

CURRICULUM PROPOSAL

APPROVAL PAGE

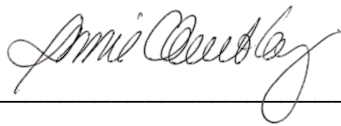
Proposal Title: Paris and the Making of the Modern World

College: Liberal Arts

Department: Chicano Studies, Languages, and Linguistics

DEPARTMENT CHAIR- Dr. Annie Tremblay

I have read the enclosed proposal and approve this proposal on behalf of the department.



8/25/2026

Signature

Date

COLLEGE CURRICULUM COMMITTEE CHAIR – Dr. Selfa Chew-Melendez

I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

Signature

Date

COLLEGE DEAN – Dr. Anadeli Bencomo

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Signature

Date

CURRICULUM CHANGE MEMO

Date: July 22, 2026

From: Dr. Lowry Martin, Chicano Studies, Languages, and Linguistics

Through: Dr. Annie Tremblay, Chair, Chicano Studies, Languages and Linguistics

Through: Dr. Anadeli Bencomo, Dean, College of Liberal Arts

To: Dr. Selfa Chew-Melendez, Chair, Liberal Arts Undergraduate Curriculum Committee

Proposal Title: FREN 2340: Paris and the Making of the Modern World

Select the proposal content (select as many as apply) and provide the rationale.

Content

☐ New program or ☐ Program Change

☐ Bachelor's

☐ Master's

☐ Doctoral/Professional

☐ Certificate

☐ Fast Track

☐ Minor

☐ Concentration/Track

☒ New Course

☐ Closure (program, certificate, minor, concentration)

☒ Add Course to Core Curriculum

☐ Change

☐ CIP Code

☐ Program/certificate SCH

☐ Course Title

☐ Course Description

☐ Graduate Program Admission Requirements

Rationale: The proposed course, **Paris and the Making of the Modern World**, is submitted for inclusion in the University of Texas at El Paso Core Curriculum under the **Language, Philosophy, and Culture** component. Designed as an interdisciplinary humanities course, it uses the history and global influence of Paris to examine the political, intellectual, artistic, and cultural developments that have shaped

the modern world. Through the study of history, literature, philosophy, architecture, visual culture, and film, students explore how one city became a center of innovation whose influence extended far beyond the borders of France.

The course addresses a curricular need by expanding opportunities for students to engage in sustained study of Western European civilization from an interdisciplinary perspective. While UTEP offers strong programs in U.S., Borderlands, Latin American, and World History, students have relatively few opportunities to examine the historical and cultural development of Western Europe through a dedicated humanities course. Rather than duplicating existing offerings, this course complements them by providing a focused examination of Paris as a lens through which students investigate monarchy, revolution, democracy, empire, urban planning, migration, artistic innovation, and globalization. In addition, the course introduces students to emerging methods in the digital humanities through assignments that incorporate historical mapping, digital archives, museum collections, and other digital resources, providing students with experience in contemporary approaches to humanities research.

The course is intentionally designed to support the student learning outcomes required of the Texas Core Curriculum. Students develop **critical thinking** by evaluating primary sources and competing historical interpretations; **communication skills** through analytical writing, oral presentations, and class discussion; **personal responsibility** through the examination of ethical questions surrounding revolution, colonialism, war, and civic responsibility; and **social responsibility** through the study of intercultural exchange, migration, diversity, and global citizenship. These outcomes are assessed through structured writing assignments, visual and film analyses, collaborative projects, presentations, and a research-based capstone project.

As an interdisciplinary humanities course, **Paris and the Making of the Modern World** supports the educational mission of both the College of Liberal Arts and the University by promoting historical understanding, intercultural competence, analytical reasoning, and effective communication. The course broadens the Core Curriculum by introducing students to one of the world's most influential cultural and intellectual centers while providing measurable learning experiences that align directly with the objectives of the Texas Core Curriculum.

UTEP Core Curriculum Course Addition Proposal

Course Prefix and Number: FREN 2340

Course Title: Paris and the Making of the Modern World

Course Description: Paris and the Making of the Modern World is an interdisciplinary humanities course that examines the history, culture, and global influence of Paris from the Middle Ages to the twenty-first century. Using history, literature, philosophy, architecture, art, film, and visual culture, students explore how Paris shaped and reflected major developments including monarchy, revolution, democracy, empire, urbanization, modernism, immigration, and globalization. Through the analysis of primary sources and cultural artifacts, students develop critical thinking, communication, and intercultural competencies while examining the city's enduring influence on the modern world

Credit hours: 3

Prerequisites: None

Terms Offered (Fall, Spring, Fall & Spring): Fall or Spring

Texas Common Course Number (TCCN): No TCCN

- The Texas Common Course Numbering System (TCCNS) is a voluntary, co-operative effort among Texas community colleges and universities to facilitate transfer of freshman and sophomore level general academic coursework. TCCNS provides a shared, uniform set of course designations for students and their advisors to use in determining both course equivalency and degree applicability of transfer credit on a statewide basis. When students transfer between two participating TCCNS institutions, a course taken at the sending institution transfers as the course carrying the same TCCNS designation at the receiving institution.
- The [Academic Course Guide Manual](#) (ACGM) provides course details (title, description, SCH, and learning outcomes) to help with the determination of the appropriate TCCN for a course. Some courses will not have a TCCN.

Foundational Component Area (Select one)

- ☐ **Communication** (core curriculum objectives: CT, COM, TW, PR)
- ☐ **Math** (core curriculum objectives: CT, COM, EQS)
- ☐ **Life and Physical Sciences** (core curriculum objectives: CT, COM, EQS, TW)
- ☒ **Language, Philosophy, and Culture** (core curriculum objectives: CT, COM, SR, PR)
- ☐ **Creative Arts** (core curriculum objectives: CT, COM, TW, SR)
- ☐ **American History** (core curriculum objectives: CT, COM, SR, PR)
- ☐ **Government/Political Science** (core curriculum objectives: CT, COM, SR, PR)
- ☐ **Social and Behavioral Sciences** (core curriculum objectives: CT, COM, EQS, SR)
- ☐ **Component Area** (core curriculum objectives: CT, COM, Element #1, and at least one additional element from #2, #3, or #4. Element requirements on last page.)

Core Curriculum Objectives

Explain how the course addresses each objective if applicable as determined by the section above. ***All courses must include critical thinking and communication skills.***

Critical Thinking Skills (CT) creative thinking; innovation; inquiry; and analysis, evaluation and synthesis of information

Students will develop critical thinking skills by analyzing and interpreting historical, literary, philosophical, artistic, and visual sources that document the evolution of Paris from the Middle Ages to the present. Through the examination of primary documents, scholarly interpretations, literature, architecture, film, maps, and works of art, students will evaluate competing historical perspectives, assess the reliability and significance of diverse forms of evidence, and

synthesize information from multiple disciplines to construct original, evidence-based arguments. Critical thinking is demonstrated through analytical essays, visual analyses, examinations, and the final research project.

Communication Skills (COM) effective development, interpretation, and expression of ideas through written, oral, and visual communication

Students will develop effective written, oral, and visual communication skills through analytical essays, class discussions, oral presentations, and projects that require the interpretation of historical and cultural materials. They will learn to present well-organized, evidence-based arguments, analyze visual sources such as architecture, paintings, maps, photography, and film, and communicate complex ideas clearly to diverse audiences. Communication skills are assessed through written assignments, oral presentations, discussion, and the interpretation of visual and digital materials.

Empirical and Quantitative Skills (EQS) manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork (TW) ability to consider different points of view and to work effectively with other to support a shared purpose or goal

Personal Responsibility (PR) ability to connect choices, actions, and consequences to ethical decision-making

Students will examine the ethical dimensions of historical events and cultural change by considering how individual choices and collective actions influence societies. Through the study of revolution, imperialism, war, occupation, collaboration, resistance, migration, and civic participation, students will evaluate the consequences of political, social, and moral decisions from multiple perspectives. Reflective writing, analytical essays, and class discussion require students to connect historical case studies to broader questions of ethical responsibility, citizenship, and informed decision-making.

Social Responsibility (SR) intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Students will develop intercultural competence by examining Paris as a crossroads of migration, empire, cultural exchange, and intellectual innovation. Through the study of diverse communities—including immigrants, colonial subjects, refugees, artists, writers, and political exiles—students will analyze how cultural interaction has shaped both Paris and the modern world. Coursework encourages students to engage respectfully with multiple perspectives, recognize the historical foundations of contemporary global issues, and appreciate the responsibilities associated with participation in diverse local, national, and international communities. Social responsibility is demonstrated through collaborative discussions, analytical writing, and research projects that investigate the historical experiences of diverse populations

Core Curriculum Objectives Specific to Component Area Option

In addition to Communication and Critical Thinking, courses in the Component Area Option must include element #1 and at least one additional element from #2, #3, or #4. **See last page of document for required criteria for each element.**

1. Cross-Disciplinary Cooperation

2. Engaging Students in Enriching Experiences that Foster Leadership

3. Contributing to Society

4. Developing Global Citizens

Course Assessment Plan

Provide examples of the major assignments referenced for each category below, if applicable as determined by the section above. All courses must include critical thinking and communication skills.

Critical Thinking

Critical Thinking Skills will be assessed through analytical essays, examinations, and a semester-long research project. Students will analyze primary and secondary sources, interpret works of literature, architecture, visual art, and film, compare competing historical perspectives, and construct evidence-based arguments. Assignments require students to evaluate diverse forms of evidence, synthesize information across disciplines, and defend original interpretations of Paris's role in the development of the modern world.

Communication Skills

Communication Skills will be assessed through formal analytical essays, oral presentations, class discussions, and visual analyses. Students will demonstrate their ability to communicate effectively in written, oral, and visual forms by presenting well-organized arguments supported by historical, literary, and visual evidence. Assignments emphasize clarity of expression, organization, appropriate use of evidence, and effective communication to diverse audiences.

Empirical and Quantitative Skills

Teamwork

Personal Responsibility

Personal Responsibility will be assessed through reflective writing, analytical essays, and class discussions that require students to examine ethical dilemmas associated with revolution, imperialism, war, occupation, migration, and civic engagement. Students will evaluate how individual and collective decisions shape historical events and will demonstrate their ability to connect historical examples with broader questions of ethical responsibility and informed decision-making.

Social Responsibility

Social Responsibility will be assessed through collaborative discussions, comparative analyses, and the **Digital Exploration of Paris** project. Working individually or in small groups, students will investigate a Parisian neighborhood, historical site, cultural institution, or social movement using historical maps, digital archives, museum collections, and other digital humanities resources. Students will synthesize historical, cultural, and visual evidence into a research presentation that demonstrates intercultural competence, appreciation for diverse perspectives, and an understanding of the historical forces that continue to shape regional, national, and global communities.

Contact

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Course Syllabus

Paris:

The Making of the Modern World

Course Description and Rationale:

Paris and the Making of the Modern World is an interdisciplinary humanities course that examines the historical, cultural, intellectual, and political development of one of the world's most influential cities. From its origins as the Roman settlement of Lutetia to its contemporary role as a global metropolis, Paris has served as a center of political revolution, artistic innovation, philosophical inquiry, scientific advancement, literary production, and cultural exchange. Often described during the nineteenth and early twentieth centuries as the "*Capital of the World*," Paris became a place where ideas were not simply debated but transformed into institutions, artistic movements, political revolutions, and cultural practices whose influence extended far beyond the borders of France.

Rather than studying the city as a chronological sequence of historical events, this course approaches Paris as an interdisciplinary laboratory for understanding the development of the modern world. Through the combined perspectives of history, literature, philosophy, art history, architecture, film, visual culture, and digital humanities, students investigate how urban space both reflects and shapes political authority, social change, cultural identity, and intellectual life. This course focuses particularly on the ways in which Paris has functioned as a center of monarchy, revolution, empire, democracy, immigration, resistance, artistic experimentation, and globalization. Throughout the semester, students examine how architecture, public spaces, museums, cafés, neighborhoods, monuments, and cultural institutions have contributed to the formation of modern political and cultural thought.

The course is organized around a series of essential historical and philosophical questions rather than a conventional chronological survey. Students explore how geography influenced the origins of Paris; how medieval kings transformed the city into the political capital of France; how Enlightenment thinkers, writers, and ordinary citizens created a vibrant public sphere; how the French Revolution challenged enduring questions concerning liberty, equality, citizenship, and political violence; how nineteenth-century urban planning and industrialization reshaped the modern metropolis; and how colonialism, immigration, war, decolonization, and globalization continue to redefine Paris in the twenty-first century. These questions encourage students to connect historical developments with enduring debates concerning democracy, civic responsibility, cultural identity, and the relationship between power and place.

Among the most significant contributions of Paris to the modern world was the articulation of universal citizenship through the **Declaration of the Rights of Man and of the Citizen (1789)**, a document that profoundly influenced constitutional government and later conceptions of universal human rights. At the same time, the course examines how these ideals were immediately contested and expanded by figures such as **Olympe de Gouges**, whose **Declaration of the Rights of Woman and of the Female Citizen (1791)** challenged the exclusion of women from political citizenship. By placing these foundational texts in dialogue with later struggles over slavery, colonialism, immigration, gender, and social justice, students investigate one of the central questions of the humanities: *Who has the right to have rights?* This question serves as an intellectual thread that connects the French Revolution to many of the political, ethical, and cultural debates that continue to shape contemporary societies.

Students engage a wide range of primary sources, including historical documents, literary texts, philosophical writings, memoirs, newspapers, political speeches, maps, architectural plans, paintings, photographs, films, and museum collections. These materials are examined alongside influential scholarship in history, literary studies, philosophy, urban studies, art history, and cultural criticism. Through close reading, visual analysis, historical interpretation, discussion, and research, students learn to evaluate evidence, compare competing interpretations, and construct persuasive arguments about the development of modern societies.

A distinctive feature of the course is its integration of digital humanities methodologies. Students work with historical maps, digital archives, museum collections, and online research databases to investigate the changing

physical and cultural landscape of Paris across two millennia. Throughout the semester, they develop a cumulative digital humanities project entitled **Digital Paris: Curating the Modern City**, which synthesizes historical research, primary sources, visual culture, and digital resources into an original interpretation of a Parisian neighborhood, monument, historical event, cultural movement, or intellectual tradition. The project introduces students to contemporary approaches to humanities scholarship while emphasizing critical evaluation of digital sources, interdisciplinary research, and public-facing historical interpretation.

As a course fulfilling the Texas Core Curriculum requirement in **Language, Philosophy, and Culture, Paris and the Making of the Modern World** emphasizes critical thinking, effective written and oral communication, personal responsibility, and social responsibility. Few cities have exercised such sustained influence over the political, intellectual, artistic, literary, and cultural development of the modern world as Paris. More than simply the capital of France, Paris has served as the stage upon which many of the defining questions of modernity have been debated: the relationship between liberty and authority; the meaning of citizenship and democracy; the responsibilities of empire; the role of art, literature, and philosophy in society; the construction of cultural identity; and the challenges of globalization in an increasingly interconnected world. By studying these questions through the history of a single city, students gain an integrated understanding of the humanities while recognizing how local places can generate ideas with profound global consequences.

Course Learning Objectives:

By the end of this course, students will:

1. Develop an interdisciplinary understanding of Paris as a historical, cultural, political, artistic, and intellectual center whose influence has shaped the development of the modern world.
2. Examine how the study of a single city can illuminate broader questions concerning monarchy, revolution, democracy, human rights, empire, colonialism, migration, globalization, and cultural identity.
3. Analyze literary, philosophical, historical, artistic, architectural, cinematic, and visual texts as complementary forms of cultural expression that both reflect and shape historical experience.
4. Investigate the relationship between urban space and political, social, and cultural change, recognizing how cities function as sites where power, identity, memory, and citizenship are constructed and contested.
5. Introduce students to interdisciplinary humanities research through close reading, historical analysis, visual interpretation, archival investigation, and Digital Humanities methodologies.
6. Cultivate informed global citizens capable of evaluating diverse cultural traditions, engaging respectfully with differing perspectives, and recognizing the continuing relevance of the humanities to contemporary social, political, and ethical questions.

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. **Explain** the major historical developments that shaped Paris from the Roman period through the twenty-first century and connect those developments to broader transformations in European and global history.
2. **Analyze** literary texts, philosophical writings, films, works of art, architecture, maps, and historical documents within their historical, political, and cultural contexts.
3. **Interpret** how urban space—including monuments, neighborhoods, public squares, museums, cafés, and architectural design—has influenced political authority, cultural production, social identity, and public life.
4. **Evaluate** the historical development of modern concepts of citizenship, democracy, liberty, equality, and human rights through the study of the French Revolution, including the *Declaration of the Rights of Man and of the Citizen* and Olympe de Gouges's *Declaration of the Rights of Woman and of the Female Citizen*, while recognizing how these foundational texts continue to inform contemporary debates concerning inclusion, justice, and civic participation.
5. **Assess** the historical impact of colonialism, migration, nationalism, industrialization, war, decolonization, and globalization on the development of Paris as both a European capital and a global city.

6. **Construct** persuasive written, oral, and visual arguments that synthesize evidence from primary and secondary sources while demonstrating effective communication and critical thinking.
7. **Employ** Digital Humanities tools and methods—including digital archives, historical maps, museum collections, geographic visualization, and online databases—to investigate historical questions, evaluate digital sources, and communicate humanities research to diverse audiences.
8. **Produce** an original interdisciplinary research project that integrates historical scholarship, primary sources, visual culture, and Digital Humanities methodologies to interpret a significant aspect of Parisian history or culture.
9. **Demonstrate** intercultural competence and social responsibility by comparing historical and contemporary issues concerning citizenship, diversity, gender, race, religion, migration, and cultural exchange within both French and global contexts.

Alignment with Texas Core Curriculum Objectives:

As a course fulfilling the Texas Core Curriculum requirement in **Language, Philosophy, and Culture**, *Paris and the Making of the Modern World* is intentionally designed to promote the four foundational competencies established by the Texas Higher Education Coordinating Board: **Critical Thinking Skills, Communication Skills, Personal Responsibility, and Social Responsibility**. Each major assignment, discussion, and research activity has been developed to reinforce one or more of these objectives through interdisciplinary inquiry and active engagement with historical, literary, philosophical, artistic, and digital sources.

1. Critical Thinking Skills:

Students will develop critical thinking by analyzing historical evidence, literary texts, philosophical writings, visual culture, architecture, maps, films, and other primary sources alongside contemporary scholarship. Throughout the semester, students will evaluate competing historical interpretations, identify relationships between cultural production and political change, compare diverse forms of evidence, and construct original arguments supported by research.

Major assignments—including analytical essays, primary source analyses, examinations, and the **Digital Paris: Curating the Modern City** project—require students to synthesize information from multiple disciplines while addressing complex historical and philosophical questions such as the relationship between liberty and authority, the evolution of citizenship and human rights, the cultural consequences of empire, and the role of urban space in shaping political and social identities.

2. Communication Skills:

Students will strengthen both written and oral communication through a variety of formal and informal assignments that emphasize clarity, organization, evidence-based reasoning, and effective presentation. Written work includes analytical essays, document analyses, reflective writing, and a substantial interdisciplinary research project. Classroom discussions, collaborative activities, and formal presentations provide opportunities for students to communicate complex historical and cultural ideas to diverse audiences.

The culminating **Digital Paris** project requires students to integrate scholarly research, primary sources, visual analysis, and digital resources into a coherent public-facing presentation that demonstrates effective communication across multiple media.

3. Personal Responsibility:

Students will demonstrate personal responsibility by conducting ethical research, evaluating the credibility of primary and secondary sources, citing evidence according to accepted academic standards, and managing long-term research projects that require sustained planning and independent inquiry.

The course emphasizes intellectual integrity, careful evaluation of digital information, and thoughtful reflection upon the responsibilities associated with interpreting historical evidence and representing diverse cultures. Through scaffolded assignments culminating in the Digital Humanities project, students develop the habits of preparation, accountability, and self-directed learning expected of university scholars.

4. Social Responsibility:

The study of Paris provides students with an opportunity to examine the historical development of citizenship, democracy, human rights, social justice, and cultural diversity within both French and global contexts. Students investigate how competing ideas concerning liberty, equality, gender, race, religion, immigration, colonialism, and national identity have shaped modern societies while considering the continuing relevance of these debates today.

Through the examination of foundational documents such as the **Declaration of the Rights of Man and of the Citizen** and **Olympe de Gouges's Declaration of the Rights of Woman and of the Female Citizen**, as well as literary works, films, and historical case studies addressing colonialism, migration, resistance, and globalization, students develop a deeper understanding of the ethical responsibilities associated with democratic citizenship and participation in an increasingly interconnected world.

5. **Digital Humanities Integration:**

A distinguishing feature of this course is the integration of **Digital Humanities methodologies** throughout the semester. Rather than serving as a stand-alone assignment, digital research is embedded within the learning process as students investigate historical maps, museum collections, archival materials, digitized newspapers, architectural plans, photographs, films, and other online resources.

The semester-long **Digital Paris: Curating the Modern City** project requires students to formulate a research question, evaluate digital and traditional sources, synthesize historical scholarship with visual and spatial evidence, and communicate their findings through an original digital presentation. This project reinforces all four Texas Core competencies by combining critical analysis, effective communication, ethical research practices, and civic engagement while introducing students to contemporary methods of interdisciplinary humanities scholarship.

6. **Reflect** on the enduring significance of Paris as a laboratory of modernity whose political, intellectual, artistic, scientific, and cultural innovations continue to shape contemporary societies.

Semester Schedule

Unit I: Building a Capital — Paris from Antiquity to Revolution

This opening unit introduces students to Paris as both a physical place and an intellectual idea. Rather than presenting the city's history as a sequence of isolated events, the unit examines how geography, political power, religion, commerce, architecture, and culture interacted over nearly two millennia to transform Paris into the political and cultural center of France. Students are introduced to interdisciplinary methods of historical inquiry while beginning the semester-long Digital Humanities project, **Digital Paris: Curating the Modern City**.

Week 1 — Why Paris? The City and the Making of the Modern World

Guiding Question: Why has Paris exercised such extraordinary influence on the political, intellectual, artistic, and cultural development of the modern world?

Topics:

The opening week introduces students to Paris as more than the capital of France—it is presented as an intellectual framework through which to understand the emergence of modernity. Students explore how geography, urban development, political institutions, architecture, literature, art, philosophy, and public culture combined to make Paris one of history's most influential cities. The course introduces the concept of the city as a historical text that can be "read" through its streets, monuments, neighborhoods, museums, and public spaces. Students are also introduced to interdisciplinary humanities research and the semester-long **Digital Paris: Curating the Modern City** project.

Assigned Readings

1. Primary Sources

- Excerpts from Julius Caesar, *Commentaries on the Gallic War*
- Victor Hugo, selections from *Notre-Dame de Paris* (Preface and selected chapters)

Rationale: Caesar provides the earliest written description of the Parisii, while Hugo demonstrates how architecture and urban memory preserve the history of the city across centuries.

2. Secondary Sources

- Colin Jones, *Paris: Biography of a City*, Introduction
- David Harvey, *Paris, Capital of Modernity*, Introduction

Rationale: These readings establish the central themes of the course by presenting Paris as both a historical city and an enduring symbol of political, artistic, and cultural transformation.

Assignment

Short Reflection Essay (2–3 pages): *Why Study Paris?* Students reflect on how the study of one city can illuminate broader questions concerning history, culture, politics, and the humanities. Students also select a preliminary topic for their **Digital Paris** project.

Week 2 — Geography, Origins, and the Birth of a Capital

Guiding Question: How did geography shape the emergence of Paris as one of Europe's most important cities?

Topics:

This week examines the geographical, economic, and strategic foundations of Paris from the Roman settlement of Lutetia through the early Middle Ages. Students investigate how the Seine River, trade networks, military strategy, and religious institutions contributed to the city's growth and eventual political prominence. The development of Île de la Cité, early Christian Paris, and the city's transformation into the seat of royal authority illustrate how geography and urban planning influenced the long-term evolution of French political power.

Assigned Readings

1. Primary Sources

- Julius Caesar, *Commentaries on the Gallic War* (Parisii)
- Gregory of Tours, selections from *History of the Franks*

Rationale: These texts introduce students to the earliest written accounts of Paris while illustrating the transition from Roman settlement to medieval Christian capital.

2. Secondary Sources

- Colin Jones, *Paris: Biography of a City*, Chapters 1–2
- Joan DeJean, selections from *How Paris Became Paris*

Rationale: These historians explain how geography, commerce, and political authority contributed to the emergence of Paris as the center of the French kingdom.

Assignment

Historical Map Analysis: Students analyze historical maps of Lutetia and medieval Paris, identifying geographical features that influenced the city's political, economic, and cultural development. Students identify the neighborhood or monument they intend to investigate for the **Digital Paris** project.

Week 3 — Kings, Cathedrals, and the Construction of Royal Power

Guiding Question: How did medieval kings transform Paris into the political and symbolic capital of France?

Topics:

This week explores the consolidation of royal authority between the twelfth and fourteenth centuries through architecture, urban planning, religion, and education. Students examine the reigns of Philip Augustus and Louis IX, the construction of Notre-Dame Cathedral and Sainte-Chapelle, the growth of the University of Paris, and the emergence of Gothic architecture as expressions of both religious devotion and political authority. Particular attention is given to the relationship between urban space and monarchical power, demonstrating how architecture functioned as political language.

Assigned Readings

1. Primary Sources

- Abbot Suger, selections from *On the Abbey Church of Saint-Denis*
- Joinville, selections from *Life of Saint Louis*

Rationale: These texts illuminate the religious ideals, political ambitions, and architectural innovations that shaped medieval Paris.

2. Secondary Sources

- Colin Jones, *Paris: Biography of a City*, chapter on Medieval Paris
- Stephen Murray, selections on Gothic architecture

Rationale: These readings demonstrate how Gothic architecture, royal patronage, and higher education established Paris as the intellectual and political center of medieval Europe.

Assignment

Architectural Analysis (3 pages): Students analyze a medieval monument (Notre-Dame, Sainte-Chapelle, Saint-Denis, or the Louvre fortress) as an expression of political authority, religious belief, and cultural identity. Students locate digital resources relevant to their **Digital Paris** project.

Week 4 — The Enlightenment and the Public Sphere

Guiding Question: When does a royal capital become a public city?

Topics

This week investigates the transformation of eighteenth-century Paris into the intellectual center of the Enlightenment. Students examine the rise of salons, cafés, academies, newspapers, theaters, and the Republic of Letters as spaces where new ideas concerning reason, citizenship, science, and political participation flourished. Particular emphasis is placed on the relationship between urban space and the emergence of public opinion, illustrating how Paris became the setting in which philosophical ideas increasingly challenged monarchical authority and prepared the intellectual foundations of the French Revolution.

Assigned Readings

1. Primary Sources

- Denis Diderot, selections from the *Encyclopédie*
- Jean-Jacques Rousseau, selections from *The Social Contract*
- Louis-Sébastien Mercier, selections from *Tableau de Paris*

Rationale: These texts illustrate the intellectual culture of Enlightenment Paris while demonstrating how ideas concerning reason, citizenship, and political authority circulated within the public sphere.

2. Secondary Sources

- Dena Goodman, *The Republic of Letters* (Introduction)
- Colin Jones, *Paris: Biography of a City*, chapter on eighteenth-century Paris

Rationale: These readings provide historical context for understanding how Paris became the intellectual capital of Europe and the birthplace of modern public discourse.

Assignment

Primary Source Analysis #1: Students analyze one Enlightenment text within its historical context, evaluating how it contributed to changing ideas concerning citizenship, political authority, or public opinion.

Week 5 — Revolution, Citizenship, and the Rights of Man

Guiding Question: How did Paris redefine the meaning of citizenship and human rights?

Topics

This week examines the origins and early phases of the French Revolution, emphasizing Paris as the principal stage upon which modern concepts of citizenship, popular sovereignty, and universal rights were articulated and contested. Students investigate the Estates-General, the fall of the Bastille, the Declaration of the Rights of Man and of the Citizen, and the Women's March on Versailles while considering how revolutionary politics transformed urban space and everyday life. The week concludes by examining Olympe de Gouges's *Declaration of the Rights of Woman and of the Female Citizen*, introducing students to the continuing debates over inclusion, equality, and the meaning of universal human rights that remain central to democratic societies today.

Assigned Readings

1. Primary Sources

- *Declaration of the Rights of Man and of the Citizen* (1789)
- Olympe de Gouges, *Declaration of the Rights of Woman and of the Female Citizen* (1791)
- Emmanuel-Joseph Sieyès, selections from *What Is the Third Estate?*

Rationale: These foundational documents introduce students to the revolutionary language of citizenship, rights, and political participation while demonstrating that the meaning of universal equality was contested from the very beginning of the Revolution.

2. Secondary Sources

- Timothy Tackett, *The Coming of the Terror* (Introduction)
- David A. Bell, selections from *The First Total War*
- Colin Jones, *Paris: Biography of a City*, chapter on the French Revolution

Rationale: These historians place the revolutionary events of Paris within their broader political, social, and intellectual contexts while demonstrating the Revolution's enduring influence on democratic thought throughout the world.

Assignment

Analytical Essay #1 (4–5 pages): Using both primary and secondary sources, evaluate how the French Revolution transformed ideas concerning citizenship, political participation, and universal rights. Students should consider both the promises and the limitations of revolutionary ideals, including the challenges posed by Olympe de Gouges to the Revolution's conception of equality. Students submit a preliminary annotated bibliography for the **Digital Paris** project.

Unit II: Revolution, Empire, and the Reinvention of Paris

Building upon the foundations established in Unit I, this section examines how Paris became the principal laboratory for modern political thought and urban transformation. Students investigate the promises and contradictions of the French Revolution, the rise of Napoleon, the reconstruction of Paris under Haussmann, and the emergence of modern art and political activism. Throughout these weeks, students consider how competing visions of liberty, citizenship, nationalism, modernization, and social justice reshaped both the physical city and the modern world.

Week 6 — Liberty, Terror, and the Limits of Revolution

Guiding Question: Can a revolution preserve liberty without sacrificing it?

Topics

This week examines the radicalization of the French Revolution and the emergence of the Reign of Terror. Rather than viewing the Terror simply as an episode of political violence, students investigate the philosophical and political dilemmas confronting revolutionary leaders as they attempted to defend the Republic during internal rebellion and foreign invasion. Through debates surrounding the execution of Louis XVI, the Committee of Public Safety, Robespierre's concept of civic virtue, and the use of emergency powers, students explore enduring questions concerning democracy, constitutional government, civil liberties, and political violence. Particular attention is given to the continuing relevance of these issues in modern democratic societies.

Assigned Readings

1. Primary Sources

- Maximilien Robespierre, *On the Principles of Political Morality*
- Louis Antoine de Saint-Just, selected speeches
- Georges Danton, selected speeches

Rationale: These speeches illustrate competing revolutionary visions of liberty, virtue, justice, and political necessity while exposing students to the ideological conflicts that shaped the Terror.

2. Secondary Sources

- Marisa Linton, *Choosing Terror*
- Timothy Tackett, *The Coming of the Terror*
- David Andress, selections from *The Terror*

Rationale: These historians challenge simplistic interpretations of the Terror by examining the political, social, and psychological forces that contributed to revolutionary radicalization.

Assignment

Analytical Essay #2 (4–5 pages): Evaluate whether the Reign of Terror represented a betrayal of revolutionary ideals or an attempt to preserve the Revolution under extraordinary circumstances. Students should support their argument using both primary and secondary sources.

Week 7 — Napoleon and the Reinvention of France

Guiding Question: Can one individual preserve the achievements of a revolution while restoring authoritarian rule?

Topics

This week explores the rise of Napoleon Bonaparte and the transformation of revolutionary France into an imperial state. Students examine Napoleon's political reforms, military expansion, educational system, administrative centralization, and the Napoleonic Code while considering how many revolutionary principles survived under an increasingly authoritarian government. Particular attention is devoted to Napoleon's lasting influence on legal systems, public administration, nationalism, and European political development, as well as his continuing impact on the physical and symbolic landscape of Paris.

Assigned Readings

1. Primary Sources

- Selections from the Napoleonic Code
- Napoleon Bonaparte, selected proclamations and correspondence

Rationale: These documents demonstrate Napoleon's efforts to institutionalize many revolutionary reforms while consolidating personal authority.

2. Secondary Sources

- Isser Woloch, *Napoleon and His Collaborators*
- David A. Bell, selections from *Napoleon: A Concise Biography*

Rationale: These readings evaluate Napoleon's complex legacy as both heir to and critic of the French Revolution.

Assignment:

Comparative Analysis (3–4 pages): Compare the political ideals of the French Revolution with Napoleon's reforms. Which revolutionary principles endured, and which were fundamentally transformed?

Week 8 — Haussmann and the Invention of the Modern City

Guiding Question: Can architecture and urban planning reshape society?

Topics

This week examines the dramatic reconstruction of Paris under Napoleon III and Baron Georges-Eugène Haussmann during the Second Empire. Students investigate how broad boulevards, public parks, transportation systems, sanitation projects, and monumental architecture transformed Paris into the model of the modern metropolis. At the same time, students consider the social costs of modernization, including displacement, class segregation, and increased governmental control. The week demonstrates how urban

planning reflects political ideology while influencing everyday life, public health, commerce, and social interaction.

Assigned Readings

1. Primary Sources

- Baron Haussmann, selections from *Memoirs*
- Contemporary engravings, maps, and photographs documenting the reconstruction of Paris

Rationale: These materials illustrate both the ambitions and controversies surrounding the transformation of nineteenth-century Paris.

2. Secondary Sources

- David Harvey, *Paris, Capital of Modernity*
- Joan DeJean, selections from *How Paris Became Paris*

Rationale: Harvey provides a critical interpretation of Haussmannization within the context of capitalism and modernization, while DeJean examines the longer historical evolution of Parisian urban life.

Assignment

Historical Urban Analysis: Students compare historical maps of pre-Haussmann and post-Haussmann Paris, evaluating how urban planning influenced politics, public health, commerce, and social relations. Students incorporate spatial analysis into their **Digital Paris** project.

Week 9 — Revolution Returns: The Paris Commune and the Struggle for Social Justice

Guiding Question: Who has the right to govern the city?

Topics

This week explores the Paris Commune of 1871 as one of the most influential experiments in urban democracy and popular government. Students investigate the political and social conditions that produced the Commune, its revolutionary reforms, the role of women in the movement, and its violent suppression during the Bloody Week. The Commune serves as a lens through which students examine competing visions of democracy, socialism, labor rights, citizenship, and state power. The week also considers the Commune's lasting influence on labor movements, revolutionary politics, and social justice movements throughout the world.

Assigned Readings

1. Primary Sources

- Selected proclamations of the Paris Commune
- Louise Michel, selections from *Memoirs*

Rationale: These sources provide firsthand perspectives on one of the nineteenth century's most significant experiments in democratic self-government.

2. Secondary Sources

- Kristin Ross, *Communal Luxury*
- Roger Gould, selections from *Insurgent Identities*

Rationale: These scholars examine the Commune as both a historical event and a continuing source of political and social thought.

Assignment

Midterm Examination: The examination covers Weeks 1–9 and emphasizes historical interpretation, interdisciplinary analysis, and the evolution of Paris as a political, cultural, and intellectual center.

Week 10 — Paris and the Invention of Modern Art

Guiding Question: How did Paris become the artistic capital of the modern world?

Topics

This week examines the extraordinary artistic transformation of Paris during the nineteenth century, focusing on Impressionism, Symbolism, and the emergence of modern visual culture. Students investigate how artists responded to industrialization, urban life, leisure, consumer culture, and Haussmann's rebuilt city. The week also explores the relationship between artistic innovation and broader cultural change, demonstrating how painters, writers, photographers, and critics challenged traditional artistic conventions while redefining modern experience. Students consider why Paris attracted artists from around the world and became the international center of artistic experimentation.

Assigned Readings:

1. Primary Sources

- Charles Baudelaire, *The Painter of Modern Life*
- Selected writings by Émile Zola on Impressionism
- Selected paintings by Manet, Monet, Degas, Renoir, and Berthe Morisot

Rationale: These texts and artworks introduce students to competing definitions of modernity while illustrating the emergence of new artistic movements inspired by urban life.

2. Secondary Sources

- T. J. Clark, selections from *The Painting of Modern Life*
- Vanessa Schwartz, selections from *Spectacular Realities*

Rationale: These scholars demonstrate how modern art reflected changing social, political, and cultural realities in nineteenth-century Paris while contributing to new understandings of modern visual experience.

Assignment:

Visual Culture Analysis (4 pages): Select one nineteenth-century painting, photograph, or illustrated image of Paris and analyze how it represents modern urban life. Students should integrate historical context, visual analysis, and scholarly interpretation while continuing research for the **Digital Paris: Curating the Modern City** project.

Unit III: Paris, Empire, and the Global City

The final unit examines Paris as both the capital of a global empire and one of the principal centers of twentieth- and twenty-first-century political, artistic, and intellectual life. Students explore how colonialism, immigration, war, resistance, existentialism, globalization, and cultural diversity transformed Paris into a city whose local history became inseparable from global history. The course concludes by asking how Paris continues to shape—and be shaped by—the political, cultural, and ethical challenges of the contemporary world.

Week 11 — Empire, Colonialism, and the Global City

Guiding Question: How did Paris become the capital of a global empire, and how did empire transform Paris itself?

Topics

This week examines the reciprocal relationship between Paris and the French colonial empire during the nineteenth and twentieth centuries. Students investigate how colonial expansion reshaped the economic, cultural, intellectual, and demographic character of Paris while considering the ways colonial subjects contributed to French society. Topics include republican universalism and the *mission civilisatrice*, colonial exhibitions, immigration, race, citizenship, and the tensions between French ideals of liberty and equality and the realities of imperial rule. By examining Paris as both the administrative center of empire and a destination for colonial migrants, students explore how colonialism continues to influence debates concerning national identity, multiculturalism, historical memory, and immigration in contemporary France.

Assigned Readings

1. Primary Sources

- Aimé Césaire, *Discourse on Colonialism* (selections)
- Léopold Sédar Senghor, selected poems
- Frantz Fanon, *Black Skin, White Masks* (selections)

Rationale: These texts introduce students to influential critiques of colonialism while illustrating how francophone intellectuals challenged imperial ideology and reimagined citizenship, identity, and cultural belonging.

2. Secondary Sources

- Alice Conklin, *A Mission to Civilize: The Republican Idea of Empire in France and West Africa, 1895–1930* (selections)

- Tyler Stovall, *Transnational France: The Modern History of a Universal Nation* (selections)

Rationale: These historians demonstrate how empire fundamentally shaped modern France while revealing the tensions between republican universalism and colonial practice.

Assignment

Comparative Essay (4–5 pages): Evaluate the relationship between French republican ideals and colonial realities. To what extent did colonialism reinforce—or undermine—the principles of liberty, equality, and citizenship articulated during the French Revolution? Students also submit a progress report and annotated bibliography for the **Digital Paris: Curating the Modern City** project.

Week 12 — Occupation, Resistance, and the Moral City

Guiding Question: What happens when a capital falls under occupation?

Topics

This week examines Paris during the Second World War, exploring German occupation, the Vichy regime, collaboration, the French Resistance, and the Liberation of Paris. Students investigate the ethical dilemmas confronting ordinary citizens, intellectuals, artists, and political leaders while considering how literature, film, and public memory have shaped French interpretations of the Occupation since 1945. Through these discussions, students explore enduring questions concerning moral responsibility, civic courage, justice, and national memory.

Assigned Readings

1. Primary Sources

- Charles de Gaulle, *Appeal of 18 June 1940*
- Vercors, *Le Silence de la mer* (selections)
- Selected writings from the French Resistance

Rationale: These texts introduce students to diverse responses to occupation and illustrate the difficult moral choices confronting individuals living under authoritarian rule.

2. Secondary Sources

- Julian Jackson, *France: The Dark Years, 1940–1944* (selections)
- Robert Gildea, *Fighters in the Shadows: A New History of the French Resistance* (selections)

Rationale: These historians provide balanced interpretations of occupation, collaboration, and resistance while emphasizing the complexity of wartime experience.

Assignment

Film Analysis (4 pages): Analyze a film depicting Occupied Paris (such as *Army of Shadows*, *Au revoir les enfants*, or another instructor-approved film), evaluating how cinema shapes historical memory and public understanding of the Occupation.

Week 13 — Existentialism, Protest, and the Reinvention of Citizenship

Guiding Question: How did Paris remain the intellectual capital of the postwar world?

Topics

This week explores postwar Paris as a center of philosophical inquiry, literary innovation, and political activism. Students examine the emergence of existentialism through the works of Jean-Paul Sartre and Simone de Beauvoir before investigating the student and worker protests of May 1968. The week considers how postwar intellectuals challenged traditional understandings of freedom, authority, gender, and social responsibility while demonstrating how Paris continued to serve as a catalyst for intellectual and political movements that extended far beyond France.

Assigned Readings

1. Primary Sources

- Jean-Paul Sartre, *Existentialism Is a Humanism* (selections)
- Simone de Beauvoir, *The Second Sex* (selections)
- Selected posters, pamphlets, and manifestos from May 1968

Rationale: These readings illustrate how philosophers, writers, and activists redefined concepts of freedom, responsibility, gender equality, and political engagement during the second half of the twentieth century.

2. Secondary Sources

- Kristin Ross, *May '68 and Its Afterlives* (selections)
- Tony Judt, *Postwar* (chapter on France)

Rationale: These works place postwar Paris within broader European and global contexts while demonstrating the enduring influence of May 1968 on contemporary political and social thought.

Assignment:

Primary Source Analysis #2: Students analyze one philosophical text or protest document, evaluating how it challenged prevailing ideas concerning democracy, social justice, or individual responsibility. Students submit a complete draft of the **Digital Paris** project for instructor feedback.

Week 14 — Contemporary Paris: Immigration, Diversity, and Globalization

Guiding Question: What does Paris reveal about the opportunities and challenges of globalization?

Topics

This week examines contemporary Paris as a multicultural global city shaped by immigration, European integration, globalization, and cultural diversity. Students explore questions surrounding secularism (*laïcité*), immigration, the banlieues, urban inequality, tourism, heritage preservation, and contemporary

debates concerning French national identity. Throughout the week, students connect present-day issues to the historical themes examined throughout the semester, demonstrating how questions concerning citizenship, inclusion, and belonging remain central to French society today.

Assigned Readings

1. Primary Sources

- Selected contemporary newspaper and magazine articles on immigration, citizenship, and secularism
- Speeches by recent French political leaders addressing national identity and republican values

Rationale: These contemporary sources illustrate how historical debates concerning citizenship and national identity continue to shape political discourse in France.

2. Secondary Sources

- Andrew Hussey, *Paris: The Secret History* (selections)
- Eric Hazan, *The Invention of Paris* (concluding selections)

Rationale: These readings connect contemporary social and political issues to the city's long historical development while encouraging students to view Paris as an evolving global metropolis.

Assignment

Digital Paris: Curating the Modern City — Student Presentations. Students present their interdisciplinary Digital Humanities projects, demonstrating how a particular neighborhood, monument, historical event, artistic movement, museum, or cultural institution illustrates larger themes explored throughout the semester.

Week 15 — Why Paris Still Matters

Guiding Question: Why does Paris continue to matter in the twenty-first century?

Topics

The concluding week returns to the question that opened the course: *Why study Paris?* Students synthesize the major historical, literary, philosophical, artistic, architectural, and political themes examined throughout the semester while reflecting on Paris's continuing influence on modern democracy, human rights, urban planning, literature, philosophy, visual culture, and global intellectual life. Through discussion and reflection, students consider how the study of a single city provides a powerful lens for understanding the broader development of the modern world and the continuing relevance of the humanities in addressing contemporary global challenges.

Assigned Readings

1. Primary Sources

No additional primary readings assigned.

2. Secondary Sources

Review selected course readings and student research.

Rationale: The final week emphasizes synthesis rather than new content, allowing students to integrate the interdisciplinary perspectives developed throughout the semester and reflect upon the enduring significance of Paris in world history and culture.

Assignment

Final Submission of the Digital Paris: Curating the Modern City Project

Students submit the completed Digital Humanities project, incorporating revisions based on instructor and peer feedback. As the capstone assignment for the course, the project demonstrates students' ability to integrate historical scholarship, primary sources, literature, architecture, philosophy, visual culture, and digital research into an original interdisciplinary interpretation of Paris as one of the defining cities of the modern world. The course concludes with a reflective discussion addressing how the history of Paris illuminates broader questions concerning citizenship, democracy, cultural identity, memory, and the human experience.

Definitions of Component Area Elements linking to the mission:

1- Cross-Disciplinary Cooperation

Cross-disciplinary collaboration in component area courses involves students from diverse academic backgrounds collaborating to explore a common subject or challenge. This approach goes beyond traditional disciplinary boundaries, encouraging students to integrate insights and methods from various fields. Through collaborative projects, discussions, and hands-on activities, students develop a holistic understanding of the subject matter and cultivate critical thinking, problem-solving, and communication skills that transcend disciplinary limits. This pedagogical strategy creates a dynamic learning environment, fostering creativity, adaptability, and a nuanced comprehension of complex issues from multiple disciplinary perspectives.

2- Engaging Students in Enriching Experiences that Foster Leadership

Engaging university students in enriching experiences that foster leadership involves providing dynamic opportunities for them to cultivate essential leadership skills and qualities. This component area option is designed to empower students with a comprehensive understanding of leadership principles through hands-on and experiential learning. Through workshops, interactive projects, community engagement, leadership seminars, and real-world applications, students not only develop a solid foundation in leadership theory but also gain practical insights into effective communication, teamwork, problem-solving, and decision-making.

The program should encourage students to step into leadership roles, fostering a sense of responsibility and initiative. Participants will have the chance to apply leadership concepts in diverse contexts. The goal is to nurture their self-awareness, emotional intelligence, and adaptability, ultimately preparing them to navigate complex challenges and inspire positive change in their academic and personal spheres.

3- Contributing to Society

Contributing to society through university courses involves empowering students to understand their role as active participants in community well-being. This educational component is designed to instill a sense of civic responsibility, social awareness, and a commitment to making positive contributions to the broader society.

Through a combination of academic coursework and community engagement and/or experiential learning, students develop a comprehensive understanding of societal challenges and opportunities. The course should go beyond traditional classroom learning by providing students with practical experiences that build on and contribute to academic knowledge. Whether through service-learning initiatives, community partnerships, or projects with a social impact focus, students recognize the significance of their roles in shaping a positive and sustainable society. By fostering a sense of social and personal responsibility in their academic career, students are encouraged to become lifelong contributors to the well-being of the communities they inhabit.

4- Developing Global Citizens

Fostering global citizenship involves a comprehensive educational strategy to empower individuals to navigate our interconnected world with cultural sensitivity, empathy, and a deep understanding of global challenges. This initiative is committed to instilling a sense of responsibility in students, motivating them to actively contribute to positive change on a global scale.

Through diverse learning experiences, including cross-cultural, globally-oriented and/or multilingual pedagogy and course content, students gain a broad awareness of diverse cultures, perspectives, and societal systems. The course should strongly emphasize developing critical thinking skills, promoting intercultural communication, and instilling a commitment to global responsibility.