

France in the 21st Century: Politics, Protest, and Identity

Political Science 172

University of Iowa • Spring 2011

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Office Hours: Tues. 10:45 am-12:30 pm and Thurs. 5:15-6:00 pm , or by appointment in 375 SH

Course Description

France continues to be one of the most dynamic and interesting countries in Western Europe. This course will provide you with a thorough understanding of France at the end of the 20th and beginning of the 21st century. We will first start with a brief history of France's Fifth Republic and explore institutional development and the key events that have shaped politics in France over the last fifty years. With this foundation, we'll turn to France in the early 21st century and explore the following issues: How does protest (and "going to the streets") still affect French politics? What shapes voters' decisions? What explains the rise and success of the extreme right? Who is a citizen? What does it mean to be French? What is the role of women in French society and how does gender influence politics and policies? And finally, what is France's role in the European Union and on the world stage?

Reading Materials

There are two books that are required for the course. Both are available at Iowa Book. There is also a copy of each on reserve at the library. You may also purchase the books on-line. If you do, be sure to get the 7th edition of the Safran book.

The remaining readings are in an on-demand coursepack available at Zephyr Printing. These readings are marked as [CP].

John Bowen. 2007. *Why the French Don't Like Headscarves. Islam, the State, and Public Space*. Princeton: Princeton UP.

William Safran. 2009. *The French Polity*. 7th ed. Pearson Longman.

As part of the course, you should also stay on top of developments in French politics throughout the semester. Good English sources for French news are—*The New York Times* (www.nyt.com); *The Economist* (www.economist.com), *The Financial Times* (www.ft.com), and

the BBC (www.bbc.co.uk), and France24 (www.france24.com). If you read French, I'd also encourage you to check out the French press from time to time. Publications to explore include national newspapers, such as *Le Monde*, *Le Figaro*, and *La Libération*, and news magazines, such as *Le Point*, *L'Express*, and *Le Nouvel Observateur*. All are available on-line. For an alternative view of French politics, check out www.rue89.com and *Le Canard Enchaîné*.

***Economist* subscriptions are available at a reduced price for the semester. 15-week subscriptions are available for \$28.80. Please let me know by Jan. 27th if you'd like a subscription. Checks are to be made out to The Economist.

Evaluation

Your grade in this course will be comprised of the following 100 points:

Midterm Exam	25%
Final Exam	25%
Participation (includes in class assignments/quizzes)	15%
Current event presentation and leading discussion	10%
Two papers (3-4 pages)	25% (1 st -10%; 2 nd -15%)

Important Info & Policies

- In general, I will not allow extensions on assignments or alternate exam dates. However, should you find yourself in a situation where you will not be able to turn an assignment in on-time or be present for an exam, please advise me of this as soon as you can, and not the day the assignment is due or the day of the exam or afterwards. We will work together to come up with a solution.
- A late assignment will be penalized 1/3 of a grade for each day it is late. After 1 week, I will no longer accept it.
- Pop Quizzes or in-class assignments cannot be made up.
- You are allowed 3 unexcused absences. After this, 2 points will be deducted from your final grade for each additional unexcused absence. Remember that your final grade is out of 100 points. If you know you will be missing class beyond the 3 allowed, please provide me with documentation as soon as you can. Should you miss class for a medical emergency, you will need to provide documentation from your medical provider.
- Grade appeals must be in writing. You will need to explain why you believe you deserve a grade different than what you received.

Syllabus

Introduction and Preliminaries (Jan. 18 & 20)

Safran, ch. 2 (pgs. 25-44)

"The Art of the Impossible." *The Economist*. Oct. 26, 2006. [CP]

Origins of the 5th Republic: De Gaulle, Indochina, and Algeria (Jan. 25 & 27)

Safran, ch. 1

Jeremy Popkin. 2001. *A History of Modern France*. 2nd ed. Ch. 30, pgs. 256-63. [CP]

John Tagliabue. "Both Hero and Traitor, but No Longer on the Map." *The New York Times*. Jan. 2, 2011. [CP]

Ayo Coly. 2008. "Memory, History, Forgetting: A Review of Rachid Bouchareb's *Indigènes* (2006)." *Transitions*. 98: 150-55. [CP]

Constitution of 1958 I: Decision-Making, Presidents, Prime Ministers, and Parliaments (Feb. 1 & 3)

Safran, ch. 6-7

Constitution of the French 5th Republic. (<http://www.assemblee-nationale.fr/english/8ab.asp>)

John Huber. 1999. "Parliamentary Rules and Party Behavior during Minority Governments in France." In *Policy, Office, or Votes?* Wolfgang Müller and Kaare Strøm, eds. Pgs. 258-77. [CP]

Suzanne Daley. "In Underwhelming Turnout, French Voters Cut Presidential Term." *The New York Times*. Sept. 25, 2000. [CP]

Constitution of 1958 II: Elections and Electoral Rules (Feb. 8 & 10)

Safran, pgs 142-52

William Andrews. 1962. "The Suppléant System for the French National Assembly." *Parliamentary Affairs*. XVI: 274-78. [CP]

Julie Dewoghélaëre, Raul Magni Berton, and Julien Navarro. 2006. "The *Cumul des Mandats* in Contemporary French Politics: An Empirical Study of the XIIe Législature of the *Assemblée Nationale*." *French Politics*. 4: 312-32. [CP]

Richard Bernstein. "France Adopting New Voting Plan." *The New York Times*. April 3, 1985. [CP]

"Winner Take Less." *The Economist*. March 22, 1986. [CP]

Reaction to Post War France I: Americanization and Anti-Americanism (Feb. 15 & 17)

Richard Kuisel. 1993. *Seducing the French: The Dilemma of Americanization*. Ch. 3-6. [CP]

Sophie Meunier. 2005. "Anti-Americanisms in France." *French, Politics, Culture, and Society*. 23.2: 126-41. [CP]

Excerpts from *Jour de Fête* (1947) and *Blowing Up Paradise* (2005).

Reaction to Post War France II: May 1968 and Social Movements (Feb. 22 & 24)

Andrew Feenberg and Jim Freedman. 2001. *When Poetry Rules the Streets: The French May Events of 1968*. Albany, NY: SUNY Press. Pgs. 3-68. [CP]

Sara Waters. 1998. "New Social Movements in France: Une Nouvelle Vague Citoyenne?" *Modern and Contemporary France*. 6.4 : 493-504. [CP]

"The Phoney Revolution." *The Economist*. March 23, 2006. [CP]

Steven Erlanger and Alan Cowell. "Sarkozy Strengthens Moves Against French Protesters." *The New York Times*. Oct. 20, 2010. [CP]

Excerpts from *People's Century: Young Blood, 1968* (1995)

Midterm Review (Mar. 1)

****MIDTERM—MARCH 3****

Party Politics I: Left, Right, Center, Green (Mar. 8 & 10)

Safran, pgs. 83-124 and 132-139

Florence Haegel. 2004. "The Transformation of the French Right: Institutional Imperatives and Organizational Changes." *French Politics*. 2: 185-202. [CP]

Jae-Jae Spoon. 2007. "Evolution of New Parties: From Electoral Outsiders to Downsian Players—Evidence from the French Greens." *French Politics*. 5: 121-43. [CP]

"War of the Roses." *The Economist*. Nov. 27, 2008. [CP]

March 15 & 17—Spring Break

Party Politics II: National Front (Mar. 22 & 24)

Pierre Bréchon and Subrata Kumar Mitra. 1992. "The National Front in France: The Emergence of an Extreme Right Protest Movement." *Comparative Politics*. 25.1: 63-82. [CP]

Paul Hainsworth. 2004. "The Extreme Right in France: The Rise and Rise of Jean-Marie Le Pen's *Front National*." *Representation*. 40.2: 101-14. [CP]

Robert Hester. 2009. "Co-opting the Immigration Issue within the French Right." *French Politics*. 7.1: 19-30. [CP]

France 24. "With Eye on Far Right Leadership, Marine Le Pen Stirs the Pot." Dec. 14, 2010. www.france24.com. [CP]

Parties and Voters: Party ID, Ideology, and the 2007 Elections (Mar. 29 & 31)

Safran, pgs. 124-132, 140-42

Eric Bélanger, Michael S. Lewis-Beck, Jean, Chiche, and Vincent Tiberj. 2006. "Party, Ideology, and Vote Intentions: Dynamics from the 2002 French Electoral Panel." *Political Research Quarterly*. 59.4: 503-15. [CP]

Sylvain Brouard and Vincent Tiberj. 2005. "Race, Class, and Religion: The Political Alignments of the 'French Muslims'." Paper prepared for delivery at the Annual Meeting of the American Political Science Association. [CP]

Jae-Jae Spoon. 2008. "Presidential and Legislative Elections in France, April-June 2007." *Electoral Studies*. 27: 155-60. [CP]

Read additional articles on 2007 election.

Universalism and Identity I: Gender Quotas and Parité (Apr. 5 & 7)

Safran, pgs. 51-55.

Mona Lena Krook. 2007. "National Solution or Model from Abroad? Analyzing International Influences on the Parity Movement in France." *French Politics*. 5: 3-19. [CP]

Joan Wallach Scott. 2005. *Parité! Sexual Equality and the Crisis of French Universalism*. Ch. 6. [CP]

Rainbow Murray. 2008. "The Power of Sex and Incumbency: A Longitudinal Study of Electoral Performance in France." *Party Politics*. 14.5: 539-54. [CP]

Tara Patel. "Bearded Women Challenge French 'Boys Club' Boards in Paris." *Bloomberg Business Week*. June 9, 2010. [CP]

Universalism and Identity II: Headscarves, Burqas, and National Identity Debate (Apr. 12 & 14)

Safran, pgs. 35-44

John Bowen. 2007. *Why the French Don't Like Headscarves*. Chaps. 1-6, 10 and choose from one of 7-9. [CP]

Bruce Crumley. "Why France's National Identity Debate Backfired." *Time*. Feb. 12, 2010. [CP]

David Gauthier-Villars and Charles Forelle. "French Parliament Passes Law Banning Burqas." *Wall Street Journal*. Sept. 15, 2010. [CP]

Excerpts from *Wide Angle—Young, Muslim, and French* (2004) and *France—Black, White, and Blue* (2006)

Universalism and Identity III: Decentralization and Regionalism (Apr. 19 & 21)

Safran, pgs. 303-19

Frans Schrijver. 2006. "France, Regionalism in the One and Indivisible Republic." In *Regionalism after Regionalisation: Spain, France, and the United Kingdom*. Amsterdam: Amsterdam University Press. Pgs. 171-208.

E-book: <http://site.ebrary.com/lib/uiowa/docDetail.action?docID=10182187>

Alistair Cole. 2006. "Politics on the Periphery: Brittany and Republican France." In *Redefining the French Republic*. Alistair Cole and Gino Raymond, eds. Manchester: Manchester University Press. Pgs. 44-64. [CP]

Elaine Sciolino. "In Blow to Paris, Corsica Rejects French Restructuring Plan." *The New York Times*. July 6, 2003. [CP]

"Not Quite a Wipeout." *The Economist*. Mar. 22, 2010. [CP]

France's Role on the World Stage: Globalization, Europeanization, and Franco-African Relations (Apr. 26 & 28)

Safran, pgs. 366-79

Sophie Meunier. 2004. "Globalization and Europeanization: A Challenge to French Politics." *French Politics*. 2: 125-50. [CP]

Gilles Ivaldi. 2006. "Beyond France's 2005 Referendum on the European Constitutional Treaty: Second-Order Model, Anti-Establishment Attitudes and the End of the Alternative European Utopia." *West European Politics*. 29.1: 47-69. [CP]

Tony Chafer. 2005. "Chirac and 'la Françafrique': No Longer a Family Affair." *Modern and Contemporary France*. 13.1: 7-23. [CP]

Steven Erlanger. "Union of Mediterranean, About to Be Inaugurated, May Be Mostly Show." *The New York Times*. July 7, 2008. [CP]

France in the 21st Century: Wrap-Up and Review (May 3 & 5)

Safran, pgs. 379-82

Re-read "The Art of the Impossible." [CP]

Final Exam—May 13th at 7:30 AM

STUDENTS WITH DISABILITIES Website: <http://www.uiowa.edu/~sds/> Instructors will make reasonable accommodations for students with physical, mental or learning disabilities. Students with disabilities which may require some modification of seating, testing, or other class requirements are to inform the instructor (after class or during the instructor's office hours) so that appropriate arrangements may be made. It is the student's responsibility to contact Student Disability Services, 133 Burge Hall (335-1462) and obtain a Student Academic Accommodation Request form (SAAR). The form will specify what course accommodations are judged reasonable for that student. An instructor who cannot provide the accommodations specified, or has concerns about the accommodations, must contact the Student Disability Services counselor who signed the request form within 48 hours of receiving the form from the student.

DEPARTMENTAL/COLLEGIATE COMPLAINT PROCEDURES Website: <http://www.clas.uiowa.edu/> (See "For Students") A student who has a complaint against any member of the college's teaching staff is responsible for following the procedures described in the Student Academic Handbook, which is available on the web site of the College of Liberal Arts and Sciences: <http://www.clas.uiowa.edu/students/handbook/> The student should attempt to resolve the issue with the faculty member or teaching assistant involved. Lacking a satisfactory outcome, the student can turn to the department chair, whose name is listed above along with contact information. (If the complaint concerns a teaching assistant, the student should contact the supervising faculty member first.) If a satisfactory outcome still is not obtained, the student can turn to the College of Liberal Arts and Sciences. Complaints may concern inappropriate faculty conduct (including inappropriate course materials), incompetence in oral communication, inequities in assignments, scheduling of examinations at other than authorized and published times, failure to provide disability accommodations, or grading grievances. In complaints involving the assignment of grades, it is college policy that grades cannot be changed without the permission of the department concerned.

PLAGIARISM AND CHEATING See Academic Fraud at <http://www.clas.uiowa.edu/students/handbook/> for the complete policy. You are expected to be honest and honorable in your fulfillment of assignments and in test-taking situations. Plagiarism and cheating are serious forms of academic misconduct. Examples of them are given in the Student Academic Handbook: <http://www.clas.uiowa.edu/students/handbook/> The Department of Political Science works with individual instructors to detect plagiarism and cheating and to ensure that appropriately serious punishments are applied. An instructor who suspects a student of plagiarism or cheating must inform the student (preferably in writing) as soon as possible after the incident has been observed or discovered. Instructors who detect cheating or plagiarism may decide, in consultation with the departmental executive officer, to reduce the student's grade on the assignment or the course, even to assign an F. The instructor writes an account of the chronology of the plagiarism or cheating incident for the departmental executive officer who sends an endorsement of the written report of the case to Associate Dean of the College of Liberal Arts and Sciences. A copy of the report will be sent to the student.

SEXUAL HARASSMENT You should familiarize yourself with the following web site link from the College of Liberal Arts: <http://www.uiowa.edu/~eod/policies/sexual-harassment-guide/>

YOUR RESPONSIBILITIES Your responsibilities to this class-and to your education as a whole-include attendance and participation. This syllabus details specific expectations the instructor may have about attendance and participation. You have a responsibility to help create a classroom environment where all may learn. At the most basic level, this means you will respect the other members of the class and the instructor and treat them with the courtesy you hope to receive in return.

ENROLLED COURSES OUTSIDE YOUR COLLEGE Taking a course outside the College of Liberal Arts and Sciences means that class policies on matters such as requirements, grading, and sanctions for academic dishonesty are governed by the College where the course resides. Students wishing to add or drop this course after the official deadline must receive the approval of the Dean of that College. Details of the University policy of cross enrollments may be found at: <http://provost.uiowa.edu/ucoll/students/registration.htm#cross>. Deadlines: See Registrar's Office web site: <http://www.registrar.uiowa.edu/>

PLUS-MINUS GRADING All the department's instructors can append plus or minus grades to the letter grades they assign for the course. If the instructor does not specifically indicate in the syllabus that he or she will not assign plusses or minuses, students should assume that this form of grading will be used.

HOMEWORK EXPECTATION For each semester hour of credit that a Political Science course carries, students should expect to spend approximately two hours per week outside of class preparing for class sessions. That is, in a three-credit-hour course, instructors design course assignments on the assumption that students will spend six hours per week in out-of-class preparation.

REACTING SAFELY TO SEVERE WEATHER The University of Iowa Operations Manual section 16.14 outlines appropriate responses to a tornado (1) or to a similar crisis. If a tornado or other severe weather is indicated by the UI outdoor warning system, members of the class should seek shelter in rooms and corridors in the innermost part of a building at the lowest level, staying clear of windows, or large free-standing expanses such as auditoriums and cafeterias. The class will resume, if possible, after the UI outdoor warning system announces that the severe weather threat has ended. Web site: <http://www.uiowa.edu/homepage/severe-weather/>

Please visit the Political Science Department's web site: <http://www.polisci.uiowa.edu/>. It is frequently updated with new events and procedures in our department, changes in the Schedule of Courses, plus TA and faculty office hours when available. You also may find current information on pre-advising and registration. Our Vernon Van Dyke Computing Facility (Political Science ITC) is located in room 21 Schaeffer Hall. Available hours are listed at our web site and also posted outside room 21 SH.