuss reading assignments on days either noted in your syllabus or announced in advance by me; 3) willingness to both ask and tackle questions coming from me or from your peers on a daily basis.

I will accept only the following as valid reasons for requesting a make-up midterm: 1) documented, serious personal illness; 2) documented crisis in your immediate family. No early final exams will be allowed.

**Attendance:** Students who miss more than two classes will have their attendance/ class participation grade lowered one half grade for each additional class missed. I may choose to raise the grade based on my assessment of your class participation.

## V. REQUIRED READING

Jeremy Popkin, A History of Modern France (2001)  
Honoré de Balzac, Eugénie Grandet (1833-34)  
Martin P. Johnson, The Dreyfus Affair (1999)  
Emilie Carles, A Life of Her Own: A Countrywoman in Twentieth-Century France (1991)  
Georges Perec, Les Choses: A Story of the Sixties (1965)

The books by Balzac, Carles, and Perec will be placed on reserve at the Library. All books will also be available for purchase at the Co-Op Store.

## VI. BIBLIOGRAPHY

- Agulhon, Maurice. The Republic in the Village. Cambridge University Press, 1982.
- Becker, Jean-Jacques, The Great War and the French People. Berg Press, 1986.
- Berlanstein, Lenard. The Working People of Paris, 1871-1914. University of Maryland Press, 1984.
- Bloch, Marc. Strange Defeat: A Statement of Evidence Written in 1940. 1940; Norton, 1968.
- Bredin, Jean-Denis. The Affair: The Case of Alfred Dreyfus. George Braziller, 1986.
- Burns, Michael. Rural Society and French Politics: Boulangism and the Dreyfus Affair. Princeton University Press, 1984.
- Corbin, Alain. Women for Hire. Harvard University Press, 1990.
- Edwards, Stewart. The Paris Commune of 1871. Quadrangle Books, 1971.
- Friend, Julius. The Long Presidency: France in the Mitterrand Years, 1981-1995. Westview Press, 1998.
- Gaspard, Françoise. A Small City in France: A Socialist Mayor Confronts Neofascism. Harvard University Press, 1995.
- Gildea, Robert. France Since 1945. Oxford University Press, 1996.
- Hélias, Pierre-Jakez. The Horse of Pride: Life in a Breton Village. Yale University Press, 1975.
- Hoffmann, Stanley. Decline or Renewal? France Since the 1930s. Viking Press, 1974.

- Kaplan, Alice. The Collaborator: The Trial and Execution of Robert Brasillach. University of Chicago Press, 2000.
- Koreman, Megan. The Expectation of Justice: France, 1944-1946. Duke University Press, 1999.
- Kuisel, Richard. Seducing the French: The Dilemma of Americanization. University of California Press, 1993.
- Lorcin, Patricia. Imperial Identities: Stereotyping, Prejudice, and Race in Colonial Algeria. I. B. Tauris, 1995.
- Margadant, Ted. French Peasants in Revolt. Princeton University Press, 1980.
- Marrus, Michael, and Robert Paxton. Vichy France and the Jews. Schocken Books, 1983.
- Marx, Karl. The 18<sup>th</sup> Brumaire of Louis Bonaparte. 1852; International Publishers, 1963.  
 \_\_\_\_\_ . The Civil War in France. 1871; Progress Publishers, 1948.
- Merriman, John. The Red City. The Clarendon Press, 1985
- Miller, Michael. The Bon Marché: Bourgeois Culture and the Department Store. Princeton University Press, 1981.
- Moses, Claire. French Feminism in the Nineteenth Century. State University of New York Press, 1984.
- Noiriel, Gérard. The French Melting Pot. University of Minnesota Press, 1996.
- Nord, Philip. The Republican Moment. Harvard University Press, 1995.
- Paxton, Robert. Vichy France: Old Guard and New Order, 1940-1944. Columbia University Press, 1972.  
 \_\_\_\_\_ . French Peasant Fascism. Oxford University Press, 1997.
- Pinkney, David. Napoleon III and the Rebuilding of Paris. Princeton University Press, 1958.  
 \_\_\_\_\_ . The French Revolution of 1830. Princeton University Press, 1972.
- Reader, Keith. The May 1968 Events in France. Palgrave, 1993.
- Rearick, Charles. The French in Love and War: Popular Culture in the Era of the Two World Wars. Yale University Press, 1997.

- Smith, Bonnie. Ladies of the Leisure Class. Princeton University Press, 1981.
- Sowerwine, Charles. Sisters or Citizens? Women and Socialism in France Since 1876. Cambridge University Press, 1982.
- Sternhell, Zeev. Neither Right nor Left: Fascist Ideology in France. University of California Press, 1986.
- Talbott, John. The War Without a Name. Faber and Faber, 1980.
- Traugott, Mark. The French Worker: Autobiographies from the Early Industrial Era. University of California Press, 1993.
- Weber, Eugen. Peasants into Frenchmen. Stanford University Press, 1976.
- \_\_\_\_\_. France: Fin-de-Siècle. Harvard University Press, 1988.
- \_\_\_\_\_. The Hollow Years: France in the Nineteen-Thirties. Norton, 1994.
- Wylie, Lawrence. Village in the Vaucluse. Harvard University Press, 1957.
- Zeldin, Theodore. The Political System of Napoleon III. Norton, 1958.

## COURSE ANALYSIS QUESTIONNAIRE

### Section A: Details of the Course

**A1** How does this course fit into the programs of the department? For what students is the course designed?

This course is designed primarily for History and Social Science Education majors. However, as a writing-intensive course, it represents a viable choice for all undergraduates wishing to fulfill three credits of their writing-intensive requirement through work in history. The course falls into line with other 300-level courses in the History Department: it focuses at an upper-division level on a specific geographic area within a specific, limited, time period.

**A2** Does this course require changes in the content of existing courses or requirements for a program?

This course necessitates no such changes. No catalog descriptions of other courses or departmental programs will need to be altered.

**A3** Has this course ever been offered at IUP on a trial basis (e.g. as a special topic)?

This course was offered once, in Spring 1998, as a Special Topics course (HI 481). However, at that time it was not offered as a writing-intensive course.

**A4** Is this course a dual-level course?

This course is not offered as a dual-level course.

**A5** If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

This course may not be taken for variable credit.

**A6** Do other higher education institutions currently offer this course? If so, please list examples.

A course in modern French history constitutes a mainstay in most history departments, to the best of my knowledge. Please see attached web pages for examples from two universities.

**A7** Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation. Explain why this content or these skills cannot be incorporated into an existing course.

No such requirements exist. Whereas the skills emphasized in this course are skills reinforced in most upper-division History Department courses, the specific content is inseparable from the country and time period under consideration, as well as from the professor's specialty.



## **Section B: Interdisciplinary Implications**

**B1 Will this course be taught by one instructor or will there be team teaching? If the latter, explain the teaching plan and its rationale.**

The course will be taught by one instructor.

**B2 What is the relationship between the content of this course and the content of courses offered by other departments?**

The content of this course is not covered by courses in other departments. Three French Department courses, FRNC 254 "Civilization of Modern France," FRNC 373 "French Civilization," and FRNC 463 "Studies In French Culture and Civilization," focus on high culture (music, art, literature) and cultural institutions over time but do not emphasize political or social history. Please see attached letter from Dr. Foster Jones of the French and German Department.

**B3 Will seats in this course be made available to students in the School of Continuing Education?**

Seats will be made available to students in the School of Continuing Education in accordance with standard procedures employed by the department and the School of Continuing Education.

## **Section C: Implementation**

**C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedules of current faculty. What will be taught less frequently or in fewer sections to make this possible?**

Faculty resources are adequate: one section of the course will be taught by Dr. Whited every fourth semester, thus in no way jeopardizing her ability to offer all of the other courses she teaches on a regular basis.

**C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy?**

No additional resources will be needed to teach this course; however, the success of the course will depend on the functionality of standard classroom equipment and the continuation of the Library's purchasing in the field of modern French history.

**C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired?**

None of the resources for this course will be funded by a grant.

**C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?**

This course will be offered in the Spring semester, every other year. Spring is preferable to Fall in that during the preceding Fall semesters Dr. Whited will offer

HIST 322, "The French Revolution and Napoleon," making a logical two-semester sequence for students wishing to have a thorough introduction to French history since 1789.

**C5** How many sections of this course do you anticipate offering in any single semester?

One section of this course will be offered in a given semester.

**C6** How many students do you plan to accommodate in a section of this course? Is this planned number limited by the availability of any resources? Explain.

The department plans to accommodate twenty students in a section of this course, in accordance with departmental norms for writing-intensive courses.

**Section D: Miscellaneous**

None.

## **WRITING SUMMARY – HIST 323 “France, 1815 to the Present”**

HIST 323, “France, 1815 to the Present,” is proposed for identification as a “W” course. The course will be taught every other Spring. Students will include sophomores, juniors, and seniors; class size is limited to twenty-five. The course will count toward a History or Social Science Education major, or a History minor.

Students will be expected to produce five types of writing in this class:

- 1. WRITING TO HELP UNDERSTAND AND INTEGRATE MATERIAL COVERED IN CLASS:** Students shall submit a typed, revised transcript of their notes from three classes taking place during the first four weeks of the course. The typed version of the class notes must be approximately two pages and contain statements of the following: 1) the most important point made during discussion or lecture; 2) the sub-arguments and evidence presented to reinforce the main point of the class; 3) questions that the material raised for the student; 4) connections to other ideas or topics. Only the second and third transcripts will be graded. The purpose of this writing assignment is to have students hone their listening skills and render what they have heard into accurate, lucid, and useable notes. Finished, edited prose is not expected for this assignment. 10% of grade.
- 2. WRITING FOR EVALUATION:** The mid-term exam will contain a take-home essay portion. Students will receive a choice of essay questions several days prior to the exam and be expected to submit typed, polished, two-to-three page essays for any two questions. Questions will cover both assigned readings and material covered in class. The final exam will be a written exam consisting of identifications of key people, events, and ideas written in a bluebook. 35% of grade.
- 3. WRITING TO PREPARE FOR A COMPARATIVE BOOK REVIEW:** See #5 below. In preparation for the longer term paper, students shall submit a two-page précis for each of their chosen books. An example of the assignment sheet is attached. The objective of the assignment is to encourage students to focus on the book’s central argument and evidence, and the author’s point of view. 10% of grade.
- 4. WRITING TO EXPAND KNOWLEDGE AND EVALUATE SCHOLARSHIP:** The most important writing assignment for the course asks students to read two additional books on a topic of their choice and write a comparative book review about them in ten pages. See sample assignment sheet. Students’ progress on this paper will be monitored at various points in the semester by 1) assignment #4, above, and 2) an opportunity for students to revise the paper. These papers will be expected to exhibit sound organization, a central argument focusing on **comparison**, roughly equal attention to both books, and, particularly for the final draft, impeccable prose. A grade for the first draft (35%) will be averaged with a

grade for the final draft (65%) to calculate the overall grade for the paper. 30% of grade.

5. **OTHER WRITING:** Students will be taking notes on a regular basis during class. On occasion, a short, ungraded in-class writing assignment will be given as a way of preparing students for class discussion based on assigned readings.

**NOTE:** The final 15% of the course grade will be based on attendance and class participation.

**Summary of Writing Assignments for HIST 323**

Assignment	# of Assignments	Total # of Pages	Graded (yes/no)	Revisions (yes/no)	% of Final Grade
Typed Transcripts of Class Notes	3	~6	2: yes 1: no	no	10
Exams	2	~10	yes	no	35
Précis	2	4	yes	no	10
Comparative Book Review	1	10	yes	yes	30
Note-taking and In-Class Writing	N/A	variable	no	no	0

## **Instructions for Comparative Book Review**

### **I. Getting Started**

Fairly early in the semester, each student should select a topic from the list given at the end of this handout. I encourage, though do not require, those of you with more background in twentieth-century European history to choose topics pertaining to the nineteenth century. Begin by picking two or three possibilities and looking up these topics in an encyclopedia or in Popkin's A History of Modern France. A statement of your topic will be due in the first week of February.

Your next step is to find two books that treat the topic; start with our own library but be prepared to use interlibrary loan if necessary. Rather than grabbing the first two titles you come across, skim a number of books before selecting two. Choose books that appear to represent a thorough scholarly treatment of the topic and that look interesting to you! Secondly, I require you to choose books that have been written in the last fifteen years. Finally, I must know your selections by the third week of February. I will ask you to turn in a large (4" x 6") index card on which you have written 1) the topic you have chosen and 2) full bibliographic information for each book, including the book's length. Use the following style:

Wright, Gordon. France in Modern Times. 4th ed. New York: W. W. Norton & Co., 1987. 494 pages.

If you wish to submit your selections for approval earlier than the due date, you may do so.

### **II. Content**

This paper is **not** to be two book reports stuck together. Your job is to analyze the main themes and evidence in each book and compare them. The two obvious ways in which to structure such a paper are 1) to analyze each book separately and compare them toward the end of your paper; 2) to compare the books throughout your analysis of them. The second method, while often more challenging, is usually more interesting for the reader, though you will not be penalized if you choose the first method. In either case, be sure that you do not give short shrift to the task of **comparison**! Indeed, the thesis statement for your paper should make a comparative judgment of the two books.

The following questions should guide your analysis of each book and your comparison of the two. As you read your books, it would be worthwhile to take notes with these questions in mind:

1) Evaluation and interpretation: What is the author's central thesis? Does the author offer logical reasoning and reliable evidence to support this thesis? Are all parts of the book relevant? Does the author seem to omit key questions or issues related to the topic?

2) Examining the book's relevance: Does the author's general view of history emerge in the book? Is there an overarching interpretation discernible throughout? What is the book's central contribution to the study of the topic? What is your major criticism of the book?

Of course, it will be very important to use specific examples in your paper to support your own evaluation. Short, well chosen quotations may be effective, but I will lower your grade for unnecessarily long quotations that you attempt to use in place of your own analysis.

### III. Structure

Your paper should be about 10 pages long. It should use a normal font (such as this size) and one-inch margins on all sides. The paper should be double-spaced with an absolute minimum of smudges, erasures, etc. Significantly longer or shorter papers are not acceptable. Submit one copy of your paper and staple it in the upper left-hand corner. A full grade will be taken off for each day late. Papers are due on April xx.

The paper must show proper use of the English language. This means careful attention to the details of spelling, punctuation, grammar, and usage. Be sure to check the accompanying sheet titled "Stylistic Requirements" before submitting your paper. No person can be considered educated unless he or she is able to write his or her native language properly and with a minimum of errors. I expect your paper to be logically and consistently organized (i.e., sentences in the same paragraph should be meaningfully related to each other, and paragraphs should relate meaningfully to the overall paper), and to contain an introduction with a thesis statement as well as a logical conclusion.

You do not need to use footnotes or endnotes for this sort of paper. As authors of review articles in journals often do, you can state the author, title, and publication information (same style as on the notecard you turn in) for both books at the very top of your paper -- just below your name and date and the title of your paper. When referring to specific points in the books, paraphrasing, or quoting, document by typing the author's last name and the requisite page number in parentheses at the end of the sentence before the period (Wright, 68).

Finally, you must be fully aware of the meaning of plagiarism and absolutely certain that every effort has been made to avoid it. Plagiarism occurs when you use someone else's ideas and claim them, implicitly or explicitly, as your own. When you are borrowing ideas from others, they must be given full credit. Moreover, using other people's words and particular phraseology too closely constitutes a kind of plagiarism. To avoid this, make certain that you summarize other people's ideas in your own words. When using the author's precise words serves your purposes, then, of course, quote them properly.

#### **IV. Possible Topics**

##### **19th Century**

**Cities and City Life (may choose one particular city)**

**The Growth of Education**

**Working-Class or Bourgeois Women**

**Political Mobilization in 1848**

**Napoleon III's Foreign Policy**

**The Birth of Modern Advertising and/or the Modern Press**

**The Paris Commune of 1871**

**The Transformation of the Peasant and/or Rural Life**

**The Dreyfus Affair**

**Labor and/or French Socialism**

**The French Way of Imperialism (may choose one particular colony)**

##### **20th Century**

**The Birth of Modern Art**

**French Cinema**

**The Enfranchisement of Women**

**Foreign Policy of the 1920s and 1930s**

**Vichy France and the Jews**

**The Thirty Glorious Years**

**The Algerian War**

**The French Welfare State**

**De Gaulle and France's Image Abroad**

**Immigration and Assimilation since World War II**

**I would prefer that all of you choose your topics from this list; however, if you have another topic in mind, you may pursue it upon my approval.**

## Précis Assignment Sheet

A précis is essentially a paraphrase, a concise summary of a piece of writing.

The purpose of a précis is at least twofold. One purpose is to accurately encapsulate the major arguments and supporting points of an essay, article, book, etc. Since your précis will be based on scholarly monographs, whose arguments may be quite detailed, you may be challenged to find the "skeletal structure" of the writing. I will not expect you to take note of every sub-argument and example, but I will grade on the basis of how well you located and articulated the major argument and pieces of evidence. As you can see, this assignment tests the quality of your reading as well as that of your writing.

How do you recognize the major argument? All historians set out to answer a question. What is the burning question that the author is aiming to answer? Sometimes authors state or suggest the central question in the first paragraph or so, but not always. Think of the argument as the answer to that central question. You should be able to state the argument in one sentence, even if your authors do not.

Another purpose of writing a précis is to reduce a complex essay or book to manageable size in your own words in order to more effectively imprint the key information on your mind. These précis, if well done, will give you a considerable head start on drafting your comparative book review.

Given the brevity of these assignments, you should quote very little from your chosen books. If you can't resist one or two particularly meaningful phrases or sentences from the books, then quote, but be sure to choose your quotations well.



of Spain, Italy, and Portugal during the 19th and 20th centuries. 3 hrs. (Jensen).

**Hist 444. Intellectual and Cultural History of Modern Europe.** Philosophy, social, thought, and the arts from the Enlightenment to the present. 3 hrs. (Mackaman).

**Hist 445. Racial Thought in the Western World.** A comparative history of racial thought in Western society from the late Middle Ages through the modern period. 3 hrs. (Mackaman).

**Hist. 446. Tudor-Stuart Britain.** A survey of political religious, intellectual, and economic developments in Tudor-Stuart England. 3 hrs. (Smith).

**Hist. 447. Social History of Victorian Britain.** An exploration of changing social conditions during the 70-year period of the Victorian era, including Victorian values, the position of women and children, popular protest, and trade unionism. 3 hrs. (Barnett).

**Hist. 449. History of Modern Spain.** Survey of the political, social, religious, and national history of Spain since the 18th century. 3 hrs. (Jensen).

**Hist 454. France, 1815-Present.** A survey of French history after Napoleon emphasizing the evolution of political and social structures. 3 hrs. (Mackaman).

**Hist 455. History of the German Lands Since 1815.** A survey of political and social developments in the German-speaking regions from the early 19th century to reunification in 1990. 3 hrs. (Bahm).

**Hist 456. Nazi Germany.** A survey of the political, diplomatic, economic, and social developments in Germany from 1919 through 1945. 3 hrs. (Harper).

**Hist 458. Modern Russia and the Soviet Union: 1861-1991.** An introduction to the history of modern Russia and the Soviet Union from the Great Emancipator to the August 1991 coup. 3 hrs. (Bahm).

**Hist 459. Eastern Europe in the 20th Century.** An introduction to the diversity of social, political, and cultural experiences of regions in East-Central Europe. 3 hrs. (Bahm).

**Hist 482. Studies in European History.** Examines various topics in modern European history. Content of course may vary. 3 hrs. (Staff).

**Hist 484. Proseminar in European History.** Variable topics in European history. May be repeated for up to six hours. 3 hrs. (Staff).

**Hist 492. Special Problems.** Prerequisite: Permission of instructor. Provides the opportunity to study a special topic or area of interest with a specialist in the field. (Students undertaking a Senior Honors Project will enroll in HIS H492.) 1-3 hrs.

### American History

**Hist 344. Studies in United States History.** Examines various topics in American history. Content of course will vary. May be repeated for a total of nine hours. 3 hrs. (Staff).

<http://www-dept.usm.edu/~history/ungrad.html>

6/29/01

University of Southern Mississippi

**B:** 19th century; emphasis on romanticism and development of socialist and aesthetic critiques of industrial civilization. Offered in alternate academic years. *J. Beecher*

**125C. European Intellectual History, 1870-1970. S**

Drawing on experiments in autobiography, the arts, and social theory, this course focuses on ideas and images of modernity in European culture. It also highlights the role of the intellectual as politically engaged or disillusioned witness in a violent century. *B. Thompson*

**127. Fascism and Resistance in Italy.**

Examines Italian politics, society, and culture during the fascist regime and World War II; interdisciplinary focus, emphasizing history, literature, and film. *C. Polecritti*

**128. Rise of the Dutch Republic. S**

Focuses on the origin of the Republic in the revolt against Spanish overlordship, and its political, social, and economic development in the 16th and 17th centuries. Offered in alternate academic years. *B. Sharp*

**131\*A-B. English History. F**

Emphasis on the interaction between social, economic, religious, and political developments. An attempt to place these phenomena in the context of the wider European and world scene. **A:** The period from 1485 to 1689. **B:** The period from 1689 to 1990. Offered in alternate academic years. *B. Sharp*

**132. History of Gender in Modern Europe. F**

This course will explore through historical readings the history of gender in Europe ranging from the early modern period into the 20th century. *N. Andrews*

**\*133. German History.**

The development of German civilization, including philosophy and literature as well as politics and diplomacy in the 19th and 20th centuries. Offered in alternate academic years. *M. Cioc*

**134A. French History: Old Regime and Revolution. W**

French history from the Middle Ages through the Revolution. Focus on the rise and fall of "absolute" monarch, the nature of Old Regime society, the causes and significance of the French Revolution. Attention to those who endured as well as to those who made events. Offered in alternate academic years. *P. Whalen*

**\*134B. French History: The 19th Century.**

Social, political, and cultural history of France from the Revolution to WWI. Focus on the Revolutionary tradition, the Napoleonic myth, the transformation of Paris, and the integration of the peasantry into the national community. Readings include novels by Stendhal and Balzac. Offered in alternate academic years. *J. Beecher*

**\*134C. French History, 1914-Present.**

The social, political, and cultural history of France from WWI to the present. Offered in alternate academic years. *T. Stovall*

2-semester  
sequence

**135\*A-\*B-C. Russian History. F**

From its beginnings to the present. **A:** Kievan and Muscovite Russia to 1689. **B:** Imperial Russia. **C:** 20th-century Russia. Offered in alternate academic years. *P. Kenez*

**\*139. East Central Europe: History and Literature after 1945.**

Examines the literary and cultural developments in Poland, Hungary, Czechoslovakia, and East Germany as they become part of the Soviet Bloc in the aftermath of World War II. Considers the complex relationship between history and literature as it evolved during the Stalinist period, followed by the Budapest Uprising, Prague Spring, Solidarity, and the Velvet Revolutions of 1989. Focuses on the ways in which literature and film adapt to, reflect, and resist the geo-political domination of the USSR. Readings include literary texts, film, and publicistic writing. Offered in alternate academic years. *P. Kenez, G. Slobin*

**140A-B. Colonial and Revolutionary America. W, S**

Explores the political, social, economic, and cultural development of British North America from the first European/Amerindian contacts in the late 16th century through to the establishment of the US. **A:** Founding to 1750; **B:** 1740-1815. A is not prerequisite to B. Satisfies the American history and institutions requirement. Offered in alternate academic years. *M. Westerkamp, T. Wayne*

**141A. Africa to 1800. F**

Introduction to history of Africa. Topics include states and "stateless" societies, culture, society and economy in the pre-modern era, stratification, oral traditions, long distance trade, the coming of Islam, and the evolution of the South Atlantic system and its social, political, and other consequences. Some background knowledge of Africa helpful. Offered in alternate academic years. (General Education Code: E.) *D. Anthony III*

**141B. Africa from 1800 to the Present. W**

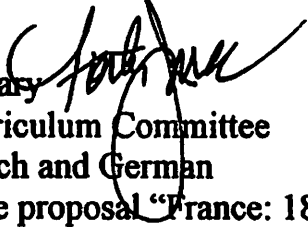
How Africa lost its continental, regional, and local autonomy in the era of European imperialism. The components of European hegemony, Christian proselytization, comparative colonial strategies and structures, nationalism, decolonization and independence and the disengagement from neo-colonial patterns and the colonial legacy. Case studies from northern and subSaharan Africa. Some background knowledge of Africa

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To whom it may concern

From: Foster Jones, Secretary   
French Section Curriculum Committee  
Department of French and German

Re: The new history course proposal "France: 1815 to the present"

Date: August 20, 2001

I am sure I speak for colleagues in the French section of the Department of French and German when I applaud Professor Whited's decision to add this course to the history department's offerings. It will be a valuable addition to French studies on this campus and I look forward to recommending it to our French majors.

She is accurate when she notes that our department's offerings in French culture and civilization do not emphasize political or social history. Thus, I can see no conflict with the content of our courses. And as a rule of thumb, possible similarities or duplications are immaterial since her course will be largely in English for a English-speaking audience, ours largely in French for French language students.

