

CURRICULUM PROPOSAL

APPROVAL PAGE

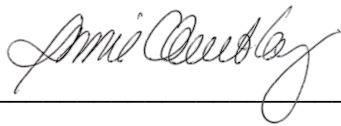
Proposal Title: Paris and the Making of the Modern World

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.

Core Curriculum Course Add

I. Course Information

Item	Information
College/School	Liberal Arts
Department	Chicano Studies, Languages, and Linguistics
Course Prefix & 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	n/a
Terms Offered	☒ Fall ☒ Spring ☐ Summer
Texas Common Course Number (TCCN)	HUMA 2323

TCCN Information

The Texas Common Course Numbering System (TCCNS) facilitates transfer of lower-division coursework among participating Texas institutions.

- TCCNS Website: [Texas Common Course Numbering System](#)

- Course information and learning outcomes may be reviewed in the Academic Course Guide Manual (ACGM). Not all courses will have a TCCN.

II. Foundational Component Area

Select one Foundational Component Area.

Component Area	Required Objectives
☐ Communication	CT, COM, TW, PR
☐ Mathematics	CT, COM, EQS
☐ Life & Physical Sciences	CT, COM, EQS, TW
☒ Language, Philosophy & Culture	CT, COM, SR, PR
☐ Creative Arts	CT, COM, TW, SR
☐ American History	CT, COM, SR, PR
☐ Government/Political Science	CT, COM, SR, PR
☐ Social & Behavioral Sciences	CT, COM, EQS, SR
☐ Component Area Option	CT, COM, Element #1, and at least one of Elements #2, #3, or #4

Reference: [UTEP Core Curriculum](#)

III. Core Curriculum Objectives

All courses must address Critical Thinking and Communication.

For each objective required by the selected component area, describe how the course meets the objective and identify supporting evidence.

Objective	How is the objective addressed?	Evidence (LO, assignment, activity, assessment, etc.)
Critical Thinking (CT)	Students will develop critical thinking skills by analyzing and	Critical thinking is assessed through analytical essays,

	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.	visual analyses, examinations, and the final research project.
Communication (COM)	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 & Quantitative Skills (EQS)		
Teamwork (TW)		
Personal Responsibility (PR)	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,	Personal responsibility is assessed through reflective writing, analytical essays, and class discussion requiring students to connect historical case studies to broader

	imperialism, war, occupation, collaboration, resistance, migration, and civic participation, students will evaluate the consequences of political, social, and moral decisions from multiple perspectives.	questions of ethical responsibility, citizenship, and informed decision-making.
Social Responsibility (SR)	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 assessed through collaborative discussions, analytical writing, and research projects that investigate the historical experiences of diverse populations.

Objective Definitions

- **Critical Thinking (CT):** Creative thinking, inquiry, analysis, evaluation, and synthesis of information.
- **Communication (COM):** Written, oral, and visual communication.
- **Empirical & Quantitative Skills (EQS):** Analysis of numerical data or observable facts.
- **Teamwork (TW):** Working effectively toward a shared goal.
- **Personal Responsibility (PR):** Ethical decision-making and accountability.

- **Social Responsibility (SR):** Civic engagement and intercultural competence.

IV. Component Area Option Requirements

(Complete only if requesting Component Area Option designation.)

All courses must include **Cross-Disciplinary Cooperation** and at least **one additional element** from #2, #3, or #4. Element definitions are on the last page.

Element 1: Cross-Disciplinary Cooperation (Required)

Response:

Additional Element(s) (Select at Least One)

Element 2: Engaging Students in Enriching Experiences that Foster Leadership

Response:

Element 3: Contributing to Society

Response:

Element 4: Developing Global Citizens

Response:

V. Evidence of Core Curriculum Criteria

Attach supporting documentation (e.g., syllabus, proposal, assignments, learning outcomes).

A. Foundational Knowledge Criterion

Briefly explain how the course develops foundational concepts, critical inquiry, and transferable thinking.

Response: This interdisciplinary humanities course develops foundational concepts by exploring the history, literature, philosophy, architecture, and visual culture that shaped the modern world. Students engage in critical inquiry by evaluating primary sources, analyzing competing historical interpretations, and constructing persuasive arguments, as explicitly outlined in the Student Learning Outcomes. Furthermore, the course fosters transferable thinking by moving beyond chronological memorization; modules like "Week 5: Revolution, Citizenship, and the Rights of Man" require students to connect historical events to enduring debates on human rights. Finally, the integration of Digital Humanities methodologies equips students with

contemporary, analytical research skills (e.g., spatial analysis and digital archiving) that are highly transferable across academic and professional disciplines.

Attach at least one of the following:

- ☒ Learning Outcomes
 - ☐ Signature Assignment(s)
 - ☒ Weekly Topics/Modules
-

B. Breadth of Knowledge Criterion

Briefly explain how the course connects knowledge to broader intellectual, social, or applied contexts.

Response: This course uses Paris as an interdisciplinary laboratory to investigate broad, globally significant themes such as monarchy, revolution, democracy, empire, urbanization, and globalization. The curriculum connects specific cultural and intellectual developments to broader global contexts, challenging students to understand how local innovations influence the modern world. The diverse Readings and Materials, ranging from foundational political texts like the Declaration of the Rights of Man and Olympe de Gouges's Declaration of the Rights of Woman to urban studies scholarship by David Harvey, ensure students engage with multiple disciplines. This breadth allows students to connect historical conflicts and intercultural exchanges directly to contemporary debates about global citizenship and social justice.

Attach at least two of the following:

- ☒ Course Description
 - ☒ Learning Outcomes
 - ☒ Readings/Materials
-

C. Civic and Professional Preparedness Criterion

Briefly explain how the course supports communication, collaboration, ethical reasoning, or problem-based learning.

Response: Civic and professional preparedness are embedded throughout the course design and align directly with the Texas Core competencies of Communication Skills and Personal/Social Responsibility. Students hone effective written and visual communication through Analytical Essays, primary source analyses, and a public-facing digital presentation. Importantly, the course demands rigorous ethical reasoning; students must confront and examine complex moral questions surrounding historical events (such as the Reign of Terror,

colonialism, and the Paris Commune) and evaluate the historical boundaries of citizenship. Through the scaffolded assignment descriptions culminating in the "Digital Paris" project, students practice intellectual integrity, source evaluation, and the ethical responsibilities associated with democratic citizenship.

Attach at least one of the following:

- ☒ Assignment Descriptions
- ☐ Group Work Expectations
- ☐ Feedback Mechanisms

D. Workforce and Societal Contribution Criterion

Briefly explain how the course engages students in real-world problems and active learning.

Response: Students engage in active, applied learning through the semester-long integration of Digital Humanities methodologies. Students utilize geographic visualization, digital archives, digitized newspapers, and online museum collections to actively investigate the changing landscape of the city. The course culminates in the Digital Paris: Curating the Modern City project, an applied learning activity where students synthesize interdisciplinary research into an original, public-facing digital presentation. By investigating the historical development of real-world problems, such as urban displacement under Haussmannization, migration, and struggles for social equality, students learn to apply humanities research and problem-solving skills to contemporary societal challenges.

Attach at least one of the following:

- ☒ Applied Learning Activities
- ☐ Real-World Case Studies
- ☐ Community/Industry Engagement

VI. Cost and Efficiency Review

Courses should serve broad educational purposes and avoid unnecessary costs where reasonable alternatives exist.

Required Fee or Platform	Cost	Required? (Y/N)	Lower-Cost Alternative Considered?
n/a			

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.

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.