

UNIVERSITY OF WISCONSIN-MADISON  
Department of History  
Semester I, 2020-2021

**History 201: The Historian's Craft**  
**THE FRENCH REVOLUTION**

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Office Hours: Tues. 5:15-6pm; Thurs. 3:45-5pm  
Office Hours: Wed. 10am -12pm  
All ofc hours= virtual in Blackboard Collaborate. Access from Canvas

Course Description:

This “Historian’s Craft” course explores how historians probe, interpret, analyze, and narrate the past. At the same time, we will delve into one of the most exciting and crucial moments in modern European history: the French Revolution. Course units focus on four pivotal questions. Why and how does Revolution break out in the ancient and powerful monarchy of France? When the revolutionaries suddenly try to create “equal rights” and destroy the old ways, how do these innovations transform the everyday lives of individuals – including aristocrats, slaves, working men and women, peasants, and religious minorities? Third, how do the revolutionaries attempt to invent democracy and why is it so difficult and so violent? And finally, how can the French possibly end their Revolution? While we pose these pivotal questions, we will pay close attention to questions of historical method. Students will analyze different types of sources, learn how to ferret out and assess evidence, and develop their own research, writing, and speaking skills.

Course Structure:

This course will offer a blend of online and in-class instruction.

- 1/ *Discussion sections*, led by the TA Conrad Allen, will meet *in person on Mondays*.
- 2/ *On Tuesdays at 4pm*, Professor Desan will lead a *synchronous online class*, which will mix discussion and lecture. Your attendance is required at these Monday discussions and Tuesday online class. (See requirements below.)
- 3/ Prof. Desan will also deliver *lecture material asynchronously*, usually 1 hour per week, to prepare you for the reading and classes for the following week.

Reading:

Peter McPhee, *The French Revolution, 1789-1799*

Timothy Tackett, *When the King Took Flight*

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 8<sup>th</sup> or 9<sup>th</sup> ed.

Course Packet of primary and secondary sources, at L&S Copy Center, Social Sciences 6120

Reading: The above books have been ordered and should be available at the University Bookstore and in the Box attached to Canvas. They are marked with an asterisk (\*) in the assignments below. \*\*There is also a READER (a course packet) of xeroxed articles and documents available at the Copy Center at 6120 Sewell Hall (the Social Sciences Building) and on Canvas as a single PDF. The reader is required and I urge you to purchase the paper copy. It is easier to read and absorb information from the paper version and you should bring it to discussion section when relevant. Students will have the opportunity to discuss the readings in weekly discussion sections on Monday and/or online lecture on Tuesday.

Requirements: Course grades will be based as follows: 25% participation in section and synchronous lecture; 20% final paper; 15% each for two 5-page papers; 5% each for two very short papers; 5% for your oral report and initial proposal with bibliography; 5% for your participation in Robespierre's mock trial; 5% for peer review of final papers. The Assignment Sheet offers a more detailed list of assignments, percentages, and due dates. You are required to attend both the synchronous lecture and discussion, although you will be allowed three missed classes (one freebie and two excused classes if necessary.) Any absences beyond those three will reduce your grade. Many students feel anxious about speaking up in class, but active and lively participation will increase your enjoyment, your learning, and your grade. The T.A. and I will work toward creating welcoming classrooms, both in person and online. We will also offer some questions on reading and asynchronous lecture material ahead of time to help you prepare for discussion. If you still feel uncomfortable or shy, come to my online office hours and we will discuss strategies for getting over those reservations. Finally, I will meet with all students individually for 5" in week 2 or 3.

Credit Hours & Work Load: This 4-credit course has 2.75 hours of synchronous group meetings per week and 1.25 hours of asynchronous lecture-viewing. (Each 50 minute segment of lecture and discussion counts as one hour according to UW-Madison's credit hour policy). The course also carries the expectation that you will spend an average of at least 2 hours outside of these class times for every hour in the classroom or in online instruction. In other words, in addition to your in-person section, your synchronous lecture, and your online lecture viewing, plan to allot an average of at least 8 hours per week for reading, researching, writing, preparing for discussions, doing peer review, and/or preparing for your oral presentation or the Robespierre trial.

Course Goals:

To analyze and reflect on deep-rooted and varied human issues, still present today, such as:

Why is so difficult to create democracy and equality?

Is violence ever justified to overcome oppression or injustice?

Why and how do certain individuals forge power so effectively (or so dangerously!) in any given context?

To develop research skills and the ability to read difficult, unfamiliar texts

To improve writing and oral communication skills and to hone critical thinking by exploring unexpected historical events and diverse human reactions

To fuse creative thinking with deep research and intensive writing skills

To conceptualize and imagine how different social groups have dealt with cataclysmic change, utopian euphoria, unexpected hardships, and so on

To evaluate the impact of vast grassroots, social movements on historical change

To gain greater understanding of the dynamics of revolutionary era and assess its many impacts on the emerging modern world, both in Europe and beyond

History Lab: The History Lab is a writing center run by History PhD students who can help you at any stage of the writing process: drafting your imaginative research question, outlining a paper, composing a thesis statement, or revising a draft. Book an appointment online for a one on one appointment: <http://go.wisc.edu/hlab>.

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. For information about what constitutes plagiarism and how to avoid it, here are two sources: <http://www.plagiarism.org>; <http://writing.wisc.edu/Handbook/QuotingSources.html>. These sites also have useful tips on paraphrasing and quoting from others' work.

#### Instruction during Covid-19:

##### **Students' Rules [Rights, & Responsibilities](#)**

During the global Covid-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

To protect ourselves, students, TA, and professor all agree to the UW-Madison [Badger Pledge](#) and to UW-Madison [Face Covering Guidelines](#): While on campus all employees and students are required to wear [appropriate and properly fitting face coverings](#) while present in any campus building unless working alone in a laboratory or office space.

#### Face Coverings During In-person Instruction Statement (COVID-19):

Individuals are expected to wear a face covering while inside any university building. Face coverings must be [worn correctly](#) (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

#### Quarantine or Isolation Due to COVID-19

Students should continually monitor themselves for COVID-19 [symptoms](#) and [get tested for the virus](#) if they have symptoms or have been in close contact with someone with COVID-19. Students should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

## **UNIT I. THE ORIGINS OF REVOLUTION**

### **WEEK 1 (Sept. 2-4): INTRODUCTION: OLD REGIME MONARCHY & SOCIETY**

Listen to Introductory Announcement on Canvas

No section or synchronous class

Online Lectures for discussion next week: #1 *Introduction and the Old Regime Monarchy*

#2 *Privilege: Old Regime Society*

#3 *The Enlightenment*

Reading for next week: \*\*Peter McPhee, The French Revolution, 1789-1799, 4-23

### **WEEK 2 (Sept. 8-11) CAUSES OF THE REVOLUTION**

No section [Labor Day]

Tuesday: Introduction, Discuss Old Regime lectures & French Revolution Causes, & Interpreting Primary Sources

Online Lectures for next week:

# 4 *France, Global Commerce, and Colonization*

# 5 *PowerPoint on Royal Bankruptcy and Causes of the French Revolution*

# 6 *The Political Awakening of 1789*

Reading for next week: \*\*McPhee, French Revolution, 24-63

Emmanuel Sieyès, "What is the Third Estate?" in Lynn Hunt, ed., The French Revolution and Human Rights (Boston, 1996), 63-70

\*\*Mary Lynn Rampolla, A Pocket Guide to Writing in History, 8<sup>th</sup> ed.: 1-38; 9<sup>th</sup> ed.: 1-41

\*\*ASSIGNMENT #0: Fill out "Getting to Know You (a little)" questionnaire on Canvas and have a brief meeting with Prof. Desan in Blackboard Collaborate Room, accessible via Canvas. Sign up via Google Sheets. Time Slots = Wed., 9/9 & and Thurs., 9/10 afternoons.

\*\*ASSIGNMENT #1, due Monday, Sept. 14 on Canvas by 4:15pm: 2-page paper analyzing primary source, Sieyès, "What is the Third Estate?"

## **UNIT II. THE OUTBREAK OF REVOLUTION**

### **WEEK 3 (Sept. 14-18) 1789: REVOLUTION BREAKS OUT**

Section: Sieyès & Causes of the Revolution

Tuesday: Discuss Early 1789 & Interpreting Secondary Sources

Online Lectures for next week: #7 *July 14<sup>th</sup> – Storming the Bastille*

# 8 *Peasant Revolt and the Abolition of Feudalism*

Reading for next week (Monday): 3 versions of the Popular Activism in 1789

Peter McPhee "A Social Revolution?: Rethinking Popular Activism in 1789" in The Oxford Handbook of the French Revolution (Oxford, Eng., 2015), 164-179

Simon Schama, Citizens: A Chronicle of the French Revolution (N.Y., 1989), xiii-xvi & 399-406

Micah Alpaugh, "The Politics of Escalation in French Revolutionary Protest: Political Demonstrations, Non-violence and Violence in the Grandes Journées of 1789," French History 23 (2009): 336-359

\*\*Rampolla, A Pocket Guide to Writing in History, 8<sup>th</sup> ed.: 38-40, 51-81; 9<sup>th</sup> ed.: 41-45, 52-82

\*\*ASSIGNMENT #2: due Monday, Sept. 21 on Canvas by 4:15pm: 2-page paper comparing & assessing two secondary source interpretations

#### **WEEK 4 (Sept. 21-25) 1789 & THE OCTOBER DAYS**

Section: 1789 Uprisings in the Articles & Writing Issues

Tuesday: Discuss Bastille, Peasant Revolts, & Assessing Primary Source Evidence in Secondary Sources

Online Lectures for next week: #10 *Paris Commands its King (on the October Days)*  
#11 *Political Apprenticeship in Democracy*

Reading for next week (Monday):

Olwen Hufton, Women and the Limits of Citizenship in the French Revolution, 4-18, 156-159

Evelyne Lever, Marie-Antoinette: The Last Queen of France, 223-232

Henriette Lucie Dillon, marquise de La Tour du Pin-Gouvernet, Memoirs, 124-35

Account by Charles Elie, marquis de Ferrières [1741-1804], from his Memoirs, in The French Revolution, ed. Georges Pernoud and Sabine Flaissier, 61-66

"Stanislaus Mailland Describes the Women's March to Versailles," in Women in Revolutionary Paris: 1789-1795, 36-42

Depositions by Jeanne Martin, nurse, and Françoise Rolin, flower girl, in The French Revolution, ed. Philip Dawson, 59-62 and 63-6

Reading for Tuesday Sample Papers: 1/ "Masculinity in Colonial New England"; 2/ "Toussaint-Louverture"

#### **UNIT III: RIGHTS & REVOLUTION**

#### **WEEK 5 (Sept. 28-Oct. 2) ATTACKING INEQUALITY**

Section: October Days & Paper Writing

Tuesday: Discuss Sample Papers & Writing Sentences

Online Lectures for next week: #9 *The Declaration of the Rights of Man*  
#14 *Women's Rights in the Early Revolution*

Reading for next week Monday: Lynn Hunt, The Invention of Human Rights (N.Y. 2007), 146-175, 254-257

Shanti Singham, "Betwixt Cattle and Men: Jews, Blacks, and Women, and the Declaration of the Rights of Man and Citizen," in The French Idea of Freedom: The Old Regime and the Declaration of Rights of 1789, ed. Dale Van Kley (Stanford, 1994), 114-53

Documents on Rights in Lynn Hunt, ed., The French Revolution and Human Rights (Boston, 1996), 77-79 (Declaration of Rights)

Reading for Tuesday: Documents on Rights in Lynn Hunt, ed., The French Revolution and Human Rights (Boston, 1996), 83 (Robespierre on men without property), 93-101 (Jews), 119-131 (women)

ASSIGNMENT #3: due Thursday, Oct. 1 on Canvas by 6pm: 5-page paper on using primary sources to analyze a secondary source on October Days.

**WEEK 6 (Oct. 5-9): THE ISSUE OF RIGHTS: Women & Religious Minorities**

Section: Articles on Rights (Hunt & Singham); Rights of Man; Writing Questions

Tuesday: Rights – Demands by Jews & Women; Writing Sentences continued

Online Lectures for next week: #13 *The Revolution and the Colonies*  
# 23 *Slave Revolt and the Abolition of Slavery*

Reading for next week:

Jack R Censer & Lynn Hunt, Liberty, Equality, Fraternity: The French Revolution (Univ. Park, Pa, 2001), 115-138

Jeremy D. Popkin, ed., Facing Racial Revolution: Eyewitness Accounts of the Haitian Insurrection (University of Chicago, 2007), 59-92

Documents on Free People of Color in David Geggus, ed. The Haitian Revolution: A Documentary History (Indianapolis, 2014), 44-47; & Rafe Blaufarb, ed., The Revolutionary Atlantic: Republican Visions, 1760-1830 (N.Y., 2018), 331-335

\*\*Rampolla, A Pocket Guide to Writing in History, 8<sup>th</sup> ed.: 111-154; 9<sup>th</sup> ed.: 112-155.

**WEEK 7 (Oct. 12-16): RIGHTS, SLAVERY, & THE REVOLUTION IN THE COLONIES**

Section: Colonies, Slavery, and Free People of Color

Tuesday: Rights of Free People of Color & Slave Revolution in Saint-Domingue

Online lectures for next week: # 15 *The King's Flight*  
#18 *Overthrowing the Monarchy*

Reading for next week: \*Timothy Tackett, When the King Took Flight, 1-56, 83-111, 137-155, 165-198, 219-223

\*\*ASSIGNMENT #4: due Thursday, Oct. 22 on Canvas by 6pm, for unit on rights: 5-p. document paper

**UNIT IV: THE REVOLUTION RADICALIZES**

**WEEK 8 (Oct. 19-23): FROM CONSTITUTIONAL MONARCHY TO THE REPUBLIC**

Section: Tackett, When the King Took Flight

Tuesday: How the Revolution Radicalizes; the Outbreak of War; Intro to Netflix & Library Sources

Online Lectures for next week: #19 *The King's Trial*  
# 21 *Revolutionary Culture and Festivals*

Reading for next week: \* McPhee, The French Revolution, 89-108 (Ch on 1792)

Marie Antoinette, Memoir to her brother, Emperor Leopold on “Ending the French Revolution,” Sept. 8, 1791, & “Dechristianization” in Paul Beik, ed. The French Revolution (N.Y.: Macmillan Press, 1970), 176-185, 266-271

Sample Netflix papers: 1/ “Louis Philippe: Prince Equality”; 2/ “ Marie: Creole Slave and Revolutionary”

\*\* ASSIGNMENT #5: LIBRARY EXERCISE due Fri. Oct 30 on Canvas by 6pm [This exercise should include material testing out possible sources for paper.]

## **WEEK 9 (Oct. 26-30): MAKING A REPUBLIC: WAR, CULTURE, AND GENDER**

Section: Sample Netflix papers; Discuss Readings on Marie-Antoinette & War

Tuesday: Netflix Paper; Revolutionary Culture; Discuss Readings on Dechristianization

Online Lectures for next week: #22 *Family & Marriage*

#24 *Counterrevolution and the Vendée*

#25 *The Pressure Cooker of Politics (Spring 1793)*

Reading for next week: \* McPhee, The French Revolution, 109-153 (Ch’s on Rev in Balance & Trr)

Lindsay A. H. Parker, “Veiled Emotions: Rosalie Jullien and the Politics of Feeling the French Revolution,” Journal of Historical Biography 13 (Spring 2013): 208-230

## **WEEK 10 (Nov. 2-6): REVOLUTION HEATS UP: CRISIS & CREATIVITY**

Section: Vendée and Revolutionary Conflicts (lecture material & McPhee); Prepare for oral reports & discuss sample short proposal

Tuesday: Revolution Heats up; Discuss example of interpreting an individual revolutionary: Lindsay Parker’s article on Rosalie Jullien

Online Lectures for next week: #26 *Revolution in Crisis – Summer 1793*

#27 *Terror is the Order of the Day*

Reading for next week: For further help with your writing, read \*\*Rampolla, A Pocket Guide to Writing in History, 8<sup>th</sup> ed.: 82-110; 9<sup>th</sup> ed.: 83-111.

No other reading – Research into paper topics & Prepare for oral report

ASSIGNMENT #6: due Mon., Nov. 9 at section: Brief Oral Report, Short Proposal and Annotated Bibliography for final paper

## **UNIT V: THE TERROR**

### **WEEK 11 (Nov. 9-13): THE TERROR**

Section: Oral Reports

Tuesday: Why does the Terror Happen?; Further material on Writing

Online Lectures for next week: #28 *The Revolution Devours Her Children*

Reading: Marissa Linton, “Robespierre and the Terror,” History Today 56 (August 2006): 23-29  
Mike Rapport, “The French Revolution and Early European Revolutionary Terrorism,” in The Routledge History of Terrorism, ed. Randall D. Law (London, 2015), 63-76

Robespierre speeches: from “On Revolutionary Government” in Rudé, Robespierre, & “On the Moral and Political Principles of Domestic Policy” in Philip Dawson, ed., French Revolution (Englewood Cliffs, NJ, 1967), 129-137

### **WEEK 12 (Nov. 16-20): TERROR II**

Section: Readings on the Terror; Prepare for Robespierre’s Trial

Tuesday: Why does the Terror turn against its own? Revolutionaries’ opposition to the Terror; Discuss Robespierre’s speeches defending the Terror; Thermidor

Online Lectures for next week: #29 *The Overthrow of Robespierre*  
# 30 *The Thermidorian Reaction*

Reading for next week: = On Canvas, Material for the Robespierre Trial

ASSIGNMENT #7: Monday, Nov. 23 in section: Robespierre on Trial – oral arguments

## **UNIT VI: HOW CAN YOU END A REVOLUTION & WRITE A RESEARCH PAPER?**

### **WEEK 13 (Nov. 23-24): ROBESPIERRE & THERMIDOR**

Section: Robespierre on Trial

Tuesday: No Class; Professor will hold extended online office hours for papers

No reading or online lectures: enjoy Turkey and Work on your papers

\*\*ASSIGNMENT #8: Draft of final paper, due Thurs., Dec. 3 on Canvas by 5pm

### **WEEK 14 (Nov. 30-Dec. 4) NAPOLEON & PAPER DRAFTS**

Section: No section Class; TA will hold extended online office hours for papers

Tuesday: Napoleon Builds Power & How to Do Peer Review

Reading: Your fellow students’ paper drafts

\*\* ASSIGNMENT #9: Peer review of fellow students’ papers, for discussion in online section, Mon. Dec. 7

\*\* ASSIGNMENT #10: Final Papers due Sunday, Dec. 13 on Canvas by 6pm (or earlier: exam week starts on Sat. Dec.12)

### **WEEK 15 (Dec. 7-10) NAPOLEON’S FALL & LEGACIES OF REVOLUTIONARY ERA**

Section: Peer Reviews

Tuesday: Napoleon & Legacies of the Revolutionary Era