

UNIVERSITY COLLEGE LONDON

University of London

EXAMINATION FOR INTERNAL STUDENTS

For The Following Qualification:–

B.A.

French F1101: The Making of Modern France

COURSE CODE : FREN1101

UNIT VALUE : 0.50

DATE : 05–MAY–05

TIME : 14.30

TIME ALLOWED : 2 Hours

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 IN THIS PAPER, OR AN ANSWER IN THIS PAPER AND ONE IN ANOTHER OPTION PAPER, ON THE SAME TEXT OR ON SUBSTANTIALLY THE SAME MATERIAL.

** The questions marked with an asterisk are intended specifically for students who followed this unit in an earlier session, and students following the unit in 2004-2005 are advised not to attempt them.*

SECTION A

PLEASE USE A SEPARATE ANSWER BOOK FOR EACH QUESTION.

1. Discuss the role and the significance of *l'union sacrée* in the pursuance of the French war effort in World War I.
2. Why was France in such political and social turmoil just after it had emerged victorious from World War I?
3. '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.
4. 'Le maréchal Pétain demande l'armistice. C'est pour toute la France une journée de deuil [mourning]. Mais la France n'acceptait ni la défaite ni l'esclavage.' Assess the accuracy of this school textbook account of the period of Occupation.
5. 'The Algerian War demonstrated that the colonial system could not be reformed.' Discuss.
6. 'What saved the government in the early summer of 1968 was neither its political strategy nor the deployment of its forces of repression.' Discuss.

TURN OVER

SECTION B

PLEASE USE A SEPARATE ANSWER BOOK FOR EACH QUESTION.

7. Compare the debates, between 1789 and 1795, about women's rights with debates concerning the application of the 'rights of man' to Jews.
8. In what ways do revolutionary caricatures contribute to our understanding of the 1789 revolution and its aftermath?
9. Explain why the years 1815 to 1914 have been described as 'the bourgeois century'. Illustrate your answer with reference to the events of TWO or MORE of the following years: 1830; 1848; 1871.
10. 'The revolutionary ideal of "universalism" was revealed, in the course of the nineteenth century, to be little more than a cover for naked class interest.' Discuss this assertion with reference to the events of ONE or MORE of the following years: 1830; 1848; 1871.
- *11. Analyse and discuss the key factors contributing to the final crisis of the *Ancien Régime*.
- *12. How far can revolution in France be considered solely a matter of class conflict? Answer with reference to the events of ONE of the following years: 1830; 1848; 1871.
- *13. Discuss how national identity is figured in TWO of the 'chants' you have studied for this course.
- *14. 'The political system created by the constitution of the Fifth Republic was a constitutional hybrid, containing recognisable elements of a presidential system as well as elements commonly associated with a parliamentary model.' Discuss.
- *15. 'The constitution of the Fifth Republic specifically provides for a sharing of power within the executive, and in effect forces the President and the Prime Minister to cooperate.' Discuss.

END OF PAPER