HIST 312: French Revolution and Napoleon, 1789-1815
MWF 9:00-9:50 am, Beracha Hall 218

The era of the French Revolution and Napoleon was decisive in shaping the modern West. It destroyed medieval structures where they existed, implemented the ideals of the Enlightenment, promoted the interests of the middle classes, quickened the growth of the modern state, and gave birth to nationalism. 221 years after the French Revolution began, the debate over its meaning continues. Was the French Revolution, as Marx thought, a bourgeois revolution that was a product of the growing discontent of a revolutionary middle-class? Did women have more rights before the French Revolution offered equality to all men? Was revolutionary change unavoidable, or could limited reform have prevented an overthrow of the monarchy? Was the Terror a natural outgrowth of revolutionary and liberal politics or was it a product of the particular events of the early 1790s? Was Napoleon a revolutionary who completed the work of the Revolution or an enlightened despot who betrayed it?

Required Text/Supplies:
- Blaufarb, *Napoleon, Symbol for an Age* (ISBN 0312431104)
- Online sources through SLU Global (Global) or http://chnm.gmu.edu/revolution

Learning Objectives:
By the end of this course, students should be able to:
- Recognize major participants in and events of the French Revolutionary Era
- Describe the causes and outcomes of the French Revolution and Napoleonic rule
- Evaluate the legacy of the French Revolution and its importance
- Analyze – orally and in writing – historical images and sources
- Assess the uses and limitations of different types of historical evidence
- Construct arguments about ideologies, historical motivation, and the historian’s craft

Grading Structure:
The following percentages represent the relative weight that will be given to each component of the course. These are guidelines, not hard and fast rules. I reward progress and effort. Please feel free to discuss your general standing with me at any time during the semester.

- Two Image/Source Presentations 10%
- Six highest scores on factual quizzes, including map quiz 20%
- Two “five” page critical analysis essays 30%
- One seven to ten page thematic essay 20%
- Participation and attendance 20%

Grading Scale:
A  93-100  B+  87-89.99  B-  80-82.99  C  73-76.99  D  60-69.99
**Class Attendance:**

College courses require the active participation and cooperation of both faculty and students. There is generally a strong statistical relationship between doing well in history courses and attending classes faithfully. A student who misses class frequently will have a hard time understanding the material. Attendance is especially important in small courses, where your absence will not only have an impact on you, but also your fellow students. Any absence after the first two will affect your grade negatively. Of course, consistently valuable participation in class discussions will help your final grade.

**Classroom Decorum:**

Please note my expectations, intended to provide a pleasant learning environment for everyone:

- Come prepared for discussion
- Do not carry on conversations with others at inappropriate times
- Do not surf the internet during class
- Turn your telephone ringer off while in class
- If you know that you may need to leave early, sit near an exit
- Do not start packing your things and shuffling papers before class is over

If you cannot conform to these expectations, you may be asked to leave. Poor attendance will have a negative impact on your grade.

**Course Requirements:**

The single most important requirement for this class is your active and constant participation throughout the semester. You will be asked to read a number of sources, articles and/or sections of books for each class period. (Please note that the reading schedule is listed below. It will not be announced in class.) I expect you to come to class with these readings completed, prepared to ask questions and participate in a discussion.

In addition to attendance, participation, and factual in-class quizzes (whether scheduled or unscheduled), your performance will be assessed on the basis of two papers of “five” pages each, and one final paper of seven to ten pages that incorporates scholarly critical work outside of that which we have read in class. The “five” page papers can be on any theme of your choice that integrates the pertinent readings discussed in the course. The papers are due at your convenience, with the following exceptions: the first must be turned in by February 14 and the second by March 25. If you choose to write three or more, I will use your two highest grades in calculating your final average.

The final paper should deal in a substantive way with a major theme of the course (one that is found in numerous readings). This paper will also involve some library research, as it must use at least four scholarly sources (other than those assigned for the course) to explore the topic. The last will take the place of the final exam for the course and will require research that extends beyond the course readings.

Late essays will be graded on their merits, and then assessed a penalty equivalent to one grade-increment per day. (In other words, an essay that is turned in two days late that would have received an A will instead receive a B. The same essay, turned in a week late, would receive a D.) Essays are due in class on the date noted on the syllabus; essays turned in to my box and/or emailed to me, even the same day, will be considered late unless prior approval is given.

All essays must have a clear and descriptive title (not, for example, “Essay 1.”), one inch margins and page numbers on all pages except the first. They also must be typed and double-spaced, in a 12 point proportional font (such as Times New Roman).

All written assignments must be typed and double-spaced and must be turned in to me in two forms: a paper copy and an electronic one, submitted through Turnitin.com. The electronic copy should be posted to Turnitin.com the same day that the assignment is due and should not be sent as an attachment in an email to me.
You will also prepare an analysis of one image and one document related to the readings for a given day. You will, as part of this assignment, give one brief (under 5 minute) class presentation on a new image that is related to the readings for the day. In order to facilitate discussion on the daily topics, each presenting student will also choose a primary source and prepare a short explanation of the significance of the source and its relationship to the issues under consideration. Because of the size of the class, I have also scheduled some days that will allow us to catch up on our analysis of images, but this does not mean you should not be prepared to go on the day you are assigned.

**Assistance:**
If at any time you have a special situation that you need to call to my attention, are confused, need additional help, or just want to chat about the course, please take advantage of my office hours or contact me to arrange a mutually acceptable time. If you have a documented disability that will require special accommodation, please bring it to my attention in the first week of class so that proper arrangements can be made. I would be happy to meet with you.

**Academic Honesty:**
Plagiarism and other forms of cheating violate the academic integrity policy and are grounds for failure of this course, suspension, or even dismissal from the university. Plagiarism is using other people’s ideas or work as your own (or reusing your own work without indicating that it has been used to fulfill a requirement in another class). If your essays demonstrate reliance on unattributed sources, the best you can hope for is a failing grade on the assignment, and a failing grade in the course is likely. Conspiring with someone else to cheat is collusion, which is an even more serious violation of academic integrity. Persons found colluding will fail the course, even if their own work was uncompromised.

Please do not plagiarize, cheat, or collude to cheat. If you are not sure how to cite other people’s ideas, ask. If you are unclear about what does and does not constitute academic dishonesty, find out. **You do not want to fail this course any more than I wish for you to fail.**

All cases of academic dishonesty, cheating, and plagiarism will be handled per the university’s policies. You should complete all of your assignments independently, unless you are given specific instructions to the contrary. For the specifics of SLU’s Academic Honesty Policy, see: http://www.slu.edu/x12657.xml

**Technology/Electronic Devices in the Classroom:**
In order to fulfill the requirements of this course, you MUST have consistent access to a computer with an internet connection, as you may use SLU Global on a regular basis and will have to submit essays through Turnitin.com. In addition to readings and assignments, you will find other class resources available for you online. If you are comfortable with technology, you will likely have an easier time in this course than if you are not. This, however, does not mean that technology will serve as an adequate substitute for being present in discussion and lecture.

You are permitted to use a laptop to take notes in class, but you should not check-email or surf the Internet during class. In addition, during class you should keep your mobile phone in your bag and muted or off. During all tests and quizzes, all electronic devices must be powered off and placed in your bag.

**Students with Disabilities**
Those who have or think that they may have a disability (learning, physical or psychological) are encouraged to contact Mark Pousson at Disability Services, 314-977-8885, in the Busch Student Center, Suite 331, as early as possible in the semester. Students are encouraged to discuss their instructional and accommodation needs with their professors. All student requests for extended time to take examinations in a distraction-free environment must be discussed with the professor a minimum of one week prior to the
scheduled date of the exam. Failure to follow the Disability Services procedures could result in a denial of the request.

**Dates and Topics**

**Intro to the Course**
- W January 19 – Introduction to the course, questions and methodologies
- F January 21 – What mattered about the French Revolution?
  - Reading: Textbook excerpts (Global)
- M January 24 – No Class held
- Research Day: Find relevant Revolutionary Image
- W January 26 – No Class held
  - Research Day: Analyze Image (see Global for assignment)

**France at the end of the Old Regime**
- F January 28 – Origins of the French Revolution
  - Reading: Popkin: Ch. 1 (pp 1-20), Mason/Rizzo: Introduction (pp 1-5), and Hunt: Introduction (pp 1-32)
  - Quiz today
- M January 31 – The Pre-Revolution
  - Reading: Mason/Rizzo: pages 7-46 (through end of document 7)
- W February 2 – Defining Rights Before the Revolution
  - Reading: Hunt: Docs 1-7 (pp 35-57)
  - Map Quiz today

**France in the Early Revolution, 1787-1790**
- F February 4 – Collapse of the Absolute Monarchy
  - Reading: Popkin: Ch. 2 (pp. 21-34) and Hunt: Docs 8-10 (pp. 58-70)
- M February 7 – From Estates-General to National Assembly
  - Reading: Mason/Rizzo: Docs 8-15 (pp. 46-66)
- W February 9 – Revolutionary Rupture
  - Reading: Popkin: Ch. 3 (pp. 35-51) and Hunt: Docs 11-14 (pp. 71-79)
  - Quiz today
- F February 11– No Class held
- M February 14 – No Class held
  - Reading: Begin this week’s reading
  - First Essay must be turned in to History Department by 3 pm today
- W February 16 – Emergence of Popular Revolution
  - Reading: Mason/Rizzo: Docs 16-22 (pp. 67-108)
- F February 18 – Revolution and Rights Expand
  - Reading: Hunt: Docs 15-30, 34-37 (pp. 80-111, 119-131)

**The Waning of a Liberal Revolution, 1790-1792**
- M February 21– Liberal Revolution
  - Reading: Popkin: Ch. 4 (pp 52-70) and Mason/Rizzo: Docs 23-28 (pp. 108-124)
- W February 23 – Tensions Mount
  - Reading: Mason/Rizzo: Docs 29-35 (pp. 125-156)
  - Quiz today
- F February 25 – The Early Revolution in Images

**Republican Revolution Ascendant, 1792-1794**
- M February 28 – Radical Revolution
  - Reading: Popkin: Ch. 5 (pp. 71-91) and Hunt: Docs 31-32, 38-40 (pp. 112-118, 132-139)
- W March 2 – War and a New Revolution
Conservative Reaction, 1794-1799
- W March 9 — The Return to Order and the Thermidorian Reaction
  Reading: Popkin: Ch. 6 (pp. 92-106), Mason/Rizzo: Docs 66-70 (pp. 263-279)
  Quiz today
- F March 11 – Politics from Above and Napoleon’s Beginning
  Reading: Blaufarb: Introduction (pp. 1-29), Mason/Rizzo: Docs 71-74 (pp. 280-300)

Napoleonic Consulate, 1799-1804
- M March 28 – The Seizure of Power
  Reading: Popkin: Ch. 7 (pp. 107-118), Blaufarb: Docs 10-15 (pp. 52-65)
- W March 30 – The Move to Empire
  Reading: Blaufarb: Docs 27-31 (pp. 97-108)
  Quiz today
- F April 1 – Closing the Revolution
  Reading: Mason/Rizzo: Docs 84-87 (pp. 334-351), Blaufarb: Docs 19-20 (pp. 70-75)

Napoleonic Empire, 1804-1815
- M April 4 – Consolidation of Power
  Reading: Popkin: Ch. 8 (pp. 119-134), Blaufarb: Docs 16-18, 21-24 (pp. 65-69, 75-81)
- W April 6 – Imperial Life and Images
  Reading: Blaufarb: Docs 25, 26, 32-36 (pp. 81-97, 109-117)
- F April 8 – War
  Reading: Blaufarb: Docs 37-48 (pp. 118-139)
- M April 11 – Napoleon and the World
  Reading: Blaufarb: Docs 49-65 (pp. 140-174)

Napoleon’s Fall and the Revolutionary Legacy (1814 and beyond)
- W April 13 – Napoleon’s Decline
  Reading: Blaufarb: Docs 66-76 (pp. 175-194)
  Quiz today
- F April 15 – No Class held
- M April 18 – The Aftermath
  Reading: Blaufarb: Docs 77-86 (pp. 195-212)
- W April 20 – Napoleon and the French Revolution in Images
- F April 22 – No Class held
- M April 25 – No Class held
- W April 27 – Revolutionary Paradigms
  Reading: Kates: Series Editor’s Preface through end of Part I (pp.xx-50)
  Quiz today
- F April 29 – Revisionism
  Reading: Kates: Furet and Baker (pp. 50-83)
M May 2 – Responses to Revision, A  
Reading: Kates: Jones and Maza (pp. 85-130)
W May 4 – Responses to Revision, B  
Reading: Kates: Tackett and Markoff (pp. 131-197)
F May 6 – Gender  
Reading: Kates: Hunt, Desan, Dubois (pp. 199-253)
M May 9 – Colonial Studies  
Reading: Kates: Dubois (pp. 254-282)
W May 11 – Final Essay Due  
Final Essay due to History Department office by 9 am.