

**The French Revolution**  
**History 448/558**  
**Fall 2013**

Instructor: Professor Morag Martin  
Class Time: T/Th 3.30-4.45, Edwards 102  
Office: 130 Brown Building  
Office Hours: T/Th 11-12, 2-3pm or by appointment  
Phone: 395-5690  
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**Books to buy (Available at Liftbridge and the College bookstore)**

William Doyle, *Origins of the French Revolution*, 3<sup>rd</sup> Edition (Oxford, 1999)  
Timothy Tackett, *When the King Took Flight* (Harvard, 2003)  
*Memoires of Madame Roland* (Midpoint, 1989)  
David Bell, *First Total War* (Mariner, 2007)  
All other readings are available on Angel

**Requirements**

Participation/Class Leader Grads	15%
Paper I	20%
Paper II	20%
Paper III	25%
Response papers	20%

**Attendance/Participation/Classroom Etiquette**

Attendance is required. More than 3 unexcused absences will alter your participation grade. More than 5 unexcused or 7 total absences are grounds for failing. For a list of reasons for excused absences see Attendance Policy on Angel.

The participation grade includes active involvement in class discussions and group projects. All students will start with a "C" in participation/attendance:

A – Student brings reading materials to class, participates regularly (at least weekly) and thoughtfully in a way that shows clear understanding of the reading or brings up ideas going beyond assignments.

B – Student brings reading material to class, participates regularly in a way that indicates they have read the material assigned.

C – Student mostly brings reading material to class, speaks in class semi-regularly at the level of asking or answering simple questions. Student does not clearly master the reading assignment or may be confused about it.

D – Student does not always bring material to class and does not speak in class unless called-upon

E – Student fails to bring reading materials and does not speak in class or answer questions when called upon.

## **Grades**

Your grades can be found on Angel, they will be updated regularly, but they will not reflect your final grade until all assignments are posted at the end of the semester.

## **Undergraduate Grading Scale (Graduate Scale available on Angel)**

An “A” denotes exceptional work.

A “B” denotes good work.

A “C” denotes adequate work.

A “D” denotes work that is below minimum requirements.

An “E” denotes that the work cannot be accepted for credit.

## **Reading**

You must bring your book or article to class and come prepared to discuss it. Underlining, taking notes and formulating questions are all essential means of fully digesting the reading. Graduate students are responsible for doing the extra reading and for explaining it to the undergraduates. French majors are responsible for reading the primary sources (when available) in French (marked in Syllabus and on Angel).

## **Undergraduate/Graduate Students**

The class is a mix of undergrads and graduate students. Certain readings pertain only to the graduate students. Graduate student work will be graded on a higher standard of academic criteria than undergraduate.

Graduate students will also be expected to lead small groups in exercises and analysis of the reading. Graduate students should use their greater experience to help undergraduates, but should be careful to not dominate classroom time or intimidate other students. All students will be given the chance to participate during each class discussion.

## **Class Leader for Graduate Students**

Each graduate student will be asked to Lead Discussion on a specific day’s readings. This means being in charge of that day’s readings, both in terms of questions posted on Angel and in terms of leading the discussion (though not dominating it...). The other graduate students are responsible for explaining that day’s specific graduate reading if there is one.

## **Papers**

You will write three analytical papers based solely on the readings from this class. The first two papers will be 5-7 (6-8 for grads) pages long, and the third 7-10 (8-11 for grads) pages. The first paper will be on the causes or the first moments of Revolution. The second paper will focus on either Tackett’s book on the king or the Terror. The third paper will focus more broadly on the spread of the Revolution and war. French majors are responsible for writing their first two papers in French. All late papers will be downgraded 1/2 grade per day late. Papers must be put in the Turn-it-in Drop Box by midnight on the day they are due and should be submitted with banner id only for unbiased marking. Please let me know in advance if you will not be able to meet the deadlines.

### **Response Papers (9 total possible, 6 required – marked in syllabus)**

Response papers are a way for students to distill the main argument found in a reading, reflect on it and tie it to other readings from the class. Each response paper should cover secondary articles or a set of chapters due that day in 1-2 pages. You may use these papers to build into your longer papers. Each student is responsible for doing 6 response papers (with a maximum of 9 possible, I will drop the lowest 3 grades). It is your responsibility to turn these in on the day of the reading but if after the discussion you feel you want to revise your response you may do so as long as you resubmit before the start of the next class. French majors are responsible for writing half their response papers in French.

### **French Majors (getting French Credit)**

Students wishing to get French credit for the class, must do the readings in French when available, write 2 of their 3 papers in French (paper length can be shorter), turn in at least 2 response papers in French and do 2 response papers as oral conversations with the professor during office hours.

### **Angel**

Crucial information about the class will be transmitted through our Angel web site: paper assignments, reading questions, drop boxes for papers, etc. Readings and other class material are organized under Lessons in folders by week. General assignments are in the folder “Assignments.” It is your responsibility to check Angel for class material, but any changes in the syllabus or new assignments not announced in class will be emailed to you. You may want to change your email setting in Angel as the default email is your Brockport one. Go to Preferences (picture of a person) and then “Personal Information.”

### **Plagiarism/Cheating**

All students will be expected to live up to the standards of academic honesty set by the university (please see Plagiarism sheet on Angel). We will go over the most common forms of plagiarism in class. All students must take the Academic Integrity Tutorial (available on our Angel page) before the first paper is due. I will be using ‘Turn-it-in’ software to check plagiarism on all papers. If you are explaining the ideas in a source in your own words, make sure you use your own language and phrasing (paraphrase completely) rather than inserting whole phrases of someone else’s work into your analysis without adequate citation (i.e. quotations). Work that shows signs of plagiarism, whether deliberate or inadvertent, may not be accepted for credit. Deliberate plagiarism (use of someone else’s work that you present as your own) or cheating in any other form will result in a case of academic dishonesty.

### **Special Needs/Circumstances**

Students with special needs due to physical and learning disabilities should let me know. The office for Students with Disabilities can be contacted at 395-5409. Students with any special circumstances should also come talk to me.

## Schedule

### **Week 1 Introduction**

Tuesday August 27

Thursday August 29

Reading: Sylvia Neeley, Chapter 1, "Ancient Régime, Its critics and Supporters," *A Concise History of the French Revolution* (Rowan and Littlefield, 2008)

Primary Sources by Locke, Montesquieu, Voltaire and Rousseau in *Enlightenment Sourcebook*

### **Week 2 Old Regime Society and the Enlightenment**

Tuesday September 3

Reading: Robert Darnton, *The Forbidden Best sellers of Pre-Revolutionary France* (excerpts 1995) -CLASS LEADER

Graduate Students: Roger Chartier, "A new political Culture" from *Cultural Origins of the French Revolution* (Duke, 1991)

**Response paper I Due**

Thursday September 5

Reading: Simon Schama, excerpt from Chapter I in *Citizens* (Vintage, 1990)

William Doyle, *Origins of the French Revolution*, part II, Graduates Part I also

### **Week 3 The Causes of the French Revolution**

Tuesday September 10

Reading: Doyle, Part III, chapter 9-12- CLASS LEADER

Thursday September 12

Reading: Doyle, Part III, chapter 13-Conclusion

Primary Source: Abbé Sieyès, "What is the Third Estate" (Available in French)

**Response Paper II Due on Doyle (all or parts)**

### **Wk 4 The Early Revolution**

Tuesday September 17:

Reading: Sylvia Neely, Ch 4, Creating the New Regime, in *The French Revolution*

Primary Sources: "Declaration of Rights of Man" (Available in French)

"4 August Decrees" (Available in French)

Robespierre "Denouncing the New conditions for Eligibility" (in French)

Clermont-Tonnerre, "Speech on Religious Minorities"

Graduates: Keith Baker, "Constitution" in *The French Revolution Recent Debates and Controversies*, ed. Gary Kates (Routledge, 1998)

Thursday September 19

Reading: *Bailey Stone*, Ch 3 “The First Attempt to Stabilize the Revolution” in *Reinterpreting the French Revolution* (Cambridge, 2002)- CLASS LEADER

Graduates: Timothy Tackett, “Nobles and Third Estate in the Revolutionary Dynamic of the First Assembly 1789-1790” *American Historical Review* 94 (April 1989)

**Response Paper III Due**

## **Wk 5 Women and the Revolution**

Tuesday September 24

Reading: Darlene Gay Levy and Harriet Applewhite, “Women and Militant Citizenship in Revolutionary Paris,” in *Rebel Daughters* ed. by Leslie Rabine (1992) - CLASS LEADER

Primary Documents: Petition of the Women to the King  
Deposition of a Marcher (October Days)

Thursday September 26:

Primary Reading: Olympe de Gouges, “Declaration of Rights of Women” (Available in French)

Graduate Students: Joan Scott, “French Feminists and the Rights of Man: Olympe de Gouges’ Declarations,” *History Workshop* 28 (Autumn 1989)

**Response Paper IV Due**

## **Wk 6 The Queen and Responses to the Revolution in England**

Tuesday October 1

Reading: Lynn Hunt, “The Many Bodies of Marie-Antoinette” in *Eroticism and the Body Politic*, ed Lynn Hunt (1990)- CLASS LEADER

Thursday October 3

Primary: Edmund Burke, “Reflections on the Revolution in France” (1791)  
Thomas Paine, “Rights of Man” (1791)

**Paper I due in Drop box on Angel Friday at Midnight**

## **Wk 7 The King takes Flight**

Tuesday October 8

Reading: Tim Tackett, *When the King took Flight*, Prologue – ch. 5

Thursday October 10

Reading: Tackett, 8-conclusion

**Response Paper V Due on all of Tackett**

## **Wk 8 Radicalizing the Revolution**

*No Class Tuesday*

Thursday October 17

Reading: Emmet Kennedy, "Education" in *A Cultural History of the French Revolution* (1989) - CLASS LEADER

Graduates: Lynn Hunt, "The Imagery of Radicalism" in *Politics, Culture and Class in the French Revolution* (1984)

**Response Paper VI Due**

## **Wk 9 Experiencing the Revolution and Terror**

Tuesday October 22

Reading: Neely, Ch 6, "The Failure of Constitutional Government"  
*Memoirs of Madame Roland*, Introduction, portraits – Chapter 3

(Available in French on Angel)

Thursday October 24

Reading: Mme Roland Continued, Chapters 4-7, final thoughts and postscript  
(Available in French on Angel except final thoughts and postscript)

## **WK 10 Terror**

Tuesday October 29

Reading: Peter McPhee, *Robespierre: A Revolutionary Life* (Yale, 2012), ch 10 -  
CLASS LEADER

Primary: Robespierre, "Justification for Terror" (Available in French unabridged)  
"Law of Suspects" (Available in French)

Graduates: Colin Lucas, "Revolutionary Violence, the People and the Terror," in  
*The French Revolution and the creation of modern political culture*, ed. Keith Michael  
Baker, vol 4 (1994)

**Response Paper VII Due**

Thursday October 21

Reading: Peter McPhee, *Robespierre*, ch 11-12, CLASS LEADER

## **Wk 11 Counter Revolution**

Tuesday November 5

Reading: Alan Forrest, "Opposition" in *The French Revolution* (1995)  
Graduates: Claude Petitfrère, "Origins of the Civil War in the Vendée"

**Response Paper VIII Due**

Thursday November 7:

Reading: Olwen Hufton, "Counter Revolutionary Women" in *Women and the Limits of Citizenship in the French Revolution* (1992) - CLASS LEADER

**Paper II due Friday at Midnight**

**Wk 12 Haiti and Revolution**

Tuesday November 12

Laurent Dubois and John Garrigus, Introduction to *Slave Revolution in the Caribbean, 1789-1804* (Bedford/St Martin's, 2006)

Thursday November 14

Dubois and Garrigus, Selected Primary Sources from *Slave Revolution*

**Wk 13**

Tuesday November 19

Reading: Bell, *First Total War*, Intro through Chapters 3

Thursday November 21

Reading: Bell, Chapters 4-6

**Wk 14 Napoleon's Wars**

Tuesday November 26

Reading: Bell, Chapters 7-epilogue

**Response Paper IX due on a section or all of Bell**

Thursday November 28: Thanksgiving No Class

**Wk 15 The Revolution Reconsidered**

Tuesday December 3

Reading: Robert Darnton, "What was revolutionary about the French Revolution,"  
Lecture given April 28, 1989, Waco Texas

Graduates: François Furet, "The French Revolution Is Over" in *Interpreting the French Revolution* (1981)

**Finals Week:**

*Paper III due Wednesday December 11 in Drop Box by Midnight*