

# UNIVERSITY COLLEGE LONDON

*University of London*

## EXAMINATION FOR INTERNAL STUDENTS

*For the following qualifications:-*

*B.A.*

### **French 1101: The Making of Modern France**

COURSE CODE : **FREN1101**

UNIT VALUE : **0.50**

DATE : **01-MAY-02**

TIME : **14.30**

TIME ALLOWED : **2 hours**

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**TURN OVER**

## THE MAKING OF MODERN FRANCE

Answer *TWO* questions, *ONE* from *EACH* section. Use a separate answer book for each question.

You may answer in English or in French, but no special credit will be given for writing in French rather than in English.

**DO NOT BASE BOTH ANSWERS ON SUBSTANTIALLY THE SAME MATERIAL.**

\* Questions marked with an asterisk are directed *ONLY* to students who followed this unit in an earlier session, and should not be attempted by students following the unit in 2001-2002.

### SECTION A

**PLEASE USE A SEPARATE ANSWER BOOK FOR EACH QUESTION.**

1. 'Equality is at the heart of the *Déclaration des Droits de l'Homme et du Citoyen*, but the equality envisaged has its limits.' Discuss.
2. Discuss the ways in which the establishment of the *Assemblée nationale* was a revolutionary act.
3. 'The period of the Terror was a response to internal and external offensives on the part of counter-revolutionary forces.' Discuss.
4. 'The demise of the French monarchy in the revolution of 1789 was in no way predestined: the revolution was a result of the conjunction of social tensions and the fragility of royal power.' Discuss.
5. 'History repeats itself ...'. To what extent might the idea of repetition inform a reading of the history of France in the century following the revolution of 1789?
6. Discuss the extent to which class is a factor in our understanding of the revolutions in France that followed 1789. Answer with reference to **TWO** or **MORE** of the following: 1830, 1848, 1871.
7. Discuss the theme of 'non-Frenchness' **AND/OR** 'internationalism' in *La Marseillaise* **AND AT LEAST ONE** other song you have studied for this course.
6. Discuss the usefulness of reading political songs as historical documents. Answer with reference to **TWO** or **MORE** songs you have studied for this course.
- \*7. 'Politics, after the French Revolution, was not an arena for the representations of competing interests. It was rather an instrument for reshaping human nature, making citizens out of subjects, free men out of slaves, republicans out of the oppressed.' Discuss.
- \*8. How far do you agree with the view that a new political language was needed to reshape post-1789 French society?

**CONTINUED**

## SECTION B

*PLEASE USE A SEPARATE ANSWER BOOK FOR EACH QUESTION.*

9. 'The problem with the Popular Front movement was that its supporters did not have the same agenda as its leadership.' In the light of this statement, discuss the successes and failures of the Popular Front.
10. 'Nous avons empêché la plus redoutable collision sociale que la France aurait pu connaître; et nous avons construit une législation du travail qui a véritablement changé la condition humaine dans notre pays' [Léon Blum]. Do you agree with this assessment of the achievements of the Popular Front?
11. 'Les raisons tactiques, l'espoir de sauver la France du pire ne peuvent justifier cette complicité.' To what extent do you agree with this evaluation of the record of the Vichy régime?
12. 'The underlying reason for the widespread acceptance of the post-war distortions of the memory of the Vichy régime was the desire, in a variety of quarters, for a return to normality.' Discuss.
13. How far do you agree with the view that French colonialism in Algeria undermined France's revolutionary ideals and its political institutions?
14. 'The outbreak of the Algerian rebellion was due to a century-old accumulation of resentments; the French Government's failure to impose its will on the Europeans of Algeria stemmed from a whole series of earlier defeats and compromises.' In the light of this quotation, how far do you agree with the view that the Algerian War was inevitable and predictable?
15. 'Ainsi assistons-nous à l'écroulement du monde qui s'était construit au XIX<sup>e</sup> siècle et nous voyons s'élever autour de nous une société neuve.' In the light of this statement, discuss the course, the potential and the outcome of the events of May '68.
16. Compare and contrast the political and social forces at work during the events of the Popular Front experiment of 1936 AND during the events of May '68.
17. 'Sous la V<sup>e</sup> République, le pouvoir exécutif est concentré et tout-puissant.' Discuss.
18. 'From the mid-1980s onwards, the French party system has evolved from bipolarity to confusion.' Discuss.

**END OF PAPER**