



IFE course syllabus

Course title

Marseille¹ and Provence in the Modern Age (19th-21st Centuries)

COURSE TAUGHT BY

Fabien Bartolotti holds a PhD in contemporary history, teaches at the University of Aix-Marseille, and is a member of the research group TELEMMe (Time, Space, Language, Southern Europe, Mediterranean).

The author of a thesis on the port of Marseille in the second half of the 20th century, he pursues research on the history of maritime, industrial and imperial economies, with a particular focus on environmental and technological issues. He recently contributed to the AMIDEX research project *MARS IMPERIUM - Imperial Marseille: history and (post)colonial memories from the 19th to the 21st century* and co-edited the book *Marseille's port history in the making: spaces, functions and representations, 17th to 21st centuries* (2021). With Michel Peraldi, he has just published *Les Ecumeurs des quais. Illegality, policing and daily life in the port of Marseille (1840-1950)*.

PURPOSE OF THE COURSE

Using examples from the Marseille and Provence regions, this course offers an introduction to contemporary French history. Designed for non-specialists, the sessions provide a general overview of political, economic, and social developments since the beginning of the 19th century, focusing on the basic chronological landmarks and key figures of each period. Whether it is the succession of political regimes, the pace of industrialization, or migratory phenomena, local events are examined through the prism of national and international contexts. This historical perspective is the key to understanding the current place of the city of Marseille and, more broadly, of the South of France, in the Mediterranean region.

DESCRIPTION OF THE COURSE

Alternating chronological and thematic approaches, the course addresses key concepts of political, economic, and social history, and introduces students to the major concepts of the humanities and social sciences. During the sessions, students will have the opportunity to work with first-hand sources (manuscripts, prints, iconography, films). They will be invited to discuss these documents critically and to discover the methods of historical research.

Students are urged to pay particular attention to how themes from this course reappear in the material of the other two courses comprising the preparatory session. The three courses of the session have been designed in a collegial effort to build a thematic ensemble that enables students to grasp the city of Marseille in its complexity, as observed from different disciplinary viewpoints, drawing on case studies for each theme.

This course meets approximately 32 hours, including mandatory site visits.

OUTCOMES

- 1 In addition to the fundamental outcomes associated with the aims of the course, as described above ("Purpose of the course"), this course is designed to enable students to develop the following "applied outcomes":
 - understand Marseille's specificity in French, Mediterranean and European history;
 - understand the French political process and the specifics of French history;
 - recognize main figures in modern France and their contribution;
 - acquire an informed-citizen's grasp of current events, issues and their context while learning the differences that may exist between political systems and values;

¹ In this document, the name of the city is spelled in the French way, without the final s.

- acquire French vocabulary in historical and political subjects;
- become familiar with French news media;
- develop oral skills of presentation, debate and exchange, in French;
- master the use of French for the specific purpose of being able to engage professionally with the issues of the day and to produce useful texts in a work setting;
- learn the use of European methodology for structuring argumentation and marshaling relevant information.

2 Contribution to outcomes of an integrated program of study

The IFE semester is a fully integrated whole, academically. An important set of outcomes of this and every course comprising an IFE preparatory session is the repertory of skills and knowledge acquired in order to succeed in the next phase of the semester. Students as they enter the internship phase will know how – in French – to make oral presentations, write dissertations, organize material according to a standard methodology, comprehend oral material, take notes in a meeting, understand the work of their host organization in its societal context generally, and specifically in the complex environment that is Marseille. The result is a student-intern's readiness to take fuller advantage of the field experience opportunity including as a research terrain thus enhancing the final academic exercise, the 30-page guided independent field research paper (qv), the keystone of the IFE integrated semester.

3 Outcomes in the context of a program of experiential learning

Outcomes are essentially seized learning opportunities. Experiential learning outcomes result from the opportunity to study a subject both in situ as well as in words and in theory. At IFE, cultural and linguistic otherness enhances both factors of the experiential education equation, yielding the final, fundamental intended outcomes of comparative knowledge strengthening a student's grasp on a particular subject and discipline, along with robust language skills, and the knowledge of the world and of oneself that comes from having learned to operate effectively with and in otherness.

PEDAGOGICAL METHODS

- 1 Lecture-seminars whereby each two-hour class meeting is devoted to a specific theme, including lecture presentation of new material reinforced by in-class tools such as power-points, videos and readings (including some materials to be reviewed by students in preparation for class).

Small class size allows for questions and some discussion.

- 2 Discussion or "workshop" sessions (*Travaux Pratiques*, a standard part of European university pedagogy), designed to assist students in assimilating the information and knowledge transmitted during the lecture-seminar sessions and applying it to current events and issues. Typical exercises include:

- a review of national press on specific subjects linking course material with current events.
- short student oral presentations on selected subject.
- a detailed draft outline as if for a dissertation on a topic of current debate.

- 3 In addition to the lecture visits scheduled as part of the course, other site visits, encounters with civil society actors and similar activities complement the teacher's classroom instruction. Scheduled visits include, for example:

- a visit of the Marseille History Museum.
- a visit of Marseille City Archives.
- a visit of Vieille Charité Cultural Center and Museums.

These activities are prepared in advance and debriefed and commented afterwards, in workshop sessions. Material presented during these activities is part of the body of material on which students may be tested.

COURSE OUTLINE

1 Marseille before the French Revolution

After presenting some chronological milestones for the ancient and medieval periods, this introductory session will focus on the history of the city and port in the 17th and 18th centuries.

2 Political history from the Second Bourbon Restoration through the Third Republic (1814-1914)

In the 19th century, Provence went from royalism to republicanism. This session will examine how and why these political changes occurred.

3 Marseille from one war to another (1914-1945)

A rear base supplying men and goods during the First World War, then a city occupied by the German army from 1942 to 1944, the city's role in the two world wars of the 20th century was very different.

4 Political and trade union life in Marseille since the 1950s

This session will look at the main phases of political life under the Fourth (1946-1958) and Fifth (since 1958) Republics, as well as the changes in trade unionism from a strategy of conquest to one of defending social rights.

5 Industrial cycles and territories

Far from being limited to agricultural and commercial activities, the economy of Provence has been strongly influenced by industry since the beginning of the 19th century. This session will examine the main sectors and territories, with particular attention to periodization and the roles of stakeholders.

6 Port activities

As France's leading port, Marseille derives its prosperity from the sea and its role in globalization. This session will analyze the various phases of expansion of the port basin, changes in economic functions, and upheavals in cargo handling techniques from the early 19th century to the 1970s.

7 Pollution, conflict and environmental regulation

Since the appearance of the first factories in the early 19th century, pollution has generated conflicts and disputes that the state has tried to regulate in order to make industry and its negative impact socially acceptable.

8 Migration and labor in the colonial era

Between the 1830s and the 1960s, Marseille became a "world city" and an imperial city, with a mix of foreign and colonial populations employed in local industries. This migratory presence generated both integration and xenophobic reactions

9 Provençal identities and cultures

This session will examine the emergence and development of the regionalist movement, which since the mid-19th century has promoted the specificity of Provençal culture in opposition to a national culture shaped by the state.

10 Visit and tour of the port

Overview of the changes in the port area and brief panorama of Marseille's position in the Mediterranean: similarities and differences (Naples, Tangiers, Barcelona, Genoa, Algiers).

(in collaboration with prof. Michel Peraldi)

SUGGESTED BIBLIOGRAPHY

Historical works

- Anne-Claude Ambroise-Rendu et al., *Une histoire des luttes pour l'environnement, 18e-20e Trois siècles de débats et de combats*, Paris, Textuel, 2021.
- Laurence Américi et Xavier Daumalin, *Les Dynasties marseillaises de la Révolution à nos jours*, Paris, Perrin, 2010.
- Fabien Bartolotti et al. (dir.), *L'Histoire portuaire marseillaise en chantier : espaces, fonctions et représentations (XVIIe-XXIe siècle)*, Aix-en-Provence, Presses Universitaires de Provence, 2021.
- Nicolas Delalande et Blaise Truong-Loï, *Histoire politique du XIXe siècle*, Paris, Presses de SciencesPo, 2021.
- Olivier Fillieule et Isabelle Sommier (dir.), *Marseille années 68*, Paris, Presses de Sciences Po, 2018.
- Arnaud Houte et Aurélia Dusserre, *Atlas de la France au XIXe siècle*, Paris, Autrement, 2021.
- Arnaud Houte et Aurélia Dusserre, *Atlas de la France au XXe siècle*, Paris, Autrement, 2018.
- Gérard Noiriel, *Le Creuset français. Histoire de l'immigration (XIXe-XXe siècle)*, Paris, Éditions du Seuil, 2016.
- Christophe Prochasson et Olivier Wieviorka, *La France du XXe siècle*, Paris, Éditions du Seuil, 2011.
- Marcel Roncayolo, *L'Imaginaire de Marseille : port, ville, pôle*, Lyon, ENS Éditions, 2014.

Literature

- Alphonse Daudet, *Les Aventures prodigieuses de Tartarin de Tarascon*, 1872.
- Alexandre Dumas, *Le Comte de Monte-Cristo*, 1844-1846.
- Jean Giono, *Le Hussard sur le toit*, 1951.
- Mary Jayne Gold, *Crossroads Marseilles 1940*, 1980.
- Albert Londres, *Marseille, porte du Sud*, 1927.
- Claude McKay, *Banjo*, 1929 ; *Romance in Marseille*, 2020.
- Frédéric Mistral, *Mireille*, 1859.
- Marcel Pagnol, *La Trilogie marseillaise (Marius, Fanny, César)*, 1929-1946 ; *La Gloire de mon père*, 1957 ; *Le Château de ma mère*, 1958 ; *Le Temps des secrets*, 1960.
- Anna Seghers, *Transit*, 1944.
- André Suarès, *Marsiho*, 1931.
- Émile Zola, *Les Mystères de Marseille*, 1867.

GRADING METHODS

- There are two in-class written examinations:
 - a one-hour examination mid-way through the preparatory session comprising multiple-choice and short-answer questions (20% of the final grade).
 - a two-hour final examination taking the form of a *dissertation*, or long essay in which the student - on the subject given for the examination - first constructs a specific question to be examined and then proceeds to do so in a formal, well-structured manner, drawing on and thereby demonstrating a certain master of course material (30% of final grade).
- **Sample examination subjects for this course:**
Immigration in Marseille in the 20th century: Diversity, integration and social tensions.
Provençal identity in the face of modernization: Marseille at the turn of the 20th century.
- Class preparation and participation in the lecture-seminar sessions are taken into account in assessing the grade for this part of the course. Grades for the various exercises of the workshop section, taking into account active participation in all class sessions and course-related visits and activities, are averaged to assess a grade for these aspects of the course (50% of final grade).
- **A note on grading:** IFE teachers use a standard grading system based on a scale of 20. The final grade is also transposed into an American letter grade according to a scale of equivalence, and both grades are displayed. The grade assessed for written work reflects the degree of acquisition of the information and knowledge presented during the course as well as how well the extent to which the methodology is followed. Since the language of instruction and examination is not the student's own language, the quality of the written expression only enters into account in cases of noteworthy progress or, on the contrary, repeated and avoidable errors and carelessness.
Those who grade IFE students' work are guided by the principle that this course – in its several parts – is not intended to train specialists in French history. Therefore, evaluation of student work pays particular attention to knowledge gained during the six weeks of the preparatory session, demonstrated curiosity and a student's motivation to apply this knowledge to their experience and to gaining new perspectives, including on their home culture and society.

- **Grading scale:**

A+	18 - 20/20	B+	14/20	C+	10/20
A	16 - 17/20	B	13/20	C	9/20
A-	15/20	B-	11 - 12/20	C-	8/20

EQUIVALENT IN AMERICAN UNIVERSITY COURSE OFFERINGS

This course is comparable to courses offered in Francophone Studies, Mediterranean Studies, or European History.