HIST 426

The French Revolution and Napoleon

Fall 2013

Professor Cheryl Koos
Office: KH-C4066 (Dept. Office)
Time: Mon/Wed 11:40-1:20
e-mail: ckoos@calstatela.edu; ckoos15@yahoo.com
Place: KH-B4012
Telephone: 323.343.2020
Office hours: 1:30-2:10pm Mondays, 10-10:40 Wednesdays, and by appointment

Course Description: This course focuses on the French Revolution and subsequent Napoleonic period, from 1789 to 1815. From Rousseau to Robespierre to Napoleon, the course examines how the French Revolution changed the face of the European continent and the world politically, culturally, ideologically, and socially. Among the topics to be covered are the dramatic upheavals in class and gender relations, international relations, and political ideology. This class fulfills the Group I Europe/Western Civilization requirement for the History General Option Major, the Europe Periods requirement for the History Teaching Prep Option Major, and functions as an elective for graduate students in the History MA program.

Course Requirements: Since this class relies heavily on the analysis of primary source documents and discussion of those documents, students and professor must come to class prepared to discuss the assigned material. There will be one midterm and a final examination. In addition, two papers are due: 3-5 page analysis of When the King Took Flight, and a 3-5 page analysis of The Diary of a Napoleonic Foot Soldier, as well as a brief analysis of a primary source newspaper article from the Times of London Digital Archive. Periodically there will also be in-class assignments and/or pop quizzes. There will be no make-up quizzes. Graduate students will be required to complete a book review on an historical monograph, selected in consultation with me. Students will also be required to keep a Primary Source Journal that will be collected and evaluated periodically throughout the quarter. NOTE: Plagiarism will not be tolerated in this class. See plagiarism acknowledgment form for more information.

Required Texts:

Marge Piercy, City of Darkness, City of Light
Timothy Tackett, When the King took Flight
Lynn Hunt, The French Revolution and Human Rights
Jakob Walter, Diary of a Napoleonic Footsoldier

Recommended:

Jeremy Popkin, A Short History of the French Revolution

Assignments:

Grading:

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<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Grade</th>
<th>Grade Range</th>
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<tbody>
<tr>
<td>Midterm</td>
<td>20%</td>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>Final</td>
<td>25%</td>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>Tackett paper</td>
<td>10%</td>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>Foot Soldier paper</td>
<td>10%</td>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>Quizzes/In-class work</td>
<td>10%</td>
<td>B-</td>
<td>80-82%</td>
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<td>Digital archive analysis</td>
<td>5%</td>
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<td>Primary Source Journal</td>
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<td>Participation</td>
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Students with Disabilities: Students with Disabilities should be aware of the resources available at the Office for Students with Disabilities (Student Affairs 115, telephone: 323.343.3140). Students seeking such accommodations must be registered with OSD and have appropriate paperwork filed.

Late tests and papers: Late papers will be docked one letter grade for each day late (B+ to B, for example). Exceptions will be made only in case of illness, verified by a doctor’s note, or a verifiable death or serious illness in the immediate family. Tests maybe taken late only under one of these two circumstances. To receive such accommodation, you must contact me before, not after the fact.

Attendance and Participation: Attendance will be taken at the beginning of each class. Please be aware that excessive absences (more than four classes (20%)) will place you in jeopardy of failing the participation portion of your class grade (10% of your overall grade). If you need to arrive late or leave early for a particular reason, please let me know before the class begins. You will be expected to sit near the door so as not to disturb other class participants. Class participants should not disrupt the class by not coming in and out of the class for any reason. If you have a physical condition that necessitates departures from class, please talk with me. All class participants are required to bring the day’s readings (print them out!); your active engagement in class discussions and attentiveness will be factored into your participation grade. Not being prepared or on time, or contributing to a negative learning environment will impact this portion of your grade negatively. Please turn off cell phones when entering class; texting is prohibited and will negatively impact your participation grade. Laptop computers, including iPads, are allowed for note-taking purposes and accessing documents/e-books only. If computers are used for internet surfing (outside of class readings), note-taking privileges will be revoked. I reserve the right to ask for class notes from a given day if you utilize a laptop. Violations of this will also negatively impact your class participation grade.

Primary Source Journal: Over the course of the quarter, you will be expected to keep a Primary Source Journal. Through this journal you will analyze and engage with the primary sources that will comprise the basis for our class discussions. For each class period, you will be expected to journal about a minimum of ONE of the assigned primary sources; you will be graded on the depth of your engagement. The Primary Source Journal will aid you in studying for pop quizzes as well as the midterm and final exams in a significant way. Please see the handout, “How to Read a Primary Source” in your syllabus (p. 7) for tips on primary source analysis.

E-Reserve/Course Reserves: The password for the E-Reserve Readings available through the CSULA library website (www.calstatela.edu/library) is REVOLUTION. E-reserves may include document excerpts from Laura Mason and Tracey Rizzo’s collection, The French Revolution, Ch. 1, Rousseau, The Social Contract,” and Ch. 15, Napoleon Closes the Revolution) as well as an essay from Koos and Granata, The Human Tradition in Modern Europe, titled “Defining the Nation,” by Alyssa Sepinwall.

Copies of Hunt’s primary source collection, The French Revolution and Human Rights and old editions of Popkin’s textbook will be available as course reserves for 1 hr checkout at the library checkout desk. I have also included another book on reserve, Hunt and Censer’s Liberty, Equality, and Fraternity: Exploring the French Revolution, for your edification.
**Course Schedule** **All Information on this syllabus is subject to reasonable change.**

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<thead>
<tr>
<th>Week One:</th>
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<tr>
<td><strong>M 9/30</strong></td>
<td>Introduction: The Cast of Characters and the Issues</td>
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<td><strong>W 10/2</strong></td>
<td>The Old Regime and the Philosophes: Spotlight on Rousseau and Diderot</td>
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<tr>
<td>Readings:</td>
<td>Piercy, Ch. 1-12</td>
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<td>E-reserve: Mason and Rizzo: “Pre-Revolution” including</td>
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<td></td>
<td>Rousseau, The Social Contract</td>
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<td>Hunt, pp. 35-40</td>
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<td>Popkin, 1-20</td>
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<th>Week Two:</th>
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<td><strong>M 10/7</strong></td>
<td>Calling and Meeting of the Estates General</td>
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<tr>
<td>Readings:</td>
<td>Piercy, Ch. 13-23</td>
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<td>Hunt: 60-70</td>
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<td>Popkin, 21-30</td>
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<tr>
<td><strong>W 10/9</strong></td>
<td>Escalation: The Bastille and the October Days</td>
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<td>Readings:</td>
<td>Piercy, Ch. 24-28</td>
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<td>Hunt: 71-79</td>
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<td>Popkin, 30-43</td>
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<th>Week Three:</th>
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<td><strong>M 10/14</strong></td>
<td>Making a Nation: Forming a Constitution and Human Rights Part I: Who is Included? The Poor, Propertied, and Jews</td>
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<tr>
<td>Readings:</td>
<td>Piercy, Ch. 29-32</td>
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<td>Hunt, 80-101, 48-50</td>
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<td>E-Reserve: Sepinwall, “Defining the Nation” (<a href="http://chnm.gmu.edu/revolution/browse/texts/">Human Tradition in Modern Europe</a>, Granata, Koos, ed.)</td>
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<td>Popkin, 43-51</td>
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<td><strong>W 10/16</strong></td>
<td>Making a Nation Part II: Who is Included? The Question of Race, Slavery and the Role of Political Culture</td>
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<tr>
<td>Readings:</td>
<td>Piercy, Ch. 32-36</td>
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<td>Hunt: 51-59, 101-118</td>
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<td>Popkin, 52-54, 59</td>
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Week Four:

M 10/21 Making a Nation Part III:  
Who is Included? The Question of Women  
Readings: Hunt: 119-131

W 10/23 What to do with the King? Summer 1791-92  
Readings: Piercy, Ch. 37-53

The Flight to Varennes (21–23 June 1791)  
Louis Apologizes (27 June 1791)  
Press Reports of the King’s Flight: Révolutions de Paris (25 June 1791)  
Marie Antoinette's View of the Revolution (8 September 1791)  
Parisian Petitions to Dethrone the King (3 August 1792)  
located at: http://chnm.gmu.edu/revolution/browse/texts/  
Popkin, 54-59, 61-70

Assignment due: WHEN THE KING TOOK FLIGHT

Week Five:

M 10/28 The Republic and the National Convention: Execution of the King and Counterrevolution  
Readings: Piercy, Ch. 61-66  
“Execution of the King (21 January 1793)”  
located at: http://chnm.gmu.edu/revolution/browse/texts/  
Popkin, 71-77

W 10/30 Midterm

Week Six

M 11/4 The Terror: "The Order of the Day" and Revolutionary Culture  
Readings: Piercy, Ch. 54-60;  
The Vendée – Description of the Counterrevolution  
"Constitution of 1793"  
“The Revolutionary Tribunal's Use of the Guillotine”  
located at: http://chnm.gmu.edu/revolution/browse/texts/  
Popkin, 77-84

W 11/6 The Terror and Revolutionary Culture Part II  
Readings  
“Law of Suspects”  
“The Maximum”  
“The Calendar”  
located at: http://chnm.gmu.edu/revolution/browse/texts/

Due: Digital Times Assignment
Week Seven

M 11/11 Veterans Day

W 11/13 Escalation of the Terror; Masculinization of the Republic
Readings: Piercy, Ch. 67-73
          Hunt: 132-139
          “The Trial of Olympe de Gouges”
          “The Queen’s Defense”
          “Execution of the Queen (16 October 1793)”
located at: http://chnm.gmu.edu/revolution/browse/texts/
          Popkin, 84-86

Week Eight

M 11/18 Fall 93 –Summer 94: Height of the Terror
Readings: Piercy, Ch. 74-82
          The Père Duchesne Supports the Terror (1794)
          Revolution Devours its Own – Le Vieux Cordelier
          The Law of 22 Prairial Year II (10 June 1794)
          Debate on the Law of 22 Prairial
located at: http://chnm.gmu.edu/revolution/browse/texts/
          Robespierre: On the Principles of Political Morality
http://www.fordham.edu/halsall/mod/1794robespierre.html
          Popkin, 86-90

W 11/20 Thermidorian Reaction, the Directory and the White Terror
Readings: Piercy, Ch. 83-84;
          “Babeuf’s Trial”
located at: http://chnm.gmu.edu/revolution/browse/texts/
          Popkin, 92-105

Week Nine

M 11/25 The Rise of Napoleon: 1799-1804
Readings: E-reserve: Mason and Rizzo: Napoleon Closes the Revolution
          Popkin, 105-118

W 11/27 Imperial Ambitions
Readings: “Benjamin Constant”
          “The Napoleonic Experience”
          “The Continental System”
located at: http://chnm.gmu.edu/revolution/browse/texts/
          Popkin, 119-130
Week Ten

M  12/2  Napoleon’s Downfall
Readings: The Burning of Moscow as Seen by One of Napoleon's Generals
           The Battle of Waterloo as Recounted by one of Napoleon's Personal Aides (June 1815)
           located at: http://chnm.gmu.edu/revolution/browse/texts/
           Popkin, 130-134
           **Paper Due: Diary of a Napoleonic Foot Soldier**

W  12/4  Review Discussion: Legacies and Interpretations
Readings: Popkin, 135-145

Finals Week

Monday December 9  **FINAL EXAM: 10:45-1:15pm**
       **Graduate Student book review due**
How to Read a Primary Source:

Patrick Rael (Bowdoin College): http://www.bowdoin.edu/writing-guides/

Good reading is about asking questions of your sources. Keep the following in mind when reading primary sources. Even if you believe you can't arrive at the answers, imagining possible answers will aid your comprehension. Reading primary sources requires that you use your historical imagination. This process is all about your willingness and ability to ask questions of the material, imagine possible answers, and explain your reasoning.

Purpose

Who is the author and what is her or his place in society (explain why you are justified in thinking so)? What could or might it be, based on the text, and why?
Why did the author prepare the document? What was the occasion for its creation?
What is at stake for the author in this text? Why do you think she or he wrote it? What evidence in the text tells you this?
Does the author have a thesis? What -- in one sentence -- is that thesis?

Argument

What is the text trying to do? How does the text make its case? What is its strategy for accomplishing its goal? How does it carry out this strategy?
What is the intended audience of the text? How might this influence its rhetorical strategy? Cite specific examples.
What arguments or concerns does the author respond to that are not clearly stated? Provide at least one example of a point at which the author seems to be refuting a position never clearly stated. Explain what you think this position may be in detail, and why you think it.
Do you think the author is credible and reliable? Use at least one specific example to explain why. Make sure to explain the principle of rhetoric or logic that makes this passage credible.

Presuppositions

How do the ideas and values in the source differ from the ideas and values of our age? Offer two specific examples.
What presumptions and preconceptions do we as readers bring to bear on this text? For instance, what portions of the text might we find objectionable, but which contemporaries might have found acceptable. State the values we hold on that subject, and the values expressed in the text. Cite at least one specific example.
How might the difference between our values and the values of the author influence the way we understand the text?
Explain how such a difference in values might lead us to mis-interpret the text, or understand it in a way contemporaries would not have. Offer at least one specific example.

Epistemology

How might this text support one of the arguments found in secondary sources we've read? Choose a paragraph anywhere in a secondary source we've read, state where this text might be an appropriate footnote (cite page and paragraph), and explain why.
What kinds of information does this text reveal that it does not seemed concerned with revealing? (In other words, what does it tell us without knowing it's telling us?)
Offer one claim from the text which is the author's interpretation. Now offer one example of a historical "fact" (something that is absolutely indisputable) that we can learn from this text (this need not be the author's words).

Relate: Now choose another of the readings, and compare the two, answering these questions:

What patterns or ideas are repeated throughout the readings?
What major differences appear in them?
Which do you find more reliable and credible?
Paper Assignment #1: When the King Took Flight Essay  
Due: Wednesday, 10/23

In a 3-5 page essay (double spaced, standard one-inch margins, 12 point standard font), explore the following question: What is historian Timothy Tackett’s argument about the significance of King Louis XVI’s flight from Paris? To tackle this, you must provide at least three examples FROM THE BOOK ONLY to support your claims.

Your essay should have an introduction that contains your essay’s thesis, the body of the essay should support your thesis, and the essay must have a conclusion. You can use parenthetical references for page numbers (for example: (234)) when you are citing a paraphrased example or a direct quote. AVOID PLAGIARISM. This is YOUR essay.

Essays are due at the beginning of class, Wednesday, 10/23. Papers received after this time will be penalized one step grade per day.

Paper Assignment #2: Diary of a Napoleonic Footsoldier  
Due Monday, 12/2

In a 3-5 page, double-spaced, typed (double spaced, standard one-inch margins, 12 point standard font) essay, historically analyze Jakob Walters' Diary of a Napoleonic Footsoldier, i.e. write an essay examining how the diary adds to our knowledge about the Napoleonic Era. Consider some of the following questions as you write your essay: What does the diary reveal about the experience of a common man? How did he experience Napoleon’s wars? What are his motivations, his goals, his needs? What does it tell us about the nature of war? How does his experience change over time from the first campaign in 1806 and 1807 to 1812 and 1813? How does his experiences compare with those soldiers who wrote the letters found at the end of the book? What do these collective experiences tell us about the Napoleonic wars or war in general? How does it compare with Censer’s and Hunt’s and/or Popkin’s analysis of the Napoleonic Wars?

You do not need to limit yourselves to these questions and you may pick topics that still focus on the diary as the main point of analysis. As always, your essay must have a thesis/argument, supporting evidence, and a conclusion. You must to cite your sources (using footnotes or endnotes, using Chicago/Turabian formatting) that you use to construct your argument. AVOID PLAGIARISM. This is YOUR essay.

This essay will be due at the beginning of class, Monday, 12/2. Papers received after this time will be penalized one step grade per day.
CSULA Plagiarism Policy

Note: The following is a reproduction of California State University, Los Angeles’ plagiarism policy as found in the 2011-14 Catalog, found at http://ecatalog.calstatela.edu/content.php?catoid=4&navoid=83

“At Cal State L. A., plagiarism is defined as the act of using ideas, words, or work of another person or persons as if they were one’s own, without giving proper credit to the original sources.

The following examples of plagiarism are intended to be representative, but not all-inclusive:

• Failing to give credit via proper citations for others’ ideas and concepts, data and information, statements and phrases, and/or interpretations and conclusions
• Failing to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or a part thereof
• Paraphrasing the expressions of thought by others without appropriate quotation marks or attribution
• Assembling parts from various works and submitting the synthesis or single paper as one’s own creation
• Representing another’s artistic/scholarly works, such as musical compositions, computer programs, photographs, paintings, drawings, sculptures, or similar works as one’s own

Plagiarizing on any academic assignment, including course work, comprehensive exam, or thesis, in whole or in part, is subject to discipline for academic dishonesty.”

**********************************
You are permitted to use the ideas of other people; in fact, you should. But, when you use an idea of someone else without giving the original originator of the idea credit, then that is plagiarism. For example: if you paraphrase a source, you must give credit to the author. If you take a quotation word for word, then you must use quotation marks and cite the original author. To avoid unintentional plagiarism, do not share your rough drafts of finished papers with other students. You have the responsibility to ensure that your work is not used by other students. Also, if you are taking notes on a publication, be sure to use quotation marks when you are copying a quotation directly, so you will not forget and later think that your notes are already paraphrased.

The instructor is not remotely sympathetic to any form of plagiarism, whether intentional or accidental. Plagiarists are penalized to the maximum extent allowed by Cal State L.A.. Depending on the extent of the plagiarism, it may result in a failing grade in an assignment, the reduction of the course grade by one letter grade (without possibility for withdrawal), a failing grade in the course (without possibility of withdrawal), suspension from the University, or dismissal from the University. These penalties apply to cheating, collusion, and other dishonest conduct; due to the nature of this class, however, plagiarism is a particularly sensitive topic, and has been discussed here at length.

I acknowledge that I have read and understand the above statement, and have received a copy of it.

Name (Printed and Signed)  Date