

**French Revolution**  
**Hist 391.00**  
**Fall 2013**

Prof. Andrew Ross  
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Office Hours: Monday 1-3, Tuesday, 10-12, Thursday 1-2

**Course Website:** <http://www.andrewisraelross.com/f13frenchrev>

**Course Description:** As the dividing line between “early modern” and “modern” European history, the French Revolution has often been seen as the moment when the Old Regime was definitely brought low by social change. As a period of intense centralization, the French Revolution has also been seen as accelerating political developments already underway. This advanced seminar will explore both interpretations of this definitive event in French and European history. Utilizing primary and secondary sources – including literature, art, and film – we will explore key developments of the French Revolution from its origins in the eighteenth century to the fall of Napoleon’s Empire, with a particular emphasis on the historiography of the Revolution. Topics will include: the Enlightenment, the Terror, the Haitian Revolution, revolutionary culture, gender and sexuality, and Napoleon.

**Course Objectives:** By the end of the semester, students will be able to:

- Identify and understand key themes and concepts in the history of the French Revolution
- Relate intellectual, political, social, and cultural trends to one another
- Critically analyze primary and secondary sources
- Assess historiographical contributions and understand historical debates
- Contextualize secondary source readings and lead discussion

**Required Texts:**

Popkin, Jeremy D. *A Short History of the French Revolution*. Boston: Prentice Hall, 2010.  
Mason, Laura, and Tracey Rizzo. *The French Revolution: A Document Collection*. Boston: Houghton Mifflin, 1999.  
Lefebvre, Georges. *The Coming of the French Revolution, 1789*. Princeton: Princeton University Press, 1947.  
Tocqueville, Alexis de. *The Old Régime and the French Revolution*. New York: Anchor Books, 1983.  
Tackett, Timothy. *When the King Took Flight*. Cambridge, Mass: Harvard University Press, 2004.  
Bell, David. *The First Total War: Napoleon’s Europe and the Birth of Modern Warfare As We Know It*. New York: Houghton Mifflin Company, 2007.

**Course Format:** Class will meet once a week. All class meetings will be discussion format and active participation is expected.

**Course Requirements:** Students are required to attend all classes and complete all assignments. **Failure to complete any assignment will result in failing the entire course.**

**Attendance and Participation:** Attendance in class is a *requirement* in order to pass this course and role will be taken everyday. You are permitted to miss **one** class before your grade begins to suffer. Because this is a seminar class, active participation is also a requirement and will form the primary basis for this grade.

**Readings:** All readings are due the day for which they are listed on the syllabus. Unless otherwise noted, all primary source readings are located in your document reader. We will also watch one film. The film is considered a class reading and is required. A film screening will be schedule and the film will be placed on reserve in the library.

**Class Presentation and Leading Discussion:** Every student will present the class readings one time this semester. The presenter should introduce what we read, describe the argument of the texts, relate the reading to any broader historiographical questions (this might require some additional research and/or consultation with me), the historical context, and offer the class some questions to begin our discussion. You should not read out a written essay, but should rather use notes to offer an informal introduction to the topic of the day. After your introduction you should lead discussion for as long as you are able using prepared questions; I will help you with this and will interject as needed. Your goal is to ensure that the class understands the week's readings and their context within the history *and historiography* of the French Revolution. I encourage you to see me as you prepare your presentation.

**Book Review:** Your first writing assignment will be a book review (3-5 pages) of any book relevant to the course topic. The book you choose should be on a topic on which you may wish to write your larger historiography paper. A good book review will describe the author's argument, tell the reader how he or she reached his or her conclusion, and then offer an assessment of the book as a whole.

**Historiography Paper:** The major assignment of this class is a historiography paper (often also referred to as a "review essay") that relates between 3 and 5 books on a single topic to one another (12-15 pages). This paper is not simply a series of 3 to 5 book reviews, but rather is an attempt to assess the state of a particular subfield of French history. A historiography offers *an argument* about the ways in which historians have treated a particular question and your own assessment of those answers. You will complete the assignment in three stages. First, a proposal and outline will lay out your initial argument and the evidence you will leverage to prove it. Second, a rough draft (8-10 pages) will try to put that outline into practice. Third, and finally, your final copy will show your ability to respond effectively to feedback and reconsider any problems you

encountered while writing your first draft. We will not be workshopping papers in class, but you are encouraged to share your rough drafts with one another.

**Paperless Grading:** In an effort to both save trees and improve the quality of my comments to you, your papers **MUST** be turned in electronically. You will do so via e-mail, with a subject heading “French Revolution Assignment from YOUR NAME.” Accepted file formats are .doc and .docx. I will e-mail you your paper directly after all assignments have been graded in either .pdf or .docx format. Please let me know if you have any questions or concerns regarding this policy.

### **Grade Breakdown:**

Attendance and Participation: 15%  
Presentation and Leading Discussion: 15%  
Book Review: 15%  
Research Paper:  
    Proposal and Outline: 15%  
    First Draft: 15%  
    Final Draft: 25%

**Grade Appeals:** There are no grade appeals! I’m more than happy to talk to you about your grade and how you can improve your work (in fact, I highly encourage you to do so), but please do not ask me to change your grade.

**Late Assignments:** Late assignments will be deducted one grade for each day late. If I have not received your essay after four days you will automatically fail the assignment. If I never receive an assignment you will automatically fail the course.

**Contacting Me:** The best way to get in touch with me is through e-mail. Please allow 24 hours for a response; if you have not heard from me in that time, do not hesitate to send another note. My office hours are at the top of this syllabus; if those times are not convenient for you I am happy to make other arrangements. I hope you will all come by my office at some point during the semester. Please check your Kenyon e-mail regularly as well; major announcements will also be posted on the course website.

**Technology in the Classroom:** Please feel free to use your laptops or tablets for taking notes in class. Also feel free to utilize e-book editions of class texts. Remember to put all phones on silent and refrain from texting in class.

**Plagiarism and Academic Honesty:** All students must follow the College’s policies regarding academic honesty as outlined in the *Kenyon College Catalog*. If you have any questions regarding this issue, please consult with me before submitting work. All work for this class must be your own and completed specifically for this class. All materials consulted, paraphrased and quoted must be cited.

**Disabilities:** If you have a hidden or visible disability that may require classroom or test accommodations, please see me privately as soon as possible during a scheduled office hour. If you have not already done so, you must register with the Coordinator of Disability Services, Erin Salva, [salvae@kenyon.edu](mailto:salvae@kenyon.edu), or x5145, who is the individual responsible for coordinating accommodations and services for students with disabilities. All information and documentation of disabilities are strictly confidential. No accommodations will be granted in this course without notification from the Office of Disability Services.

## Course Schedule

### Week 1: September 3: Introductions

#### Week 2: September 10: Revolutionary Origins I: Political Change

Textbook pp. 1-8

Secondary Source: Tocqueville, Forward and Parts 1 and 2

Primary Sources: The Parlement of Paris (24-28); Necker, "Preface to the *King's Accounts*" (29-32); des Essarts, "The Noailles Affair," (42-46).

#### Week 3: September 17: Revolutionary Origins II: The Enlightenment

Textbook pp. 15-20

Secondary Sources: Robert Darnton, "The High Enlightenment and the Low-Life of Literature," in *The Literary Underground of the Old Regime* (Cambridge, Mass: Harvard University Press, 1982), 1-40 (eres); Tocqueville (finish)

Primary Sources: Montesquieu, "In What Manner the Laws of Civil Slavery Relate to the Nature of the Climate" (32-36); Rousseau, "The Social Contract" (38-42); Voltaire, "Treatise on Toleration (Handout)

#### Week 4: September 24: Revolutionary Origins III: Social Conflict

Textbook pp. 8-15, 21-30

Secondary Sources: Lefebvre, Parts I and II

Primary Sources: Mercier, *Paris Scenes* (46-48); Arthur Young, "Travels in France During the Years 1787, 1788, 1789" (Handout); Sieyès, "What is the Third Estate?" (51-54); Cahiers de Doléances (54-58); The Tennis Court Oath (60-61); Louis XIV at the Royal Session of the Estates General (61-65)

*Friday, September 27: Book Review Due by e-mail at 4:00p*

#### Week 5: October 1: A Moderate Revolution?

Textbook pp. 30-51

Secondary Source: Lefebvre (finish)

Primary Sources: "Rural Unrest" (67-73); d'Aiguillon, "Motion Concerning Individual Privileges and Feudal and Seignorial Rights" (73-75); The Debate over the King's Veto (75-

83); “Declaration of the Rights of Man and Citizen” (101-104); National Assembly, “Debate on Religious Freedom” (98-101); Petition by the Jews Settled in France... (105-108)

### **Week 6: October 8: Revolutionary Political Culture**

Textbook pp. 52-54

Secondary Sources: Hunt, Lynn, “Symbolic Forms of Political Practice,” in *Politics, Culture, and Class in the French Revolution* (Berkeley: University of California Press, 1984): 52-86; Desan, Suzanne. “What’s after Political Culture? Recent French Revolutionary Historiography.” *French Historical Studies* 23, no. 1 (2000): 163–196; Friedland, Paul, “Métissage: The Merging of Theater and Politics in Revolutionary France,” in *Political Actors: Representative Bodies and Theatricality in the Age of the French Revolution* (Ithaca: Cornell University Press, 2002): 167-196 (all on eres)

Primary Sources: Gossing, “Report” and “Decree” (123-124); “Remarks on the Dialect and Mores of the People of the Countryside...” (132-137); The Municipal Council Versus the Society of Friends of the Constitution of Tours (138-144); “The Debate over the Civil Constitution of the Clergy” (144-152)

*Monday, October 14: Historiography Proposal and Outline Due by e-mail at 4:00p*

### **Week 7: October 15: The Fall of the Monarchy**

Textbook pp. 54-70

Secondary Source: Tackett, pp. 1-150

Primary Sources: “Declaration of the King Addressed to All the French About His Flight from Paris” (152-155); Manon Roland on the Meetings of the Girondins in Her Home (157-159); The Debate over the Declaration of War (159-165); The ‘Marseillaise’ (165-167)

*Thursday, October 17 at 4:10p: Film Screening: Danton (dir. Andrzej Wajda, 1983)*

### **Week 8: October 22: The Terror**

Textbook, pp. 71-91

Secondary Sources: Tackett (Finish); *Danton*

Primary Source: The September Massacres (174-177); Speeches on the Trial of the King (177-187); Address by the Sans-Culottes Section to the National Convention (199-201); Marat, “The People’s Friend” (201-203); Hébert, “Le Père Duchesne” (204-206); Law on Suspects (230-232); Danton, “Concerning Arbitrary Measures and Arrests” (236-238); Robespierre, “Report on the Principles of Political Morality,” (254-258)

### **Week 9: October 29: Women and the French Revolution**

No textbook Reading

Secondary Sources: Scott, Joan, “The Uses of Imagination: Olympe de Gouges in the French Revolution,” in *Only Paradoxes to Offer: French Feminists and the Rights of Man* (Cambridge, Mass: Harvard University Press, 1996): 19-56; Desan, Suzanne, “Broken Bonds: The

Revolutionary Practice of Divorce,” in *The Family on Trial in Revolutionary France* (Berkeley: University of California Press, 2004): 93-140 (both on eres)

Primary Sources: Olympe de Gouges, “Declaration of the Rights of Woman,” (109-113); Anonymous “The Queen’s Farewells to Her Darlings of Both Sexes” (155-156); Petition from the Revolution Republican Women to the National Convention (206-208); The National Convention Outlaws Women’s Clubs and Popular Societies (232-236); Anonymous, “Reflections of a Good Citizen in Favor of Divorce” (244-246)

### **Week 10: November 5: The Revolution Abroad**

No Textbook Reading

Secondary Sources: Dubois, Laurent, “Fire in the Cane” and “Liberty’s Land,” in *Avengers of the New World* (Cambridge, Mass: Harvard University Press, 2004), 91-114, 152-170; Trouillot, Michel-Rolph, “An Unthinkable History: The Haitian Revolution as a Non-event,” in *Silencing the Past: Power and the Production of History* (Boston: Beacon Press, 1995): 70-107 (both on eres)

Primary Sources: “The National Assembly Decrees the Enfranchisement of Free Men of Color” (108-109); “Insurrection of the Blacks in Our Colonies” (120-123); Toussaint L’Ouverture (208-210); Creole of Saint Domingue, “My Odyssey” (211-214)

### **Week 11: November 12: The Directory and the Rise of Napoleon Bonaparte**

Textbook pp. 92-106

Secondary Sources: Hunt, Lynn, David Lansky, and Paul Hanson. “The Failure of the Liberal Republic in France, 1795-1799: The Road to Brumaire.” *The Journal of Modern History* 51, no. 4 (December 1, 1979): 734–759; Cole, Juan, “Ali Bonaparte,” in *Napoleon’s Egypt: Invading the Middle East* (New York: Palgrave MacMillan, 2007): 123-142 (both on eres)

Primary Sources: J.L. Tallien on the Terror (263-268); Declaration of the Rights and Duties of Citizens (288-291); Proclamation of the Directory of the French People (296-300); Bonaparte, “Proclamation to the French Nation” (334-336); Al-Jabarti, “Chronicle of the French Occupation” (Handout)

*Friday, November 15: First Draft Due*

### **Week 12: November 19: Napoleon at Home**

Textbook pp. 107-118

Secondary Sources: Ellis, Geoffrey, “The Elaboration of Power: Napoleonic Government,” in *Napoleon* (London: Longman, 1997), 37-80 (ellis); Bell, Introduction and chapters 1 and 2.

Primary Sources: The Imperial Religious Settlement (336-340); “The French Civil Code (340-348).

Thanksgiving Break

### **Week 13: December 3: Napoleon at War**

Textbook pp. 119-138

Secondary Source: Bell (Finish)

Primary Sources: None

**Week 14: December 10: The Legacy of the French Revolution**

Textbook pp. 138-151.

Secondary Sources: Woloch, Isser, "Lawmaking and Local Authority," in *The New Regime* (New York: W.W. Norton, 1994), 21-59; Wallerstein, Immanuel, "The French Revolution as a World-Historical Event," *Social Research* 56.1 (1989): 33-52; Andress, David, "The Shifting Landscape of Revolutionary Interpretations: A Death of the Past and a Rebirth of History?" *French Historical Studies* 32.4 (2009): 647-653; Carla Hesse, "The New Jacobins," *French Historical Studies* 32.4 (2009): 663-670; Lynn Hunt, "The Experience of Revolution," *French Historical Studies* 32.4 (2009)-671-678 (all on eres)

Primary Sources: None

*Monday, December 16: Final Historiography Due by e-mail at 4:00p*