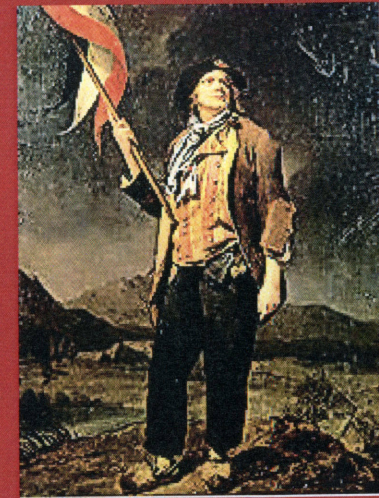
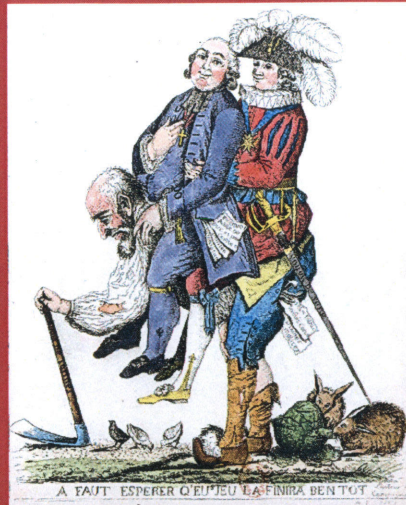


THE ERA OF THE FRENCH REVOLUTION (HIS 345)



THE ERA OF THE FRENCH REVOLUTION

Illinois State University, Fall 20XX
History 345, M 4:00-6:50 (246 Schroeder Hall)

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Office Hours: W 10:30-12:30 & appointment

"Bliss was it in that dawn to be alive,
But to be young was very heaven!"

- William Wordsworth, *The Prelude*

"Oh Liberty, what crimes are committed in your name?"

- Madame Roland (at the guillotine)
-

COURSE DESCRIPTION

The French Revolution remains one of the most important events of modern European and indeed of world history. On the one hand, it has proved inspirational to generations of people worldwide, signifying the birth of "revolution" (the idea that concerted human action can transform society and the political system according to a specific plan [ideology]) and of a democratic and secular society based upon the notion of inalienable rights and equality. On the other hand, many have excoriated the Revolution for its rejection of the past (and its hostility to organized Christianity), for the unleashing of popular political violence and state sponsored political terror that are hallmarks of modernity, and for its drift into authoritarianism and wars of conquest under Napoleon. Still others, including William Doyle, the author of the textbook we will use, consider the Revolution a "tragedy" due to its "wasted promise." This course will explain why the Revolution provokes such different reactions and why its legacy is still so important to us today.

History 345 will first establish a portrait of "Old Regime" France, whose political, social, economic, and cultural foundations would be undermined by the dramatic events of 1789. It will then focus on the debate over the origins of the Revolution. Next, we will discuss in detail how revolutionaries tried to implement new principles of 1789 -- human rights, political liberty, representative government, and social equality. What did "liberty" and "equality" mean to various political actors and social groups? For example, who would receive the right to vote? Jews? Blacks? Women? Peasants? We will then ask why the Revolution didn't end in 1791 when France had a new constitution. What was the relationship between war, counter-revolution, and Terror? Was the Reign of Terror an inevitable result of revolutionary rhetoric or political culture, or was it an understandable response to the crisis that France experienced in 1793-94? We will also analyze the ways

in which the Revolution transformed culture and in doing so caused men and women to think and act differently. (“Get up! The great only appear so because we are on our knees!” is one telling revolutionary slogan that signifies such a shift in thinking.) Finally, we will explore the twists and turns of revolutionary events that resulted in over two decades of warfare and the formation of a powerful central government in France under Napoleon Bonaparte.

In this course we will narrate the gripping story of the French Revolution; engage in in-depth analysis of themes through an exposure to primary sources (texts, images, and songs) of the period; and focus on the subject of historiography, since the field of the French Revolution is an excellent vantage point from which to understand the controversies, methodologies, and theoretical frameworks of the discipline of history. In sum, HIS 345 will be an exploration of an historical event that is not only intrinsically fascinating but also central to subsequent French, European, and world history, since liberalism, conservatism, socialism, nationalism, political terror, and revolution all trace their roots (in part) back to revolutionary France.

STUDENT LEARNING OUTCOMES

Through successful completion of History 345 students will have obtained:

1. Knowledge of the causes, course, and results of the French Revolution;
2. Competency in teaching the French Revolution;
3. An understanding of major historiographical debates in French revolutionary history;
4. An understanding of the impact of the French Revolution on the wider world, for example in the Atlantic nations and in Europe;
5. An understanding of the subsequent legacy of the French Revolution in French, European, and world history;
6. An improved ability to write analytical historical papers, to interpret historical documents, and to comprehend history writing by scholars;
7. An appreciation of the factors that explain why historical developments do not impact all peoples in the same way at the same time.

COURSE REQUIREMENTS AND GRADING

Students are expected to attend class, to read assigned materials on time, and to participate actively in the discussions that will form a significant part of the course. Unexcused absences will result in the lowering of the participation portion of your grade. Final grades for the course will be determined as follows (each component will be graded on a scale of A-F):

- 20% Participation, daily preparation, attendance, in-class assignments, oral presentation(s)
- 20% First 8-page paper (on topics distributed in advance)
- 20% Second 8-page paper (I’ll propose several topics, but you may also write on a topic to be determined in consultation with me)
- 20% First in-class examination

20% Final examination

Notes: A) I will grant one extension for up to 3 days on either of your papers—no questions asked. Otherwise, late papers will be penalized. I will not accept papers more than one week late. B) Any student who plagiarizes will receive a grade of “F” on that assignment and will face disciplinary action through Community Rights and Responsibilities.

COURSE MATERIALS

A key text, Peter McPhee, ed., *A Companion to the French Revolution* (2013) is available as an ebook from Milner Library.

The following texts are available for purchase at both Barnes and Noble Bookstore and Alamo II. They are also on reserve at Milner Library.

William Doyle, *The Oxford History of the French Revolution* (2nd ed., 2002)
Tracey Rizzo & Laura Mason, *The French Revolution: A Document Collection* (1999)
Lynn Hunt, ed., *The French Revolution and Human Rights* (1996)
Rafe Blaufarb, *Napoleon: Symbol for an Age* (2007)
David Bell, *The First Total War* (2007)

Please bookmark the website *Liberty, Equality, Fraternity* (<http://chnm.gmu.edu/revolution/>), which contains hundreds of primary source documents, images, songs and other multi-media material that will be used in our class.

OTHER USEFUL RESOURCES

- H-France website at: <http://www.h-france.net/>; a fantastic scholarly resource for all things pertaining to French history.
- Samuel Scott & Barry Rothaus, eds., *Historical Dictionary of the French Revolution*; an indispensable reference work.
- François Furet & Mona Ozouf, *Critical Dictionary of the French Revolution*; insightful, revisionist interpretive articles.
- J.H. Stewart, *Documentary Survey of the French Revolution*; excellent collection of primary source documents translated into English.
- “Eighteenth-century Resources” website at: <http://andromeda.rutgers.edu/~jlynch/18th/history.html>.

SCHEDULE OF CLASS MEETINGS AND ASSIGNMENTS

LEF = Liberty, Equality, Fraternity website

CFR = *A Companion to the French Revolution*

PART I: INTRODUCTION

Week 1 **Why Study the French Revolution? Legacies & Historiography**

PART II: "OLD REGIME" FRANCE

- Week 2 1. **French Politics and Society in the 18th-century**
- Doyle, ch. 1
 - Rizzo/Mason, ch. 1 (doc 1)
 - Bossuet (LEF as "Nature and Property of Royal Authority")
 - Jessenne, "The Social and Economic Crisis in France at the End of the Ancien Régime" (CFR, ch. 2)
2. **Challenges to the System and the Road to Crisis**
- Doyle, ch. 2-3
 - Rizzo/Mason ch. 1 (doc 2-3, 6-7)
 - Maza, "The Cultural Origins of the French Revolution" (CFR, ch. 3)

Week 3 **Labor Day Holiday – No Class**

PART III: ORIGINS OF THE FRENCH REVOLUTION

- Week 4 1. **"No Sire, It Is a Revolution!": The Chronology**
- Doyle, ch. 4
 - Rizzo/Mason, ch. 2 (doc 10-11, 14), ch. 3 (doc 16A, 17, 19A)
2. **Social Change? Political Change? Accident?: The Debate over the Revolution's Origins**
- Peter Campbell, "Rethinking the Origins of the French Revolution" (CFR, ch. 1)
 - Gail Bossenga, "Origins of the French Revolution," (CASIT)

PART IV: THE LIBERAL REVOLUTION

- Week 5 1. **Remaking France in the Liberal Phase: The Principles of 1789**
- Doyle, ch. 5-6
 - Rizzo/Mason, ch. 4 (doc 20-24)
 - Fitzsimmons, "The Principles of 1789" (CFR, ch. 5)
2. **What Rights? Whose Rights?: Declaration of Rights of Man and Citizen**
- Class project/role playing: debating rights
 - Hunt, *The French Revolution and Human Rights*, p. 1-31 (+relevant sections for your role)
 - Singham, "Betwixt Cattle and Men" (CASIT)

PART V: THE RADICAL REVOLUTION

- Week 6 1. **Why Didn't the Revolution End? The Radicalization of Revolution**

- Doyle, ch. 7-8
- Mason/Rizzo, ch. 5 (doc 29), ch. 6 (doc 32-34), ch. 7 (doc 37, 39, 40A, 41)
- Aberdam, "Whose Revolution?" (CFR, ch. 11)

2. **Killing the King: The Trial of Louis XVI**

- Class project/role playing: the trial of Louis XVI (to be explained); reading from Walzer, *Regicide and Revolution* (Milner Reserve)
- Shapiro, "The Case against the King, 1789-1793" (CFR, ch. 7)

Week 7

1. **The Year I: The Convention and the Republic**

- Doyle, ch. 9 (p. 189-210), ch. 10-11
- Mason/Rizzo, ch. 8 (doc 45-46), ch. 9 (doc 53, 55, 58), ch. 10 (doc 64)

2. **The Shadow of the Guillotine: The Reign of Terror**

- Begin R.R. Palmer, *Twelve Who Ruled*, ch. 1-3 (CASIT)
- Andress, "The Course of the Terror" (CFR, ch. 18)

Week 8

1. **Circumstances, Political Culture and/or Inherent Totalitarianism: Debating the Terror**

- Finish Palmer
- "Terror" and "Sovereignty" in Furet, ed., *Critical Dictionary of the French Revolution* (CASIT)
- Isser Woloch, "On the Latent Illiberalism of the French Revolution" (available on JSTOR)

2. **First Examination**

PART VI: REVOLUTIONARY THEMES

Week 9

1. **Participatory Democracy and Parisian Radicalism**

- LEF website, click explore, then "Paris and the Politics of Radicalism"
- Mason/Rizzo, ch. 4 (doc 26), ch. 8 (doc 43-44)
- Sutherland, "Urban Crowds, Riot, Utopia, and Massacres, 1789-92" (CFR, ch. 14)

2. **Promise of Equality or Separate Spheres?: Women in the Revolution**

- LEF website, click explore, "Women and the French Revolution"
- Rousseau, *Emile* (LEF website, type "Rousseau Emile" in quick search)
- Mason/Rizzo, ch. 4 (doc 24), ch. 8 (doc 47), ch. 9 (doc 56), ch. 10 (doc 60-61)
- Verjus, "Gender, Sexuality, and Political Culture" (CFR, ch. 12)

Week 10

1. **The Revolution in Rural France**

- Crubaugh, “Local Justice and Rural Society in the French Revolution” (JSTOR)
- Plack, “The Peasantry, Feudalism, and the Environment, 1789-93” (CFR, ch. 13)

2. “No Slaves, No Sugar; No Sugar, No Colonies”: Revolution & Slavery

- LEF, click explore, then “Slavery and the Haitian Revolution”
- Mason/Rizzo, ch. 8 (doc 48-50), ch. 15 (doc 87)
- Code Noir (LEF quick search)
- Régent, “Slavery and the Colonies” (CFR, ch. 24)

Week 11

1. The Revolution and (or against?) the Church

- Mason/Rizzo, ch. 6 (reread doc 33), ch. 10 (doc 62-63), ch. 14 (doc 80-81), ch. 15 (doc 85)
- Van Kley, “The Ancien Régime, Catholic Europe, and the Revolution’s Religious Schism” (CFR, ch. 8) OR Woell, “The Origins and Outcome of Religious Schism” (CFR, ch. 9)

2. The Counter-revolution

- Doyle, ch. 13
- Mason/Rizzo, ch. 8 (doc 52)
- Martin, “The Vendée, Chouannerie, and the State, 1791-99” (CFR, ch. 15)
- Jones, “Choosing Revolution and Counter-Revolution” (CFR, ch. 17)

Week 12

1. Film and Discussion: Danton (directed by Andrzej Wajda)

- Students will work on 2nd papers

PART VII: THE SEARCH FOR STABILITY

Week 13

1. A Moderate Republic: The Directory and the Search for Stability

- Doyle, ch. 9 (p. 210-219), ch. 12, 14
- Mason/Rizzo, ch. 11 (doc 68-69, 70B), ch. 12 (doc 71, 73), ch. 13 (doc 75, 77)
- Mason, “The Thermidorian Reaction” (CFR, ch. 19)
- Brown, “The New Security State” (CFR, ch. 21)

2. Nationalism and Changes in Warfare in the Revolution

- Begin Bell, *The First Total War*

Week 14

No Class – Thanksgiving Holiday

Week 15

1. Saving or Destroying the Revolution?: The Rise of Bonaparte

- Doyle, ch. 16
- Continue Bell, *The First Total War*

2. France under Napoleon

- Blaufarb, *Napoleon, Symbol for an Age* (p. 1-29, part two, ch. 1 [docs 1, 3, 6] , 3, 4, 5 [docs 37, 38, 40, 47, 48], 6 [docs 49, 53, 54] 7 [docs 58, 60, 62, 64], 8, 9

PART VIII: CONCLUSION

Week 16

1. Is the Revolution Over?: Legacies and Course Review

- Finish Bell, *The First Total War*
- Doyle, ch. 17
- Dupuy, “The Revolution in History, Commemoration, and Memory” (CFR, ch. 29)
- Students to read one other chapter of their choice in Part IX of CFR (ch. 26/Woloch, ch. 27/McPhee, ch. 28/Desan)

FINAL EXAMINATION: TBD BY THE OFFICE OF THE REGISTRAR

Course Policies

- Please contact the Office of Disability Concerns (438-2022) to request an accommodation for a disability.
- As befitting an advanced seminar that meets once a week, I expect you to attend class and to be prepared to discuss assigned readings.
- Please turn off your cell phones. Computers are allowed for note-taking only.
- Please be courteous to others. Free speech and civil academic discourse are 2 sides of the same coin.
- Makeup exams will be given only with prior approval or in cases of documented emergencies.