

History 114: The French Revolution and Napoleon

Professor Hugh Dubrulle

Saint Anselm College

Fall 2024

Professor Hugh Dubrulle

Department of History

Class Time:

MWF 10:25-11:15 AM

Classroom:

Alumni 7

Office Hours:

TR 11:30 AM-1:30 PM
and by appointment

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(603) 641-7048

Canvas:

<https://canvas.anselm.edu/>

Course Website:

<https://history114frenchrevolutionandnapoleon.wordpress.com/home/>

"I got a strong mind,
It doesn't have to be spoon-fed,
And I can read,
It doesn't have to be read."

"Pop Goes the Weasel," 3rd Bass (1991)

"All revolutions are failures, but they are not all the same failure."

George Orwell "Arthur Koestler" (1944)

Course Goals and Themes

What This Course is About

The French Revolution is one of the most important events of the modern age largely because it helped usher in that age. As Jeremy Popkin, one of the leading English-speaking historians of this event recently wrote, "The French Revolution was the laboratory in which all the possibilities of modern politics, both positive and negative, were tested for the first time." In France, the years between 1789 and 1815 saw, among other things, the emergence of the first modern revolution, the first modern democratic republic on a large scale, the first modern military dictatorship, and the first practitioner of modern war. Not only that, the revolution was a global event. France was a world power with imperial ambitions. It also exercised enormous cultural influence in the transatlantic world. Not surprisingly, then, global factors figured in the origins of the revolution and, in an endless feedback loop, the revolution had a great impact on the rest of the world.

A number of French politicians, historians, journalists, and public figures have argued that the French Revolution belongs to everyone because it promoted universal values that all of us either wish or ought to live by. You don't need to believe this assertion to understand that the revolution wrestled with a number of modern questions for the first time that all of us should to take an interest in. What does it mean to be free? In what ways are people truly equal? How should we balance freedom and equality while forming a lasting community? And most important of all, how do we translate these ideas into reality? The United States struggles with these very same questions today.

"It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way."

Charles Dickens, *A Tale of Two Cities* (1859)

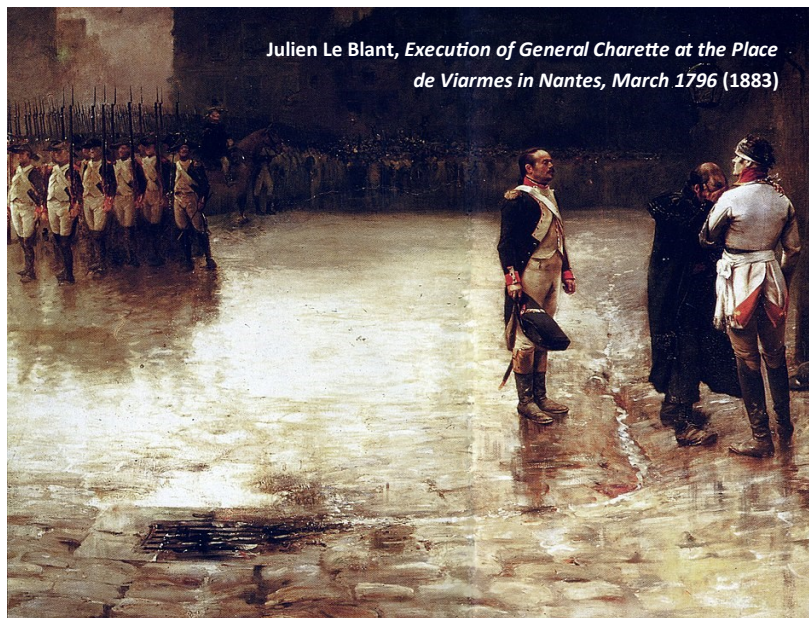
In this course, we will follow the story of the French Revolution, taking note of how each development or event led to the next. In this context, the most important questions we will encounter are:

- ◆ What were the origins of the French Revolution? Why did it start when and how it did?
- ◆ Why did the revolution continue for so long and become increasingly radicalized when important constituencies wanted to bring it to an end? In other words, why did it seem to evade everyone's control for so long?
- ◆ Why and when did the revolution reach its conclusion?
- ◆ What was Napoleon's relationship to the revolution? How did it "make" him and his regime possible? Which elements of the revolution did Napoleon preserve? Which ones did he destroy?
- ◆ Why did it prove impossible for Napoleon to create a lasting regime?

Themes of the Course

In surveying these developments, we will focus on several themes that are central to the experience of the French Revolution.

Violence: What exactly was the role of violence in the revolution? To what degree was it integral and indispensable to clearing a path to political change? How were different types of violence employed during this period and to what end? Maximilien Robespierre justified the use of force to overthrow the monarchy in August 1792 by asking his opponents, "Do you want a revolution without a revolution?" In other words, all who supported the revolution had, by definition, assented to violence. The revolution's opponents thought in the same way. Francois de Charette commanded the Catholic and Royal Army in the Vendée that mounted an insurrection against the revolutionary republic. In 1796, after he was captured by republican authorities, the following occurred at his trial:



Julien Le Blant, *Execution of General Charette at the Place de Viarmes in Nantes, March 1796 (1883)*

"It was remarked to him that he had caused the death of a great many persons. Yes, he replied, omelets are not made without breaking eggs."

Both Robespierre and Charette, then, lived in a world where political violence was perceived as an acceptable and even necessary tool.

Ideas: The French Revolution was characterized by many different types of violence, but it was also very much about ideas. The revolution set loose or generated a multitude of competing beliefs about how the world was and how it ought to be. What were these beliefs? What were their philosophical underpinnings? How were they related to the Enlightenment? Why were revolutionary ideas—which were purportedly based on universal truths—often applied in only a limited manner? Here, we ought to think about the way the revolution applied to the poor, women, enslaved people, religious minorities (especially Jews and Protestants), and others.

Feelings: During this period, the French people (as well as others caught up in the storm of revolution and the changes of the Napoleonic period) were not guided merely by ideas; their feelings also played an enormously important role in the ebb and flow of events. These were emotional times. While honor, loyalty, and love moved people to action, the revolution was frequently distinguished by anxiety, fear, and what looked like paranoia. Where did these feelings come from? Were they irrational or was there some "reason" to them? What role did they play in the revolution?

Citizenship: At the beginning of our story, we will see that the French people were the subjects of a king, who, theoretically, was the source of all sovereignty (i.e., all legitimate authority). The revolution radically changed the status of the French people by turning them into citizens of a state. In other words, the nation, not the king, was now sovereign. While they were still subject to the laws and the government, these laws and government required the people's consent. As we shall see, though, as the revolution persisted, it constantly redefined who was a citizen and who wasn't. At the same time, it repeatedly revised the role of citizens and their relationship to the state.

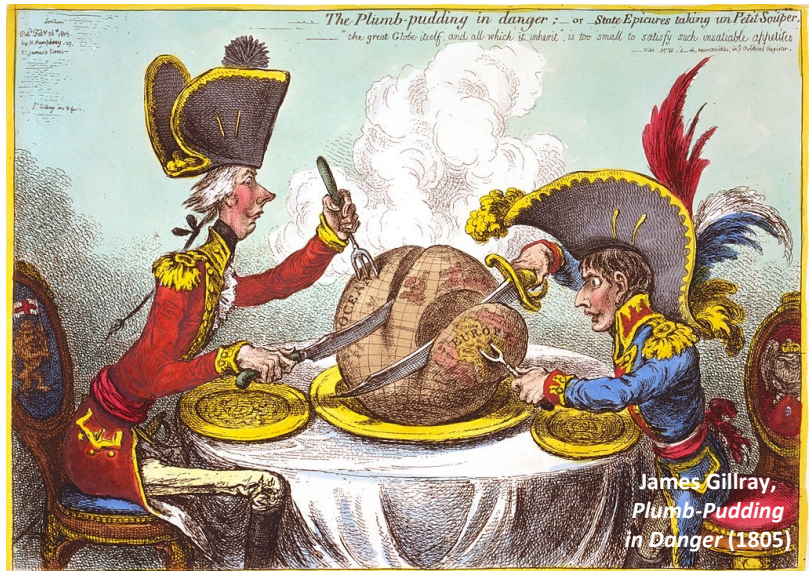
The French Revolution, Napoleon, and the World: The event we are studying in this class is always referred to as the "French" Revolution, but historians have long recognized the many links between events in France and the rest of the world during this period. Even before they take this class, a number of my students seem to know that the debts contracted by the French crown while fighting alongside the colonists during the American Revolution created a fiscal crisis that helped spark upheaval in France. However, the connections between the French Revolution (as well as Napoleon) and the rest of the world go far beyond this one instance. Throughout

this period, France influenced the fates of North and South America, the Caribbean, India, the Middle East, and the rest of Europe. At the same time, these parts of the world undeniably affected France. What precisely were these connections and what were their significance?

Learning Outcomes

The course fulfills two core requirements: historical reasoning and citizenship. So far as historical reasoning is concerned, by the end of this course, you should be able to complete the following tasks:

- ◆ explain how the French Revolution was characterized by change and continuity
- ◆ recall key dates, names, events, and dominant themes associated with the French Revolution
- ◆ evaluate, analyze, and comprehend primary source evidence about the French Revolution within its historical context
- ◆ recognize the complex process of constructing the French Revolution's history from a fragmentary historical record and how interpretations of this event have changed over time
- ◆ understand the distinct perspectives and values of different groups that emerged during the French Revolution and their connections to the present as well as the difference between them and present-day societies



As for citizenship, by the end of this course, you should be able to complete the following tasks:

- ◆ demonstrate a basic knowledge of different definitions of citizenship
- ◆ recognize how context shapes, enables, and constrains citizenship
- ◆ articulate clearly a personal understanding of citizenship and the assumptions on which it is based
- ◆ recognize and reflect upon the ramifications of lived citizenship for yourself, other individuals and communities

We will achieve these outcomes in a number of ways: classroom discussion, class exercises, readings with their corresponding quizzes, essays, and examinations.

Course Goals

Learning outcomes are not just about course designations and fulfilling core requirements; they also give you an idea of what you ought to learn from a course of this sort. Unfortunately, they are a bit generic and boilerplate, so let me tell you in my own words what I hope you learn in this class.

The first goal is a discipline-specific one: I want you to learn how historians think. In a prominent 2007 [article](#), Thomas Andrews and Flannery Burke observed that historians traditionally tend to stress the “five C’s of historical thinking”: change over time, causality, context, complexity, and contingency. I’d like you to understand these five C’s and how they apply to the French Revolution.

The second goal is also discipline-specific: in an educational system that tends to stress skills at the expense of knowledge, I would like you to know something about the French Revolution which is one of the most important events of the modern age. You’ve heard of phrases like “The Terror,” you know of events like the storming of the Bastille, and you can picture the guillotine, but what are these things, and what are their significance?

The third goal sits somewhere between a discipline-specific and a mega-cognitive one: I would like you to obtain a political education through your study of the French Revolution. While it had important social, economic, and cultural causes and consequences, the French Revolution was, at its heart, a political event. In about ten years, France passed from an absolute monarchy to a mixed constitution to a democratic republic to an oligarchic republic to a dictatorship. How these regimes came to be, how they functioned, and how they related to their subjects/citizens have the potential to teach us a great deal about politics in general and how it works.

The fourth goal is a mega-cognitive one: I would like this class to further your general education by giving you an opportunity to develop skills you will need no matter what you end up doing for a living. These include learning how to read critically, synthesize information, cogitate deeply, and articulate your thoughts.

Who I am and Why I Teach This Course

I received my B.A in History from Pomona College and my M.A. and Ph.D. in History from the University of California, Santa Barbara. I taught briefly at the University of Oregon and then the University of Puget Sound before arriving at Saint Anselm College where I've taught in the History Department for over 20 years.

I fell into teaching history because from an early age I found the subject fascinating. It is full of interesting events and intriguing personalities. The drama of the past makes for all kinds of wonderful stories. And as you'll see, no event in history beats the French Revolution for drama. That's one of the reasons I love this class. My family is French, and through genealogical research, we discovered a multitude of anecdotes involving our ancestors: a poor windmill worker from Achicourt, a suburb of Arras, whose name appeared on the same parish baptismal record as Maximilien Robespierre's; a priest who was forced to abandon his calling and marry a nun at sword's point by revolutionary authorities and later became the mayor of his commune; an architect from Lille who built a number of structures in that city, including a bridge to commemorate Napoleon's visit in 1811; and a young soldier who fought in the Marins de la Garde Imperiale and was mortally wounded at the Siege of Torgau in 1813 during Napoleon's German campaign (see image to the right for the uniform of this elite unit—pretty sweet, eh?).



Yet, as I grew older, I also came to realize that history was not just a collection of great stories; it also helped explain the world. A serious study of history assists us in developing our judgment of people, places, and things. In the case of this particular class, as I've pointed out earlier in the syllabus, the French Revolution engaged with issues that are still very important to us today. This event provides us with ideas of how to come to terms with these issues. History, then, is an anthropological discipline of the utmost importance. As J. R. Seeley, one of the most influential British historians of the 19th century, once wrote, history is the most "interesting" discipline:

"The word interesting does not properly mean romantic. That is interesting in the proper sense which affects our interests, which closely concerns us and is deeply important to us. Make history interesting indeed! I cannot make history more interesting than it is, except by falsifying it. And therefore when I meet a person who does not find history interesting it does not occur to me to alter history,—I try to alter him."

J. R. Seeley, *The Expansion of England* (1883)

Teaching Philosophy

One of the main goals of the core curriculum is to turn you into a lifelong learner. In designing this class, I sought to walk the fine line between offering you the scaffolding necessary for success and providing you with the space to take responsibility for your own learning. This general outlook is reflected in my expectations which I have detailed elsewhere in this syllabus. Some of these expectations are more in the nature of requirements (e.g. you need to bring the readings to class), but some of them are what I consider best practices (e.g. you ought to write out the answers to the quiz questions before class). I can compel the former but not the latter. And that means that while I can provide you with an optimal environment to learn in class, you also have to carry the load.

Course Materials

Course materials amount to the following: the course website, the required readings, and Canvas.

Required Reading: Course Website

The most current schedule, the assignments, and policies are posted on the course website:

<https://history114frenchrevolutionandnapoleon.wordpress.com/home/>

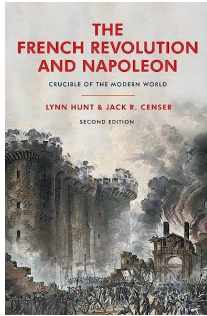
On the website, you will find everything on the syllabus—and more. The website should be your "go to" source for everything related to the course.

"A reader lives a thousand lives before he dies. The man who never reads lives only once."

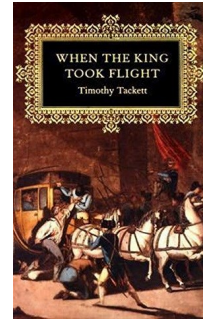
George R. R. Martin

Required Reading: Books

You will need to buy the following books for the course:



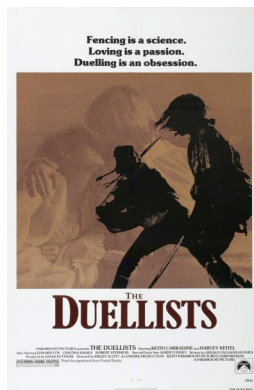
Lynn Hunt and Jack R. Censer,
The French Revolution and Napoleon:
(2020)



Timothy Tackett,
When the King Took Flight
(2004)

Required Viewing and Listening

Over the course of the semester, you will have to view about ten lectures on Canvas and one film: *The Duellists* (1977) which is available for rent on [Amazon.com](https://www.amazon.com) and a variety of other platforms.



Required Reading: Canvas

All other readings will be posted on Canvas (these will consist mostly of primary sources). We will also use Canvas for discussions and essay submission. Go to: <https://canvas.anselm.edu/>

Course Grading and Assignments

The assignments in this course fall into four categories: class participation, quizzes/homework, essays, and examinations.

Class Participation/Canvas Discussion (25%)

Half of your grade in this part of the course will be based on your participation in class, and half will depend on your performance on the Canvas discussion board. In both cases, your grade will be determined by the frequency and quality of your contributions.

Class participation requires little explanation; you should know what is expected here. So far as the Canvas discussion board is concerned, I will post questions there intermittently. To see if I've posted a question on the discussion board, you can check Canvas or look at the course website.

Class participation is important for several reasons. First, students learn better when they are engaged, and one of the best ways to engage people is through discussion. Second, class discussions allow me to see how well you understand the material and what topics might require clarification. Third, they give you the opportunity to practice the expression of ideas, a skill that you will find important

important no matter what you do. Fourth, class discussion facilitates an exchange of thoughts that allow all of us to perceive the readings in ways that we might not have seen them before.

Canvas discussion serves two purposes. It helps prime students for the discussions that will take place in class, and it helps those who are not as comfortable with class discussion to participate in conversation.

Canvas discussion posts will always be due at 9:30 AM on the day that class meets. Since the purpose of posting consists of priming you for class discussion, I will not accept late submissions.

Quizzes and Homework (25%)

You will notice that on the course website there is a page associated with each class meeting. These pages provide context for the readings, and I expect you to consult them in their entirety. These pages also a) display potential quiz questions, b) announce Canvas discussion questions, and c) occasionally feature homework assignments.

The potential quiz questions are about the readings for that day (either the textbook or the primary sources) or the lectures posted on Canvas. Every time you see these questions on a page associated with a particular day, we may or may not have a quiz that day. If we have a quiz, I will give you a six-minute, open-note, open-book quiz on one of the questions. I recommend that you print the questions before you start the reading so you know what to look for. I also recommend that as you read, you jot down notes so that you have an answer (or a way to locate an answer) ready at hand when you take the quiz. If you wish to write down answers for all the potential quiz questions so you can copy the appropriate response on the quiz itself, please feel free to do so.

On other days, I may ask you to do a homework assignment whose topic and length are specified on the webpage associated with a particular day in class. These assignments will also be posted on Canvas. These short paragraphs will serve as prompts for class discussion.

Quizzes and homework assignments will be graded on a scale of 1 to 10 (with 10 being the highest grade).

These assignments serve several purposes. First, they encourage you to do your best to read and understand the course material. Second, they will give you a sense of whether you actually understand the material and what steps you need to take to improve your reading skills. Third, they will provide you with material and ideas to contribute to class discussion.

I expect you to submit your homework in a timely fashion on Canvas. The whole point of homework is to ensure that you are prepared for class discussion; if you turn in your homework after class meeting—that is, after we've discussed the topic the homework was about—you have defeated the purpose of the assignment. If you do not turn it in on time, you cannot obtain credit unless you have a reasonable explanation. I will be the judge of what is reasonable. Unless we arrange otherwise, all homework assignments must be made up within a week of your return to class.

I also expect you to take quizzes at the beginning of class. If you are late and miss the quiz, that is on you. If you miss class for good reason (and again, I'll be the judge of what's good in this case), I'm willing to give a make-up quiz. Again, unless we arrange otherwise, all quizzes must be made up within a week of your return to class.

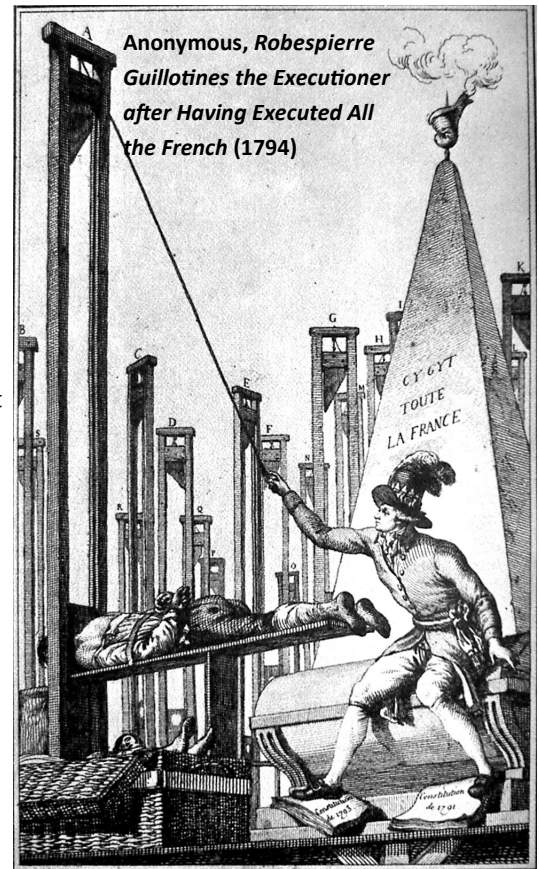
Essay Assignment (10%)

In this class, you will have to write an essay about a book we will read:

- ◆ Essay 1 (10%): This essay, which is due **Monday, October 16 at 11:59 PM** on Canvas, will be about Timothy Tackett's *When the King Took Flight*.

More details will follow on the website.

This essay assignment serves several purposes. First, it will allow you to practice writing, a skill that is always in high demand. Second, there is no better way of revealing the degree to which you understand a book than by writing an essay about it; good writing requires a thorough understanding of the material.



I will grant extensions for good cause, but you need to contact me, at the latest, on the day the assignment is due. Otherwise, the essay will suffer a penalty of 10% per day.

Examinations (40%)

There will be three take-home exams in this class:

- ◆ Midterm Examination #1 (10%): This exam will be due on **Friday, September 22 at 11:59 PM** on Canvas.
- ◆ Midterm Examination #2 (10%): This exam will be due on **Friday, November 3 at 11:59 PM** on Canvas.
- ◆ Final Examination (20%) (TBA): This exam will be due on **Saturday, December 9 at 11:00 AM** on Canvas.

More details will follow on the website. These essay exams serve the same purpose as the essay (see above).

I will grant extensions for good cause, but you need to contact me, at the latest, on the day the assignment is due. Otherwise, the exam will suffer a penalty of 10% per day.

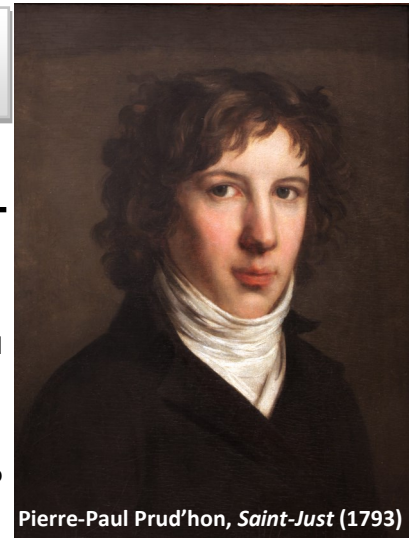
"The force of circumstances has perhaps led us to do things that we did not foresee."

Louis Antoine de Saint-Just (1794)

Course Policies

Attendance

According to the Student Handbook, since this course meets three times per week, students enjoy three "allowed absences" during the entire semester to deal with a "brief illness, a personal obligation that conflicts with class, or participation in College-sponsored events." The consequences of missing more than three class meetings depend on a variety of factors, and I can't outline every possible contingency here. If you miss more than three meetings and make absenteeism a habit, though, I will contact the Dean's Office, and the appropriate dean will inquire into your circumstances. Whatever information the Dean's Office chooses to share with me will help determine the way I handle those absences. For example, if the Dean's Office informs me that additional absences are the result of some sort of personal crisis (e.g. severe illness, death in the family, etc.), I will make allowances. On the other hand, if the Dean's Office indicates that there is no legitimate reason for these absences, I will have to dock your participation grade accordingly.



Pierre-Paul Prud'hon, *Saint-Just* (1793)

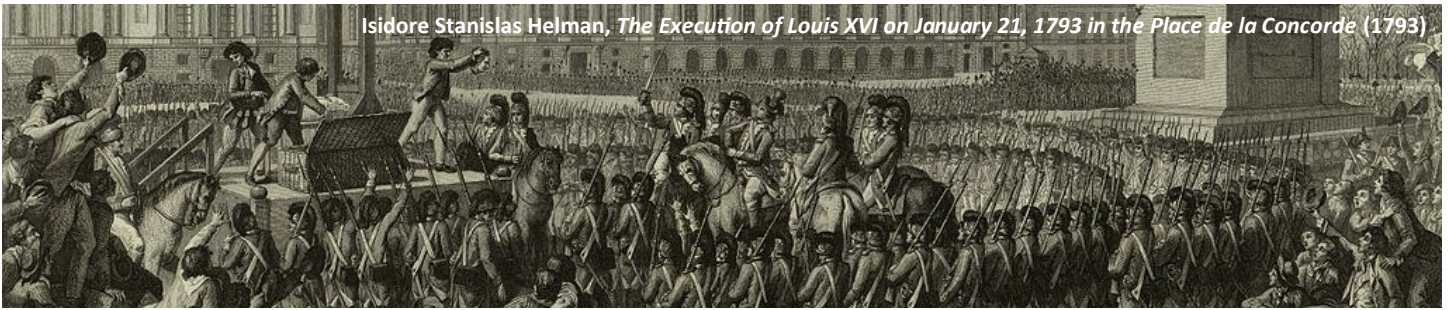
ADA/504 Compliance Statement

Saint Anselm College is committed to providing students with documented disabilities equal access to all university programs and facilities. Students with learning disabilities, chronic medical conditions, mental health diagnoses, autism, hearing and visual impairments, and other concerns may qualify for academic accommodations. If you are experiencing diagnosis-related barriers to accessing your learning, please contact Hannah Davidson, Associate Director of Disability Services, located in the Academic Resource Center (ARC). To ensure that accommodations are arranged in a timely manner, you are encouraged to make your request at the beginning of each semester.

For questions or to begin the accommodations process, please contact Dr. Hannah Davidson at [hdavidson@anselm.edu](mailto:h davidson@anselm.edu) or (603) 641-7194. You can find additional information on documentation guidelines [here](#).



Jacques Bertaux, *The Taking of the Tuileries Palace, the 10th of August 1792* (1793)



Title IX Statement

The Saint Anselm College is committed to creating a safe learning environment free from gender and sex-based discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have (or someone you know has) experienced any form of sex or gender-based discrimination or violence and wish to speak with someone confidentially, please contact Nicole Kipphut at The Harbor. If you would like information about Title IX procedures, reporting, or Supportive Measures, please contact Title IX Coordinator, Marcie Vaughan, or visit this [page](#). All faculty are Required Reporters and must inform the Title IX Office of all information that may implicate Title IX. However, disclosures of gender and sex-based discrimination or violence directly relevant to, and made in response to, a course assignment/classroom prompt will not result in a referral to the Title IX Coordinator. In such circumstances, the Title IX coordinator may provide the student with a packet of information about violence prevention and resources available on and off campus.

Academic Honesty

According to the American Historical Association's Statement on the Standards of Professional Conduct, "the expropriation of another author's text, and the presentation of it as one's own, constitutes plagiarism and is a serious violation of the ethics of scholarship." The Statement goes on to assert the following: "Plagiarism includes more subtle and perhaps more pernicious abuses than simply expropriating the exact wording of another author without attribution. Plagiarism also includes the limited borrowing, without attribution, of another person's distinctive and significant research findings, hypotheses, theories, rhetorical strategies, or interpretations, or an extended borrowing even with attribution." So what exactly does plagiarism look like? The Statement continues by stating that "the clearest abuse is the use of another's language without quotation marks and citation. More subtle abuses include the appropriation of concepts, data, or notes all disguised as newly crafted sentences, or reference to a borrowed work in an early note and then extensive further use without attribution." If you would like more information on this topic, please refer to the [AHA's statement on plagiarism](#). For even more information, please consult the college's [academic integrity tutorial](#) which is located on the Geisel Library website.

All that being said, it is incumbent upon you to understand the College's official definition of plagiarism and the procedures associated with the investigation of plagiarism cases. You can find information regarding these issues [on this page](#). Depending on the egregiousness of the infraction and the relative weight of the assignment, you can expect anything from a zero on a particular assignment to failure in the class. I will also report you to the Dean's Office.

A Note on ChatGPT and Artificial Intelligence

I would like to convey two ideas about AI tools such as ChatGPT. First, above all else, in a history course, we want you to learn to think independently and generate your own ideas. That is one of the hallmarks of a liberal arts education. Since, as most writing instructors will tell you, writing is thinking, I do not permit the use of AI tools when it comes time to produce and organize ideas for essay, exam, and homework assignments. If I have a sense that you have used AI for these tasks, you and I will have a conversation. Second, I will only allow you to use AI to polish your writing, but I have to issue the following warning. AI tools produce grammatically correct prose that is bland and mediocre. They also tend to make up facts and citations. Software like ChatGPT perform in this manner because it isn't human. It writes with no distinctive "voice"—its voice is merely an average of the voices it trawls on the internet. It can only mimic a connection with an audience instead of actually forming one. That's a problem for history which seeks to craft a passionate and convincing story by, for, and about people. In other words, history is a profoundly human enterprise. When in doubt about permitted usage for AI tools, please ask for clarification.

Electronic Devices

The College has a detailed policy regarding the use of electronic devices in the classroom. To summarize, cell phones, pagers, PDAs, or similar devices shall not be used in class; text messaging or the access of information on these devices is forbidden; all such devices should be placed on silent (vibrate) mode and should be put away during class; students are allowed to check these devices only if every single one of them activates simultaneously; such an event would indicate that the College's emergency notification system has sent out a message.

Laptops

Laptops are great for doing many things, but taking notes is not one of them. The research is unequivocal on that point. Study after study indicate that:

- ◆ laptops offer too great a temptation to play with social media, do online shopping, check fantasy sports scores, and engage in any number of diversions
- ◆ students with laptops tend to distract those around them
- ◆ students equipped with laptops tend to write more notes than those who use paper and pen, but the former retain less from class and their notes are often worse
- ◆ students using laptops in class tend to perform worse overall in courses than their peers who use more traditional modes of notetaking

My policy is as follows: I will not ban laptops from my classroom, but I urge you not to bring them since they will undermine your ability to learn.

Course Schedule

NOTE: I reserve the right to change readings or the schedule over the course of the semester. To stay on top of these changes, view the course website which will always have the most up-to-date information.

Links on the syllabus will take you to the appropriate location to fulfill the assignment. For example, if a reading or lecture is on Canvas, the link will take you there. Likewise, if an assigned movie is on Amazon, the link will direct you there. Keep in mind that the link to a reading may take you to some other part of the internet as well.

UNIT 1: IDEAS AND CONCEPTS

WEEK 1

Monday, August 28

Topic:

Who are We and How Does This Class Work?

Reading:

Syllabus

Wednesday, August 30

Topic:

Why Study the French Revolution?

Reading:

[William Doyle, "What It Started" from *The French Revolution: A Very Short Introduction* \(2001\)](#)

Assignment:

[Canvas Discussion](#)

Friday, September 1

Topic:

What is History, and How do Historians Think?

Reading:

[Thomas Andrews and Flannery Burke, "What Does It Mean to Think Historically?" \(2007\)](#)

Assignment:

Homework (submit in class)



François Gérard, *The Coronation of Charles X* (1827)

WEEK 2

Wednesday, September 6

Topic:

How Should You Read Primary and Secondary Sources?

Reading:

[How to Analyze a Primary Source \(History Department at Carleton College\)](#)

[Donald Trump's Inaugural Speech, Annotated \(2017\)](#)

[Joe Biden's Inaugural Speech, Annotated \(2021\)](#)

Assignment:

Homework (submit in class)

UNIT 2: THE LATE OLD REGIME

Friday, September 8

Topic:

Why Was the Old Regime Unstable?

Reading:

Hunt and Censer, pp. 1-24

Listening:

[Canvas Lecture: How Did Global Competition Bankrupt the French Government?](#)

"After me, the Revolution—or, rather, the ideas which formed it—will resume their course. It will be like a book from which the marker is removed, and one starts to read again at the page where one left off."

Napoleon after the Battle of Leipzig (1813)

WEEK 3

Monday, September 11

Topic:

How Did Privilege Influence the Old Regime?

Reading:

[Jeremy Popkin, "The Structure of Eighteenth-Century French Society" and "The Preindustrial Economy" from *A History of Modern France* \(2012\)](#)

Listening:

[Canvas Lecture: How did Privilege Work under the Old Regime?](#)

Assignment:

Canvas Discussion

Wednesday, September 13

Topic:

How Did the Enlightenment Subvert the Old Regime?

Reading:

Hunt and Censer, pp. 20-24

[Jeremy Popkin, "Culture and Thought in Eighteenth Century France" from *A History of Modern France* \(2012\)](#)

[Excerpt from Montesquieu, *The Spirit of the Laws* \(1748\)](#)

[Excerpts from Jean-Jacques Rousseau, "Economy" from *The Encyclopedia* \(1755\)](#)

Listening:

[Canvas Lecture: What Was Rousseau's General Will?](#)

Friday, September 15

Topic:

How Did the Financial Crisis Help Trigger the Revolution?

Reading:

Hunt and Censer, pp. 24-34

UNIT 3: THE FIRST REVOLUTION AND THE CONSTITUTIONAL MONARCHY

WEEK 4

Monday, September 18

Topic:

How and Why Did the Constitutional Revolution Occur?

Reading:

Hunt and Censer, pp. 34-35

[Excerpts from Abbé Sieyès, *What is the Third Estate?* \(1789\)](#)

Wednesday, September 20

Topic:

How and Why Did the Popular Revolution Begin?

Reading:

Hunt and Censer, pp. 35-37, 47-53

[Excerpts from the August 4, 1789 Session of the National Assembly
Declaration of the Rights of Man and of Citizen \(1789\)](#)

Listening:

[Canvas Lecture: What was Seigneurialism?](#)

Friday, September 22

Topic:

How and Why Was the Revolution Limited?

Reading:

Hunt and Censer, pp. 53-57

[Olympe de Gouges, *The Rights of Women* \(1791\)](#)

WEEK 5

Monday, September 25

Topic:

How Did the Revolutionaries Build a New Regime?

Reading:

Hunt and Censer, pp. 57-65

[Debate on the Civil Constitution of the Clergy \(1790\)](#)

Civil Constitution of the Clergy (1790)

Listening:

[Canvas Lecture: Who Was the Count de Mirabeau?](#)

Wednesday, September 27

Topic:

What Were the Most Significant Critiques of the Revolution?

Reading:

Hunt and Censer, pp. 41-46

[Excerpts from Edmund Burke, *Reflections on the Revolution in France* \(1790\)](#)

Assignment:

[Canvas Discussion](#)

Friday, September 29

Topic:

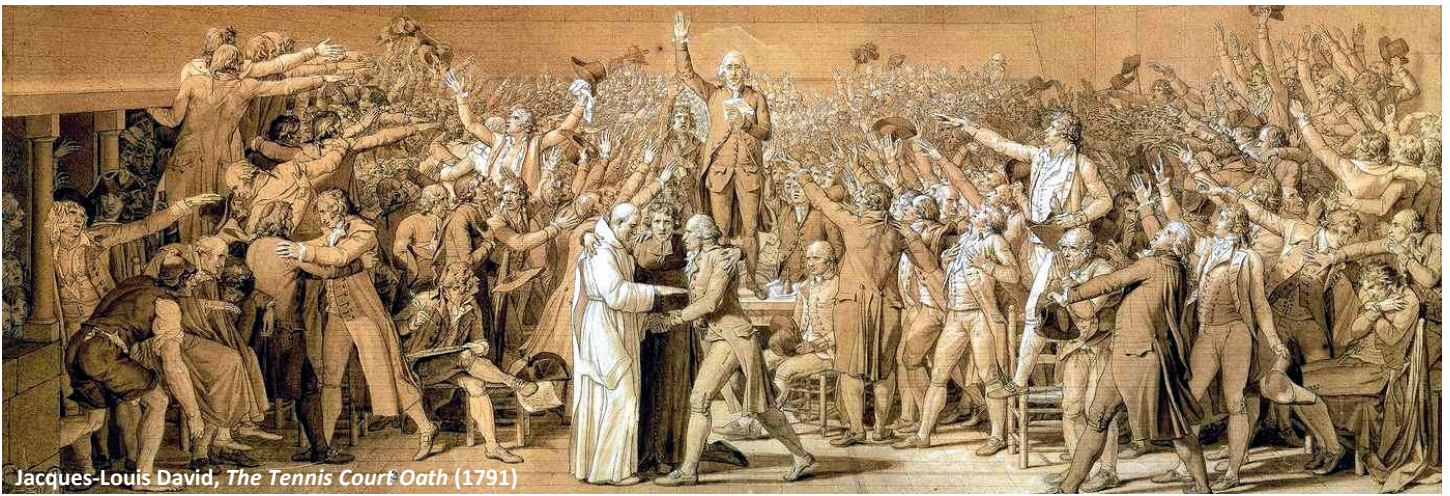
Timothy Tackett, *When the King Took Flight* (2004)

Reading:

Timothy Tackett, *When the King Took Flight* (2004)

Assignment:

[Homework \(submitted on Canvas\)](#)



Jacques-Louis David, *The Tennis Court Oath* (1791)

WEEK 6

Monday, October 2

Topic:

Timothy Tackett, *When the King Took Flight* (2004)

Reading:

Timothy Tackett, *When the King Took Flight* (2004)

Wednesday, October 4

Topic:

Timothy Tackett, *When the King Took Flight* (2004)

Reading:

Timothy Tackett, *When the King Took Flight* (2004)

Assignment:

[Homework \(submitted on Canvas\)](#)

Friday, October 6

Topic:

Why Did France Go to War in 1792?

Reading:

Hunt and Censer, pp. 69-76

[Maximilien Robespierre's Speech at the Jacobin Club against War \(1792\)](#)

[Jacques Pierre Brissot's Speech at the Jacobin Club in Favor of War \(1792\)](#)

Listening:

[Canvas Lecture: Who Was Jacques Pierre Brissot?](#)

UNIT 4: THE SECOND REVOLUTION AND THE RADICAL REPUBLIC

WEEK 7

Wednesday, October 11

Topic:

Why Did the Revolution Become More Radical?

Reading:

Hunt and Censer, pp. 77-81, 93-110

[Speeches at the Trial of Louis XVI \(1792\)](#)

Assignment:

[Canvas Discussion](#)

Friday, October 13

Topic:

Why Did the Terror Happen?

Reading:

Hunt and Censer, pp. 110-117, 121-125

[Maximilien Robespierre's Speech on the Principles of Political Morality \(1794\)](#)

Listening:

[Canvas Lecture: What Was Robespierre's Role in the Terror?](#)

WEEK 8

Monday, October 16

Topic:

How and Why did the Radical Republic Promote a Cultural Revolution?

Reading:

Hunt and Censer, pp. 117-121

[Decrees Establishing the French Era and the New Calendar \(1793\)](#)

[Excerpt from Jacques René Hébert, *Le Père Duchesne* \(1793\)](#)

Wednesday, October 18

Topic:

What Did Revolutionary Art Look Like and Why?

Reading:

Paintings by Jacques-Louis David

[Excerpts from Titus Livy, *The Early History of Rome* \(27 BC-9 BC\)](#)

Friday, October 20

Topic:

What did the Terror Look Like to the French People?

Reading:

[Honoré de Balzac "An Incident in the Reign of Terror" \(1830\)](#)

WEEK 9

Monday, October 23

Topic:

How Did the Revolution Influence Saint-Domingue?

Reading:

[Debate in the National Assembly on Enfranchisement of Free Men of Color \(1791\)](#)

[Toussaint Louverture, Letters on Royalism and Abolitionism \(1793\)](#)

[The Emancipation Decree of 29 August 1793 \(1793\)](#)

[Toussaint Louverture, Letter to the Directory \(1793\)](#)

Listening:

[Canvas Lecture: The Revolution on Saint-Domingue, Part 1 \(1791-1793\)](#)

UNIT 5: THE THERMIDOR REACTION AND THE CONSERVATIVE REPUBLIC

Wednesday, October 25

Topic:

Why Was There a Reaction against the Radical Republic?

Reading:

Hunt and Censer, pp. 135-144

Assignment:

[Canvas Discussion](#)

Friday, October 27

Topic:

What Was the Goal of the Directory, and Why Was It So Hard to Achieve?

Reading:

Hunt and Censer, pp. 144-148

[Boissy d'Anglas on a New Constitution \(1795\)](#)

[Proclamation of the Directory to the French People \(1797\)](#)



Horace Vernet, *The Battle of the Bridge at Arcole* (1826)

WEEK 10

Monday, October 30

Topic:

Why Was the Success of French Armies So Important?

Reading:

Hunt and Censer, pp. 149-158

[Second Propagandist Decrees \(1792\)](#)

[Treaty between France and the Cisalpine Republic \(1798\)](#)

Listening:

[Canvas Lecture: What Was the Role of War in Revolutionary Politics?](#)

Assignment:

[Canvas Discussion](#)



Antoine-Jean Gros,
Napoleon on the Battlefield of Eylau (1808)

UNIT 6: NAPOLEON

Wednesday, November 1

Topic:

How and Why Did Napoleon Come to Power?

Reading:

Hunt and Censer, pp. 158-164, 175-180

[Proclamation to the Army of Italy \(1796\)](#)

[Napoleon's Victory Banner \(1797\)](#)

Listening:

[Canvas Lecture: Who was Napoleon Bonaparte?](#)

Friday, November 3

Topic:

How did Napoleon Consolidate His Legitimacy?

Reading:

Hunt and Censer, pp. 180-192

[Concordat with the Papacy \(1801\)](#)

[Napoleon's Proclamation of the Religious Settlement \(1801\)](#)

[The French \(Napoleonic\) Civil Code \(1803-1804\)](#)

[Jean-François Curée, Speech Supporting Proclamation of an Empire \(1804\)](#)

Assignment:

[Canvas Discussion](#)

WEEK 11

Monday, November 6

Topic:

What Made Napoleon One of the Greatest Generals of the Modern Age?

Reading:

Hunt and Censer, pp. 192-202

[Carl von Clausewitz, "On Military Genius" from *On War* \(1832\)](#)

Listening:

[Canvas Lecture: Who Was Carl von Clausewitz and Why Does He Matter?](#)

Assignment:

[Homework \(submitted on Canvas\)](#)

Wednesday, November 8

Topic:

Why Was Napoleon Not a Great General?

Reading:

[Excerpts from Leo Tolstoy, *War and Peace* \(1867\)](#)

Assignment:

[Canvas Discussion](#)

Friday, November 10

Topic:

What Happened in Saint-Domingue during the Napoleonic Years?

Reading:

[Toussaint Louverture, Labor Decree \(1800\)](#)

[Haitian Constitution of 1801 \(1801\)](#)

[Haitian Declaration of Independence \(1804\)](#)

Listening:

[Canvas Lecture: The Revolution on Saint-Domingue, Part II \(1794-1805\)](#)

WEEK 12

Monday, November 13

Topic:

What Were the Global Impacts of the Napoleonic Wars?

Reading:

[Max von Bargen, "The Global Reach of the Napoleonic Wars," review of *The Napoleonic Wars: A Global History*, by Alexander Mikaberidze \(2020\)](#)

[David Bell, "I Wanted to Rule the World," review of *The Napoleonic Wars: A Global History*, by Alexander Mikaberidze \(2020\)](#)

Wednesday, November 15

Topic:

How Did Jacques-Louis David Paint Napoleon?

Reading:

Paintings by David, Ingres, Gros, and Gerard

Assignment:

[Canvas Discussion](#)

Friday, November 17

Topic:

When and Why Did Napoleon Begin to Stumble?

Reading:

Hunt and Censer, pp. 213-224

[Excerpts from Benjamin Constant, *The Spirit of Conquest* \(1814\)](#)



Jacques-Louis David, *The Coronation of Napoleon* (1808)

WEEK 13

Monday, November 20

Topic:

What Was France's Relationship to the Empire?

Reading:

Hunt and Censer, pp. 224-229

[Excerpts from Johann Fichte, *Address to the German Nation* \(1808\)](#)

Assignment:

[Canvas Discussion](#)

WEEK 14

Monday, November 27

Topic:

How and Why Was the Napoleonic Empire Finally Destroyed?

Reading:

Hunt and Censer, pp. 229-239

[Jacob Walter, *The Diary of a Napoleonic Foot Soldier* \(ca. 1850?\)](#)

[Excerpt from Marquis de Montholon, *Napoleon at St. Helena* \(1846\)](#)

Listening:

[Canvas Lecture: Why Did Napoleon Lose His Throne?](#)

Wednesday, November 29

Topic:

How Did the Great Powers Reassemble Europe after the Napoleonic Empire's Collapse?

Reading:

Hunt and Censer, pp. 247-255

[The Treaty of Fontainebleau \(1814\)](#)

[The Treaty of Paris \(1815\)](#)

[The Holy Alliance Treaty \(1815\)](#)

[Treaty of the Quadruple Alliance \(1815\)](#)

Friday, December 1

Topic:

To What Degree Was the Old Regime "Restored" in France after Napoleon's Fall?

Reading:

[The Charter of 1814](#)

Assignment:

[Canvas Discussion](#)

WEEK 15

Monday, December 4

Topic:

What Might It Have Been Like to Live through the Napoleonic Era?

Viewing:

[The Duellists \(1977\)](#)

Assignment:

[Canvas Discussion](#)

Wednesday, December 6

Topic:

How Has the French Revolution Continued to Our Time?

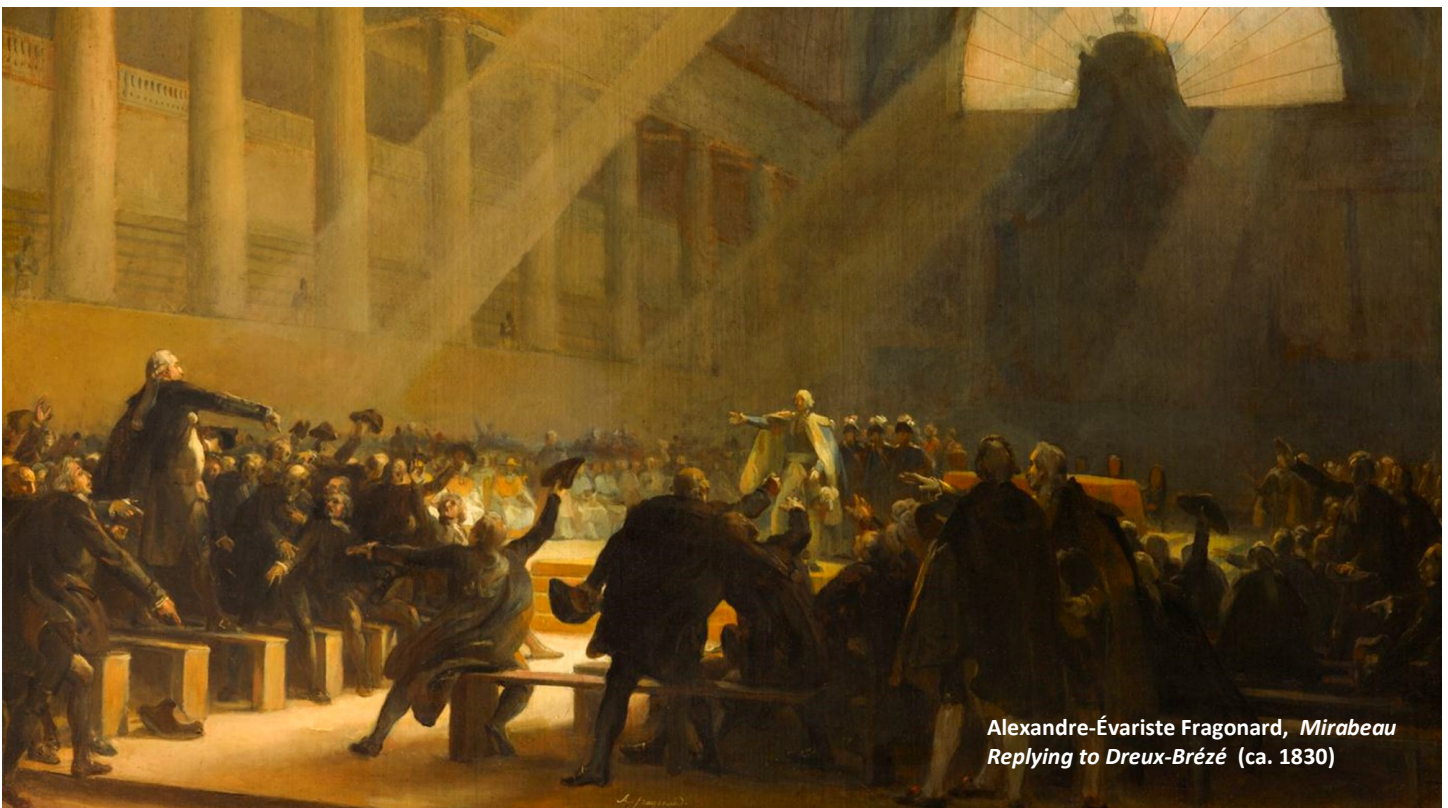
Reading:

None



CALENDAR OF ASSIGNMENTS

- ◆ Wednesday, August 30: Canvas Discussion
- ◆ Friday, September 1: Homework (submit in class)
- ◆ Wednesday, September 6: Homework (submit in class)
- ◆ Friday, September 8: Canvas Lecture: How Did Global Competition Bankrupt the French Government?
- ◆ Monday, September 11: Canvas Lecture: How Did Privilege Work under the Old Regime?
- ◆ Wednesday, September 13: Canvas Lecture: What Was Rousseau's General Will?
- ◆ Wednesday, September 20: Canvas Lecture: What was Seigneurialism?
- ◆ Friday, September 22: Midterm #1 Due
- ◆ Monday, September 25: Canvas Lecture: Who was the Comte de Mirabeau?
- ◆ Wednesday, September 27: Canvas Discussion
- ◆ Friday, September 29: Homework (submitted on Canvas)
- ◆ Wednesday, October 4: Homework (submitted on Canvas)
- ◆ Friday, October 6: Canvas Lecture: Who was Jacques Pierre Brissot?
- ◆ Wednesday, October 11: Canvas Discussion
- ◆ Friday, October 13: What Was Robespierre's Role in the Terror?
- ◆ Monday, October 16: Essay 1 Due
- ◆ Monday, October 23: Canvas Lecture: The Revolution on Saint-Domingue, Part 1 (1791-1793)
- ◆ Wednesday, October 25: Canvas Discussion
- ◆ Monday, October 30: Canvas Lecture: What Was the Role of War in Revolutionary Foreign Policy?
- ◆ Wednesday, November 1: Canvas Lecture: Who was Napoleon Bonaparte?
- ◆ Friday, November 3: Canvas Discussion
- ◆ Friday, November 3: Midterm #2 Due
- ◆ Monday, November 6: Canvas Lecture: Who was Carl von Clausewitz, and Why Does He Matter?
- ◆ Monday, November 6: Homework (submitted on Canvas)
- ◆ Wednesday, November 8: Canvas Discussion
- ◆ Friday, November 10: Canvas Lecture: The Revolution on Saint-Domingue (1794-1805)
- ◆ Wednesday, November 15: Canvas Discussion
- ◆ Monday, November 20: Canvas Discussion
- ◆ Monday, November 27: Canvas Lecture: Why Did Napoleon Lose His Throne?
- ◆ Friday, December 1: Canvas Discussion
- ◆ Monday, December 4: Canvas Discussion



Alexandre-Évariste Fragonard, *Mirabeau Replying to Dreux-Brézé* (ca. 1830)

APPENDIX 1: HOW MUCH SHOULD YOU WORK IN THIS CLASS?

Have you ever wondered why most of your classes are worth four credits and what those four credits signify? The **Carnegie Credit Hour** is the universal standard of measurement among American universities and colleges. This credit hour defines a unit of credit as equal to a minimum of three hours of work per week for a semester. **In other words, if you take a four-credit course, you are expected to do 12 hours of work per week on that course for the entire semester** (3 hours per credit x 4 credits). **Three of those 12 hours are time spent in the classroom. That means you need to spend, on average, another nine hours per week on homework.** This figure is an average. Some weeks will be busier and others less so. Some students will require more while others require

APPENDIX 2: HOW TO SUCCEED IN CLASS

I. CONSULT THE WEBSITE/CANVAS

II. MANAGE YOUR TIME

III. DO THE READING

IV. PREPARE FOR QUIZZES

V. COME TO CLASS

VI. TALK IN CLASS

VII. LISTEN IN CLASS

VIII. THINK CRITICALLY

IX. WRITE CLEARLY

X. ASK FOR HELP