THE OLD REGIME, FRENCH REVOLUTION, & NAPOLEONIC ERA

History 358
Office hours: Mon. 4-5; Fri. 2:15-3:15
5120 Humanities
Reader: Johanna Lanner-Cusin

Reading:
Rafe Blaufarb & Claudia Liebeskind, ed., Napoleonic Foot Soldiers and Civilians
J. Christopher Herold, The Age of Napoleon
Peter McPhee, The French Revolution, 1789-1799
Jean-Jacques Rousseau, Discourse on the Origin and Foundation of Inequality Among Men (ed. & trans. Helena Rosenblatt)
Timothy Tackett, When the King Took Flight
Course Packet from Copy Center at 6120 Social Sciences

Course Description
This course explores a pivotal and exciting moment in European history: the French Revolution and the Age of Napoleon. Tracing events from the Old Regime court at Versailles to Napoleon’s fall at Waterloo, this course first asks why Revolution broke out in 1789 in France, one of the most powerful and traditional monarchies of Europe. What were the roots of discontent in Old Regime France? Where did revolutionary ideas come from? Then we trace how the revolutionaries made dramatic moves: they overthrew the monarchy to create a republic, leveled the aristocracy, replaced Catholicism with goddesses of liberty, set up Sister Republics in Europe, and sparked slave revolt in the French Caribbean. We also ask why this radical experiment in democracy unleashed the Terror and launched Napoleon Bonaparte, the politician and general who built an astonishing European Empire. The lectures weave together political and social analysis with personal stories: Marie-Antoinette, Robespierre, and Napoleon rub shoulders with workers storming the Bastille, women rioting for bread, and soldiers marching across vast stretches of Russia. The course also addresses big questions: How did the French attempt to institute “liberty and equality” in daily life, and how did these ideals also become entwined with violence? How did the Revolution and Napoleonic Empire lay the foundations of modern politics, lead to the restructuring of Europe, and create repercussions from Haiti to Egypt?

Reading: The above books have been ordered and should be available at the University Bookstore and on reserve in H. C. White library. They are marked with an asterisk (*) in the assignments below. **There is also a READER of xeroxed articles and documents available at the Copy Center in 6120 Social Sciences and on reserve. All the books and the reader are required. Readings from the reader are marked "R." Students will have the opportunity to discuss the readings in class, usually during the Wednesday meeting.
Requirements: All students will take an in-class exam on Wed., Oct. 22 and a final exam. All students will also write two papers: 1/ a 3-page paper (based on in-course readings): Draft due Fri., Sept 26 to Writing TA (Box #4064 in Humanities); Final version due Friday, Oct. 10 to Desan's box #5013 Humanities; 2/ a second paper, 4-5 pages for 3-credit students and 8-9 pages for 4-credit students: Draft due to Writing TA (Box #4064) on Fri., Nov. 14; Final Version due Tues., Dec. 2 to Desan's box #5013 Humanities. The second papers will be based on primary sources, and you will be able to choose or create a topic from any time period of the course. Four-credit students will do research beyond the course reading. Final grades will be based as follows: for 4-credit students: 10% first paper; 20% discussion participation; 20% midterm exam; 25% paper; 25% final exam; for 3-credit students: 15% first paper; 20% discussion participation; 20% midterm exam; 20% paper; 25% final exam.

Electronic Devices: Although technology can be incredibly useful, recent research suggests that laptop use in classrooms does not improve student learning and often actually hinders it. One study at York University found that students who took notes by laptop scored “11% worse on comprehension tests” than those who did not; students who were continually distracted by neighbors’ computer screens earned grades 17% lower than those who were not. Stunning results: that makes one to two letter grades lower on their test scores. The researchers interpreted these results as evidence of our tendency to overestimate our ability to multi-task. In addition, a study done at UCLA and Princeton determined that taking notes by hand caused students to focus their attention more sharply and to reformulate and process the material as they listened. As a result, the students tended to remember and understand the material more fully. We are all interested in promoting the most effective student learning, so laptop and phone use will not be allowed during class.

Plagiarism: The UW Writing Center offers this definition of plagiarism from the Merriam Webster Dictionary: "to steal and pass off (the ideas and words of another) as one's own" or to "present as new and original an idea or product derived from an existing source." Plagiarized work constitutes a serious offense and will receive an F. Students must produce all of their own work without borrowing any sentences or sentence fragments from the web, books, or articles. All quotations should be put into quotation marks and cited. If you have questions about what constitutes plagiarism and how to avoid it, here are two sources: http://www.plagiarism.org; and http://writing.wisc.edu/Handbook/QuotingSources.html. These sites also have useful tips on paraphrasing and quoting from others' work.

WEEK 1 (Sept. 3): INTRODUCTION & ABSOLUTIST MONARCHY
Reading: * Peter McPhee, The French Revolution, 4-22

WEEK 2 (Sept. 8-10): OLD REGIME SOCIETY IN FRANCE & COLONIES
Reading: Gail Bossenga, “Society,” in Old Regime France, ed. William Doyle, 42-77 {R}

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Documents on Peasants, in Kaplow, ed. *France on the Eve of Revolution*, 3-13 {R}
Laurent Dubois & John Garrigus, eds., *Slave Revolution in the Caribbean, 1789-1804*, 7-18 {R}

WEEK 3 (Sept. 15-17): THE ENLIGHTENMENT & THE CRISIS OF THE OLD REGIME
Reading: *McPhee, The French Revolution*, 24-32 (stop mid-chapter)

WEEK 4 (Sept. 22-24): OUTBREAK OF THE FRENCH REVOLUTION
Reading: *McPhee, The French Revolution*, 32-88
Abbé Sieyès, "What is the Third Estate?" in *Sources of the Making of the West*, II: 89-93 {R}
“The Declaration of the Rights of Man and Citizen” in *Sources of the West*, 69-70 {R}

**Draft of 3-page Paper** Due on Friday, Sept. 26 in Abby Lewis's box #4064 in Humanities.

WEEK 5 (Sept 29-Oct. 1): REVOLUTIONARY BEGINNINGS
Start reading *Timothy Tackett, When the King Took Flight*, 1-56

WEEK 6 (Oct. 6-8): THE REVOLUTION RADICALIZES
Reading: *Timothy Tackett, When the King Took Flight*, 83-118,137-155,165-198, 219-223

**3-page Paper** (Final Version): Due on Friday, Oct. 10 in Desan's box: #5013 Humanities

WEEK 7 (Oct. 13-15): REPUBLICANISM: REMAKING CULTURE AND SOCIETY
Reading: *McPhee, The French Revolution*, 89-108
Laurent Dubois and John D. Garrigus, eds., *Slave Revolution in the Caribbean, 1789-1804*, 18-42, 67-70, 120-125 {R}

WEEK 8 (Oct. 20-22): REVOLUTION IN COLONIES & EXAM
** In-class EXAM** on Wednesday, Oct. 22
No Reading
WEEK 9 (Oct. 27-29): REVOLUTION IN CRISIS: THE TERROR
“Make Terror the Order of the Day,” & “the Law of Suspects” in The Old Regime and the French Revolution, 342-54 {R}

WEEK 10 (Nov. 3-5): ROBESPIERRE’S FALL, THERMIDOR, & THE DIRECTORY
Reading:  * McPhee, The French Revolution, 154-175
Babeuf documents: “Manifesto of the Directors” and “The Conspiracy of Equals” in The Old Regime and the French Revolution, 393-403 {R}

WEEK 11 (Nov. 10-12): YOUNG NAPOLEON & EXPORTING REVOLUTION
Reading:  ** J. Christopher Herold, The Age of Napoleon, Chapters 1 & 2 (pp. 1-82)
Rafe Blaufarb, ed. Napoleon: Symbol for an Age, 39-40, 43-51 {R}

** Draft of Research Paper due Fri., Nov. 14 to Writing TA’s Box #4064

WEEK 12 (Nov. 17-19): NAPOLEON SEIZES POWER
Reading:  ** J. Christopher Herold, The Age of Napoleon, Chapter 4 (pp. 120-163)
Rafe Blaufarb, ed. Napoleon: Symbol for an Age, 52-56, 96-99, 104-08, 212-213 {R}
* Blaufarb & Liebeskind, ed. Napoleonic Foot Soldiers and Civilians, 1-29, 65-72

WEEK 13 (Nov. 24): BUILDING THE EMPIRE
Reading:  ** J. Christopher Herold, The Age of Napoleon, Ch. 5-8 (pp. 164-299)
* Blaufarb & Liebeskind, ed. Napoleonic Foot Soldiers and Civilians, 30-58

WEEK 14 (Dec. 1-3): NAPOLEON’S PEAK & HIS FALL
Reading:  ** J. Christopher Herold, The Age of Napoleon, Chapters 10 & 11 (pp. 340-419)
* Blaufarb & Liebeskind, ed. Napoleonic Foot Soldiers and Civilians, 76-101, 123-147

** Final Paper Due: Tuesday, Dec. 2 in my box #5013 on 4th floor of Humanities by 5pm

WEEK 15 (Dec. 8-10): REVOLUTIONARY & NAPOLEONIC LEGACIES
Reading:  ** Peter McPhee, The French Revolution, 178-204
** J. C. Herold, The Age of Napoleon, Chapter 12 (420-459)

FINAL EXAM