

UNIVERSITY OF WISCONSIN-MADISON  
Department of History  
Semester I, 2014-2015

THE OLD REGIME, FRENCH REVOLUTION, & NAPOLEONIC ERA

History 358  
Office hours: Mon. 4-5; Fri. 2:15-3:15  
5120 Humanities  
Reader: Johanna Lanner-Cusin

Prof. Suzanne  
Desan  
smdesan@wisc.edu  
Writing T.A. Abby Lewis

Reading:

Rafe Blaufarb & Claudia Liebeskind, ed., Napoleonic Foot Soldiers and Civilians

J. Christopher Herold, The Age of Napoleon

Peter McPhee, The French Revolution, 1789-1799

Jean-Jacques Rousseau, Discourse on the Origin and Foundation of Inequality Among Men (ed. & trans. Helena Rosenblatt)

Timothy Tackett, When the King Took Flight

Course Packet from Copy Center at 6120 Social Sciences

Course Description

This course explores a pivotal and exciting moment in European history: the French Revolution and the Age of Napoleon. Tracing events from the Old Regime court at Versailles to Napoleon's fall at Waterloo, this course first asks why Revolution broke out in 1789 in France, one of the most powerful and traditional monarchies of Europe. What were the roots of discontent in Old Regime France? Where did revolutionary ideas come from? Then we trace how the revolutionaries made dramatic moves: they overthrew the monarchy to create a republic, leveled the aristocracy, replaced Catholicism with goddesses of liberty, set up Sister Republics in Europe, and sparked slave revolt in the French Caribbean. We also ask why this radical experiment in democracy unleashed the Terror and launched Napoleon Bonaparte, the politician and general who built an astonishing European Empire. The lectures weave together political and social analysis with personal stories: Marie-Antoinette, Robespierre, and Napoleon rub shoulders with workers storming the Bastille, women rioting for bread, and soldiers marching across vast stretches of Russia. The course also addresses big questions: How did the French attempt to institute "liberty and equality" in daily life, and how did these ideals also become entwined with violence? How did the Revolution and Napoleonic Empire lay the foundations of modern politics, lead to the restructuring of Europe, and create repercussions from Haiti to Egypt?

Reading: The above books have been ordered and should be available at the University Bookstore and on reserve in H. C. White library. They are marked with an asterisk (\*) in the assignments below. \*\*There is also a READER of xeroxed articles and documents available at the Copy Center in 6120 Social Sciences and on reserve. All the books and the reader are required. Readings from the reader are marked "R." Students will have the opportunity to discuss the readings in class, usually during the Wednesday meeting.

Requirements: All students will take an in-class exam on Wed., Oct. 22 and a final exam. All students will also write two papers: 1/ a 3-page paper (based on in-course readings): Draft due Fri., Sept 26 to Writing TA (Box #4064 in Humanities); Final version due Friday, Oct. 10 to Desan's box #5013 Humanities; 2/ a second paper, 4-5 pages for 3-credit students and 8-9 pages for 4-credit students: Draft due to Writing TA (Box #4064 ) on Fri., Nov. 14; Final Version due Tues., Dec. 2 to Desan's box #5013 Humanities. The second papers will be based on primary sources, and you will be able to choose or create a topic from any time period of the course. Four-credit students will do research beyond the course reading. Final grades will be based as follows: for 4-credit students: 10% first paper; 20% discussion participation; 20% midterm exam; 25% paper; 25% final exam; for 3-credit students: 15% first paper; 20% discussion participation; 20% midterm exam; 20% paper; 25% final exam.

Electronic Devices: Although technology can be incredibly useful, recent research suggests that laptop use in classrooms does not improve student learning and often actually hinders it. One study at York University found that students who took notes by laptop scored “11% worse on comprehension tests” than those who did not; students who were continually distracted by neighbors' computer screens earned grades 17% lower than those who were not. Stunning results: that makes one to two letter grades lower on their test scores. The researchers interpreted these results as evidence of our tendency to overestimate our ability to multi-task. In addition, a study done at UCLA and Princeton determined that taking notes by hand caused students to focus their attention more sharply and to reformulate and process the material as they listened. As a result, the students tended to remember and understand the material more fully.<sup>1</sup> We are all interested in promoting the most effective student learning, so laptop and phone use will not be allowed during class.

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

WEEK 1 (Sept. 3): INTRODUCTION & ABSOLUTIST MONARCHY

Reading: \* Peter McPhee, The French Revolution, 4-22

WEEK 2 (Sept. 8-10): OLD REGIME SOCIETY IN FRANCE & COLONIES

Reading: Gail Bossenga, “Society,” in Old Regime France, ed. William Doyle, 42-77 {R}

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<sup>1</sup> Faria Sana, Tina Weston, and Nicholas J. Cepeda, “Laptop multitasking hinders classroom learning for both users and nearby peers,” *Computers & Education*, March 2013, Volume 62: 24-31; Pam Mueller and Daniel Oppenheimer, “The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking,” *Psychological Science*, April 2014, (25) 6: 1159-1168. With thanks to Katie Jarvis for these references.

Boulainvilliers on Nobles, in Jeffrey Kaplow, ed. France on the Eve of Revolution (N.Y., 1971), 42-46 {R}

Documents on Peasants, in Kaplow, ed. France on the Eve of Revolution, 3-13 {R}

Laurent Dubois & John Garrigus, eds., Slave Revolution in the Caribbean, 1789-1804, 7-18 {R}

WEEK 3 (Sept. 15-17): THE ENLIGHTENMENT & THE CRISIS OF THE OLD REGIME

Reading: \* McPhee, The French Revolution, 24-32 (stop mid-chapter)

\* Jean-Jacques Rousseau, Discourse on the Origin and Foundation of Inequality Among Men, ed. & trans. Helena Rosenblatt, 1-30, 36-44, 68-95, 141-146

WEEK 4 (Sept. 22-24): OUTBREAK OF THE FRENCH REVOLUTION

Reading: \* McPhee, The French Revolution, 32-88

Abbé Sieyès, "What is the Third Estate?" in Sources of the Making of the West, II: 89-93 {R}

Accounts of Popular Unrest and the Decree Abolishing Feudalism, in The Old Regime and the French Revolution, ed. K. M. Baker (Chicago, 1987), 217, 220-23, 226, 228-231 {R}

"The Declaration of the Rights of Man and Citizen" in Sources of the West, 69-70 {R}

\*\*Draft of 3-page Paper Due on Friday, Sept. 26 in Abby Lewis's box #4064 in Humanities.

WEEK 5 (Sept 29-Oct. 1): REVOLUTIONARY BEGINNINGS

Reading: 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 {R}

Documents on Rights of Jews and Women in Hunt, ed. French Revolution and Human Rights, 93-101, 119-21 = Condorcet, 124-129, {R}

Start reading \* Timothy Tackett, When the King Took Flight, 1-56

WEEK 6 (Oct. 6-8): THE REVOLUTION RADICALIZES

Reading: \* Timothy Tackett, When the King Took Flight, 83-118, 137-155, 165-198, 219-223

"The Paris Sections' Petition for the Dethronement of Louis XVI," In Philip Dawson, ed. The French Revolution (Englewood Cliffs, NJ, 1967), 92-97 {R}

\*\*3-page Paper (Final Version): Due on Friday, Oct. 10 in Desan's box: #5013 Humanities

WEEK 7 (Oct. 13-15): REPUBLICANISM: REMAKING CULTURE AND SOCIETY

Reading: \* McPhee, The French Revolution, 89-108

"Revolutionary Calendar" in The Old Regime and the French Revolution, 362-67, & "Dechristianization" in Paul Beik, ed. The French Revolution, 266-271 {R}

Laurent Dubois and John D. Garrigus, eds., Slave Revolution in the Caribbean, 1789-1804, 18-42, 67-70, 120-125 {R}

WEEK 8 (Oct. 20-22): REVOLUTION IN COLONIES & EXAM

\*\* In-class EXAM on Wednesday, Oct. 22

No Reading

WEEK 9 (Oct. 27-29): REVOLUTION IN CRISIS: THE TERROR

Reading: \* McPhee, The French Revolution, 109-153

“Make Terror the Order of the Day,” & “the Law of Suspects” in The Old Regime and the French Revolution, 342-54 {R}

Robespierre speeches: from “On Revolutionary Government” in Rudé, Robespierre & “On the Moral and Political Principles of Domestic Policy” in Dawson, French Revolution {R}

WEEK 10 (Nov. 3-5): ROBESPIERRE’S FALL, THERMIDOR, & THE DIRECTORY

Reading: \* McPhee, The French Revolution, 154-175

Babeuf documents: “Manifesto of the Directors” and “The Conspiracy of Equals” in The Old Regime and the French Revolution, 393-403 {R}

WEEK 11 (Nov. 10-12): YOUNG NAPOLEON & EXPORTING REVOLUTION

Reading: \*\* J. Christopher Herold, The Age of Napoleon, Chapters 1 & 2 (pp. 1-82)

Joel Barlow, A Letter Addressed to the People of Piedmont, on the Advantages of the French Revolution, and the necessity of adopting its principles in Italy (N.Y., 1795, orig. ed. Chambéry, France, 1793), ECCO, pp. 203-11, 218-20, 224-28, 230-35 {R}

Rafe Blaufarb, ed. Napoleon: Symbol for an Age, 39-40, 43-51 {R}

\*\* Draft of Research Paper due Fri., Nov. 14 to Writing TA's Box #4064

WEEK 12 (Nov. 17-19): NAPOLEON SEIZES POWER

Reading: \*\* J. Christopher Herold, The Age of Napoleon, Chapter 4 (pp. 120-163)

Rafe Blaufarb, ed. Napoleon: Symbol for an Age, 52-56, 96-99, 104-08, 212-213 {R}

\* Blaufarb & Liebeskind, ed. Napoleonic Foot Soldiers and Civilians, 1-29, 65-72

WEEK 13 (Nov. 24): BUILDING THE EMPIRE

Reading: \*\* J. Christopher Herold, The Age of Napoleon, Ch. 5-8 (pp. 164-299)

\* Blaufarb & Liebeskind, ed. Napoleonic Foot Soldiers and Civilians, 30-58

WEEK 14 (Dec. 1-3): NAPOLEON’S PEAK & HIS FALL

Reading: \*\* J. Christopher Herold, The Age of Napoleon, Chapters 10 & 11 (pp. 340-419)

\* Blaufarb & Liebeskind, ed. Napoleonic Foot Soldiers and Civilians, 76-101, 123-147

\*\* Final Paper Due: Tuesday, Dec. 2 in my box #5013 on 4th floor of Humanities by 5pm

WEEK 15 (Dec. 8-10): REVOLUTIONARY & NAPOLEONIC LEGACIES

Reading: \*\* Peter McPhee, The French Revolution, 178-204

\*\* J. C. Herold, The Age of Napoleon, Chapter 12 (420-459)

Janet Polasky, "The Legacy of the French Revolution," in ed. William B. Cohen, The Transformation of Modern France, {R}

FINAL EXAM