

HIST 405
French Revolution and Napoleon

Spring 2011
Professor Walton
323 UNIV 4-9435
Office hours: MF 11:30-12:30 and by appointment
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This course intends to acquaint students with the major events of the French Revolution and Napoleonic era (roughly 1789 to 1815), and introduce them to recent developments in the ways that historians view this decisive (and action-packed) period. Topics we will address include the following: the Old Regime and the origins of revolution, widening political participation of the masses and previously marginalized social groups, changing aims of revolutionaries, the problem of the king and its bloody resolution, revolutionary culture, the extension of human rights, the tragedy of the Terror, the larger Atlantic revolutionary world, slave revolts and racial equality in the Caribbean, the rise of Napoleon Bonaparte, Napoleon's leadership successes and failures, Napoleon in the world, legacies of the French Revolution and Napoleon. Additionally, students will write a significant research paper using primary and secondary sources and applying what they have learned in class to an original work of scholarship.

Regular attendance and active participation in class discussions are required of all students. Each student will lead a class discussion.

The syllabus below provides a framework for the semester's schedule, but may be altered as needed for the benefit of the entire class.

Texts available at University and Follett's bookstores:

William Doyle, *The French Revolution: A Very Short Introduction*
David Jordan, *The King's Trial*
Lynn Hunt, *French Revolution and Human Rights*
Jeremy Popkin, *Facing Racial Revolution*
Gary Kates, ed., *The French Revolution: Recent Debates and New Controversies*
(2nd ed.)
Rafe Blaufarb, *Napoleon*

Required reading includes some articles and documents available on-line and/or through Blackboard.

Requirements:

Short papers (4) based on assigned readings	52%
Participation in class discussion, inc. leading discussion	18%
Research paper (inc. incremental assignments)	30%

M 10 Jan Introduction; overview and research topic ideas

See timelines in Doyle, pp. 109-113 and Blaufarb, pp. 214-17

W 12 Jan	France under the Old Regime	Doyle, ch. 2
F 14 Jan	Film: <i>Marie Antoinette</i>	Doyle, ch. 2
M 17 Jan	Martin Luther King, Jr. Day – no class	
W 19 Jan	*Discuss film and article	Maza article
F 21 Jan	Information literacy with Larry Mykytiuk; meet in HSSE library CSC (glassed-in group computer classroom on 1 st floor, left of entrance)	
M 24 Jan	1789 – a revolutionary year *First bibliography due (primary sources)	Doyle, pp. 37-45
W 26 Jan	Constitutional monarchy *Paper due on film and article	Doyle, pp. 45-52
F 28 Jan	*Human rights and the revolution Student leaders:	Hunt, pp. 1-32
M 31 Jan	*Religious minorities; Jews and citizenship Student debaters:	Hunt, pp. 48-50, 86-9, 91-101
W 2 Feb	Information literacy with Larry Mykytiuk; meet in HSSE library CSC (glassed-in group computer classroom on 1 st floor, left of entrance)	
F 4 Feb	*Slave revolt and debates over slavery Student leader/debater:	Hunt, 51-58, 101-112
M 7 Feb	*Revolution and the king *Second bibliography due (primary and secondary sources)	Jordan, pp. 1-33
W 9 Feb	*End of monarchy, 1792 Student leaders:	Jordan, ch. II-III
F 11 Feb	*Louis XVI and revolutionaries	Jordan, ch. IV-V
M 14 Feb	*Arguing the case of treason Student leaders:	Jordan, ch. VI-IX
W 16 Feb	*Arguing the case of death Student leaders:	Jordan, X-XIII
F 18 Feb	Republic and Terror, 1793-94	Doyle, pp. 52-64

M 21 Feb	Film: <i>Danton</i> *Paper due on rights or king	
W 23 Feb	Film: <i>Danton</i> and discussion	
F 25 Feb	Revolution in Saint-Domingue	
M 28 Feb	No class – individual meetings with professor *Research paper summary and final bibliography due	
W 2 Mar	*Analyzing survivor narratives; genocide?	Popkin, pp. xi-36
F 4 Mar	*Narratives of a slave system Student leaders:	Popkin, ch. 3-4
M 7 Mar	Race relations during revolution Student leaders:	Popkin, ch. 6, pp. 180-208
W 9 Mar	*Revolution in the Atlantic	Popkin, ch. 14
F 11 Mar	*Paper due on race and revolution	
Spring Break!!!!		
M 21 Mar	Women in revolution	
W 23 Mar	*Why no rights for women?	Hunt, pp. 119-139
F 25 Mar	*Revolution in history	Kates, intro., ch. 1
M 28 Mar	*Bourgeois or not? Student leaders:	Kates, ch. 5-6
W 30 Mar	Student presentations of research	
F 1 Apr	Student presentations of research	
M 4 Apr	*Marie Antoinette again Student leaders:	Kates, ch. 9
W 6 Apr	*Revolution in the family	Kates, ch. 10
F 8 Apr	*Equality and racism Student leaders:	Kates, ch. 11

M 11 Apr	Napoleon *Drafts of research papers due	Blaufarb, pt. 1
W 13 Apr	*Personality, methods, justifications up to 1799 Student leaders:	Blaufarb, pp. 33-56
F 15 Apr	Film : <i>Napoleon</i> *Paper due on selected essays in Kates	
M 18 Apr	*Ruling France, constructing images Student leaders:	Blaufarb, pp. 70-78, 81-97
W 20 Apr	*Napoleonic warfare Student leaders:	Blaufarb, pp. 118-129; Walter excerpts
F 22 Apr	*Conscription and the “New Regime” Student leaders:	Woloch excerpts
M 25 Apr	Film: <i>Napoleon</i> *Paper due on Napoleon	
W 27 Apr	*Empire: pros and cons Student leaders:	Blaufarb, pp. 109-17, 140-57
F 29 Apr	Wrap-up; legacies	Doyle, ch. 5
T 3 May	*Research papers due, inc. draft	

Useful websites

For correct referencing form, see:

<http://www.bedfordstmartins.com/hacker/resdoc/history/bibliography.htm>

Good websites on the French Revolution and Napoleon include the following:

<http://chnm.gmu.edu/revolution>

<http://www.fordham.edu/halsall/mod/modsbook13.html>

<http://history/hanover.edu/project.html>

Some course policies and suggestions for doing well

This syllabus may change for the convenience of students as the semester progresses. Any changes to the syllabus will be announced in class. Students are individually responsible for everything that transpires in class, including changes to the syllabus, whether or not the student is present. Absence is not an excuse.

I will do my best to post announcements, lectures, and other relevant course material on Blackboard, but ultimately, attendance in class is the surest way to keep up on everything related to this class.

Regular attendance and active participation in class discussions are essential if a student wishes to do well. Frequent absences (5 or more during the semester) will lower a student's final grade substantially, possibly to a failing grade of F. It may not be obvious, but I will be taking attendance every day that the class meets. It is the student's responsibility to keep track of his or her absences, or to check with me in order to avoid an unpleasant surprise at the end of the semester. Similarly, a pattern of late arrivals and early departures will also lower a student's final grade. Punctuality is a courtesy to the entire class, and it ensures a better learning environment.

Students should complete **all** assigned readings **before** the appropriate class meeting, and be prepared to discuss them on days so marked with an asterisk (*). Be sure to bring to class the textbook or reading under discussion on a given day.

All students must write the first short paper on the film and the article by Maza. Students may choose which three (3) out of the four remaining short paper options to write and submit. Thus, all students will write a total of four (4) short papers. Good writing is a valuable skill for students in any major and aspiring to any career. It also requires a lot of time and effort. Students should expect to do several drafts of all papers for this class. I encourage students to discuss their papers with me at any time in the writing process, and to take advantage of the services of the Writing Lab, 226 Heavilon Hall, 494-3723, <http://owl.english.purdue.edu/>. Students must submit ALL written assignments on time in order to be eligible to pass the course.

Papers must be submitted at the beginning of class on the due dates, and submitted electronically on Blackboard. Plagiarism or any other form of academic dishonesty will result automatically in an F for the course, at a minimum. More severe penalties may be sought. For more information, see the online brochure, "Academic Integrity: A Guide for Students" at <http://www.purdue.edu/odos/osrr/integrity.htm>. Students are encouraged to consult at any time with the professor in order to avoid academic dishonesty.

Disclaimer: In the event of a major campus emergency, course requirements, deadlines, and grading policies are subject to changes that may be required by a revised semester calendar or other circumstances. For more information on Purdue's Emergency Notification System, see http://www.purdue.edu/emergency_preparedness/warning_system.htm. Again, my e-mail address is: awhitney@purdue.edu.

Full citations for the posted readings are below:

Sarah Maza, "The Diamond Necklace Affair Revisited (1785-1786): The Case of the Missing Queen," in *Eroticism and the Body Politic*, ed. Lynn Hunt (Baltimore: The Johns Hopkins University Press, 1991), pp. 63-89.

Jakob Walter, *The Diary of a Napoleonic Foot Soldier*, ed. Marc Raeff (New York: Penguin/Doubleday, 1991), pp. 33-43, 57-69, 81-89.

Isser Woloch, *The New Regime: Transformations of the French Civic Order, 1789-1820s* (New York: W. W. Norton & Company, Inc., 1994), pp. 380-397, 427-433.