

HIST 405  
French Revolution and Napoleon



Professor Walton

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Office hours: MWF 10:30 A.M. – 11:30 A.M., and by appointment

Spring 2019

This course intends to acquaint students with some of the major events of the French Revolution and Napoleonic era (roughly 1789 to 1815), focusing on particular ways that revolution and war changed France and influenced the world. Topics we will address include the following: the Old Regime and the origins of revolution; widening political participation of the masses and the meanings of citizenship; the challenges of reconciling absolutism and liberalism; extending rights to Jews, blacks, and (not) women; the Terror and varieties of revolutionary violence; slave revolts and emancipation in the Caribbean; Napoleon as a revolutionary figure; warfare under the Revolution and Napoleon; experiences of soldiers and civilians; the “New Regime” of Napoleon.

Another course goal is to cultivate and improve students’ analytical, oral communication, and writing skills through class discussion, informal writing exercises, formal essays using assigned primary and secondary sources, and a game in which students assume roles of figures and factions from 1791; the winners are those who deploy historical understanding most persuasively.

**Learning outcomes.** At the end of this course, students should be able to:

- Explain causes, developments, and consequences of the French Revolution and Napoleonic era in France and Europe
- Read, understand, and evaluate primary source documents and secondary historical scholarship
- Write a persuasive interpretation with a thesis, content, and supporting evidence from primary source documents and secondary scholarship
- Work with a team to strategize and win adherents to a position based on mastery of historical figures and conditions

- Formulate positions regarding citizenship and sovereignty in a democracy based on foundational eighteenth-century texts

Texts that students must obtain:

Jeremy D. Popkin, *A Short History of the French Revolution* (6<sup>th</sup> ed.)

Philip G. Dwyer and Peter McPhee, eds., *The French Revolution and Napoleon: A Sourcebook* [abbreviated as DM]

Jennifer Popiel, Mark C. Carnes, and Gary Kates, *Rousseau, Burke, and Revolution in France, 1791* (2<sup>nd</sup> ed.) [abbreviated as PCK]

Rafe Blaufarb and Claudia Liebeskind, *Napoleonic Foot Soldiers and Civilians* [abbreviated as BL]

Required reading includes some articles and documents available online or on Blackboard.

Requirements:

Short formal papers (4) based on assigned readings (12.5% each)	50%
Participation in class discussion	15%
Reacting to the Past (role playing and short papers)	20%
Reading quizzes/short writing assignments	15%

M Jan 7	Introduction to the course and overview of topics	
W Jan 9	Absolutist monarchy and its problems	Popkin, pp. 1-22
F Jan 11	What did French people want? Sieyès and Cahiers de doléances	Popkin, pp. 23-25 DM, pp. 3-15
M Jan 14	1789 – a revolutionary year Urban and rural activism	Popkin, pp. 25-41 DM, pp. 16-19, 21-23
W Jan 16	The end of the Old Regime Decrees on feudalism, Declaration of Rights, March on Versailles	DM, pp. 24-30
F Jan 18	Constitution, inclusions and exclusions Claims from Jews, blacks, and women	Popkin, 45-53 DM, 57-59, 35-42
M Jan 21	No class – Martin Luther King, Jr. Day	
W Jan 23	Film: <i>The French Revolution</i> *paper due: did the Revolution transform people's lives?	
F Jan 25	Setup session 1 Historical review and Enlightenment	PCK, 19-43, 87-107
M Jan 28	Setup session 2	PCK, 19-43, 108-120

	Starting a revolution	
W Jan 30	Setup session 3 Rousseau and Burke	Rousseau, on Blackboard PCK, 145-167, 120-123
F Feb 1	Setup session 4 Preparing for National Assembly Quiz	Role sheet handout, PCK, chs. 3 and 4, 123-125,
M Feb 4	Game session 1 Vol. 1 factional newspapers	PCK, 117-120, 125-6, 128-36
W Feb 6	Game session 2	PCK, 128, 136-145
F Feb 8	Game session 3	
M Feb 11	Game session 4	PCK, 126-7, 120-123
W Feb 13	Game session 5 Vol. 2 factional newspapers	Review Burke and Rousseau
F Feb 15	Game session 6	Handout
M Feb 18	Postmortem discussion	Handout
W Feb 20	Women, family, gender	Desan or Hunt, on Blackboard
F Feb 22	War and the end of monarchy	Popkin, 53-61
M Feb 25	King versus country	DM, 51-55, 68-79
W Feb 27	Revolution in the colonies Sex, race, and war on St. Domingue	Popkin, 51-52, 87-89, 100-101 Sansay, on Blackboard
F Mar 1	Republic and radicalization Constitution of 1793	Popkin, 62-75 DM, 93-96
M Mar 4	Terror at work	DM, 103-113 Popkin, 75-79
W Mar 6	Film: <i>Danton</i> *Paper due – did French Revolution transform people’s lives?	
F Mar 8	Film: <i>Danton</i>	
Mar 11-15	Spring Break!!!!	

M Mar 18	Ending Terror, revenge, and stabilization	Popkin, ch. 6
W Mar 20	Film: <i>Napoleon</i>	
F Mar 22	Napoleon's early military career	DM, 128-139
M Mar 25	Consulate 1799-1804	Popkin, ch. 7
W Mar 27	Napoleon – revolutionary or not? Decree Limiting Press, Concordat, Empire, Civil Code	DM, 141-2, 149-154, 155-156
F Mar 29	Continental Blockade and Empire	DM, 160-168 Popkin, 105-114
M Apr 1	Total war?	BL, 1-22
W Apr 3	Accounts from the French army Historical analysis of military values	BL, 25-29, 54-58 Martin, on Blackboard
F Apr 5	No class – REQUIRED Blackboard discussion A soldier in the Russian campaign	BL, 76-101
M Apr 8	A British soldier's experience	BL, 30-54
W Apr 10	Decline of the empire	Popkin, 115-118, DM 169-186
F Apr 12	Film: <i>Waterloo</i> (clips) *Paper due on soldiers in Napoleonic Wars	
M Apr 15	Civilians in war	BL, 101-147
W Apr 17	Historical analysis of war and gender	Hagemann, on Blackboard
F Apr 19	Film: <i>Waterloo</i> (clips)	
M Apr 22	Film: <i>Waterloo</i> (clips) and discussion	Jordan, Blackboard
W Apr 24	Memories of revolution and war	DM, 202-208
F Apr 26	Wrap-up; what did it all mean?	Popkin, ch. 9
W May 1	*Paper due on civilians in revolution and war	

**Some course policies and suggestions for doing well**

This syllabus may change for the convenience and wellbeing of students as the semester progresses. Any such changes to the syllabus will be minor (for example, rearranging assigned readings or activities), and 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 Learn and by sending e-mails to all students, 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; more than 6 absences will lead to a failing grade for the class. 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.

I adhere to Purdue's policies regarding bereavement and military leave absences, and to the general expectation that students and faculty will address absence issues in a manner that is **reasonable**. To that end, students who are sick or must be absent for other reasons should contact me in advance when possible, and in most cases some accommodation will be possible. "Ultimately students are responsible for all required coursework and bear full responsibility for any academic consequences that may result due to absence." [http://www.purdue.edu/studentregulations/regulations\\_procedures/classes.html](http://www.purdue.edu/studentregulations/regulations_procedures/classes.html)

Students should complete **all** assigned readings **before** the appropriate class meeting, and be prepared to discuss them or play the reacting to the past game on designated days. Be sure to bring to class the textbook or reading under discussion on a given day. Classes will often combine discussions with quizzes or short written exercises, and Blackboard discussions will occur.

Students will write a total of four (4) short (4-5 pages), formal essays, in addition to two (2) news articles as part of the Reacting to the Past game. Papers are due on the dates indicated on the syllabus; therefore, students should manage their time accordingly. Papers must be submitted at the beginning of class on the due dates, and submitted electronically on SafeAssign on Blackboard. In case of emergency, I will accept papers until 5:00 PM on the due date. All written assignments must be submitted on time for students to be eligible to pass the course. 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. 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: <http://owl.english.purdue.edu/>.

### **Grading Scale**

A+	97 - 100
A	94 - 96
A-	90 - 93
B+	87 - 89
B	84 - 86
B-	80 - 83
C+	77 - 79

C	74 - 76
C-	70 - 73
D+	67 - 69
D	64 - 66
D-	60 - 63

I support and expect students to adhere to the Honor Pledge as written by Purdue students: “As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue.” 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 on academic integrity, see:

<http://www.purdue.edu/odos/osrr/academic-integrity/index.html>

Students are encouraged to consult at any time with the professor in order to avoid academic dishonesty.

Please be aware of the following resources available to students:

**If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try WellTrack, <https://purdue.welltrack.com/>.** Sign in and find information and tools at your fingertips, available to you at any time.

**If you need support and information about options and resources,** please see the Office of the Dean of Students, <http://www.purdue.edu/odos>, for drop-in hours (M-F, 8 am- 5 pm).

**If you're struggling and need mental health services:** Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765)494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.

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 [https://www.purdue.edu/ehps/emergency\\_preparedness/](https://www.purdue.edu/ehps/emergency_preparedness/)

