

**HIST 4436: The French Revolution, 1789 - 1815**

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**Course Description:**

Marie-Antoinette and the doomed aristocratic court at Versailles—The guillotine and the bloody Reign of Terror—Napoleon and the epic March on Moscow and Battle of Waterloo. The French Revolution of 1789 – 1815 was one of the most dramatic, event-filled periods in European history. In the span of a single generation, the people of one of the largest, most influential state of its time attempted to transform completely centuries of political, social, and religious tradition. They then exported those transformations across Europe by force of arms. In the process, many have argued, the modern world was created. This class surveys that crucial era. It examines not only how the French revolutionaries tried to change their world, but also how people at all levels of society lived those changes and, depending on circumstance, either celebrated or criticized them. To that end, we will encounter directly voices from the period, ranging from an angry nobleman, to advocates of revolution, to an ordinary soldier drafted into Napoleon’s army. We will end with considering to what extent the revolution marked the advent of modernity.

**Learning Outcomes:**

This course aims to give students an in-depth historical understanding of the French Revolution. Students will gain a command of the main narrative of events, but also of the implications of political, social, religious, and economic change. In addition, students will display increased skills at reading critically and analyzing primary sources. Finally, based on their analyses, students will demonstrate the ability to create historical interpretations of sources, in both written and oral form. To clarify, in contrast to a mere opinion, an interpretation makes an original argument firmly based on source evidence.

**Required Texts:**

1. Jean-Jacques Rousseau, *The Social Contract* (Penguin); pp. 49-187.
2. Marie-Jeanne Roland, *The Memoirs of Madame Roland: A Heroine of the French Revolution* (Moyer Bell); pp. 125-252 / pp. 27-121, 253-258.
3. Maximilien Robespierre, *Virtue and Terror* (Verso); pp. 3-141.
4. Joseph de Maistre, *Considerations on France* (Cambridge University Press, 1995); pp. 3-105.
5. François-René de Chateaubriand, *Atala/René* (University of California Press); pp. 17-114.
6. Jakob Walter, *The Diary of a Napoleonic Foot Soldier* (Penguin); pp. 3-111.

## Grading and Policies:

Your final grade will be factored as follows:

6 Critical Responses:	20%
On-line Primary Source Paper:	20%
Assignment includes:	
1) Bibliography of Sources	
2) First Draft	
3) Final Draft	
Midterm Examination	20%
Final Examination	20%
Participation:	20%

Detailed information regarding written assignments and exams will be provided.

All assignments are due at the beginning of class on the date indicated in the Course Outline below—DO NOT BE LATE AS THERE ARE NO MAKEUPS. There are no makeup dates for scheduled exams. *Only a serious and unavoidable cause, such as a documented medical condition or family emergency, will be accepted as an excuse for failing to completing an assignment on time. Documentation must be provided for all causes.*

### •Grading Criteria

Assignment and final grades reflect your mastery of assigned materials, particularly lectures and readings.

In general, “A” grades reflect totally excellent work—work that is well written, well organized, and well argued; work that avoids summarizing and instead integrates lecture and reading material into a deep analysis. “A” work contains no factual errors, excellent writing with no mistakes in spelling, grammar, or organization, and displays complete mastery of the main issues of our class.

“B” grades indicate good work—work that mixes analysis with summary. “B” work contains few factual errors, good writing with few mistakes in spelling, grammar, or organization, and displays a good command of the main issues of our class.

“C” grades indicate average work that offers only summary and lacks analysis and organization. “C” work contains some factual errors, average writing with some mistakes in spelling, grammar, or organization, and displays an average command of the main issues of our class. Something to think about: a “C” reflects summarizing of the material (the questions of who, what, and when)—“B” and “A” indicate you have gone beyond mere summary to address the crucial questions of why and how.

“D” grades reflect poor work that fails to demonstrate a mastery of assigned material. “D” work contains many factual errors, poor writing with many mistakes in spelling, grammar, or organization, and displays a less-than-average mastery of the main issues of our class.

“F” grades reflect work that fails to achieve any of the above criteria and display no mastery of assigned materials whatsoever.

### •Plagiarism

All assignments in this course are designed to test your ability to use and analyze class materials, including readings and lectures. Outside materials, including the internet, are not necessary to answer any of the assigned questions. To be more precise, only your discussion of required class material will count towards your grade—information from outside WILL NOT BE FACTORED IN YOUR GRADE.

However, ANY ACT of plagiarism (the use of someone else’s words or ideas without citation) from ANY SOURCE (class materials and/or outside, including from the internet) will be dealt with severely, so remember to always cite all words and ideas that are not your own. Please recall that when you entered UWG, you consented to uphold our Honor Code, in which all students “pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrications, aid of academic dishonesty, lying, bribery or threats, and stealing.” Moreover, you agreed to the following: “[a]s a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member.” You can review the Honor Code at:

<http://www.westga.edu/~handbook/index.php?page=honorcode>.

For any instance of plagiarism discovered, I will impose the same penalty: an absolute 0 points for the assignment (for any part of the source paper assignment, that means the entire paper grade). At the least, this will have an adverse impact on the final grade; at the worst, it may result in failure for the course. Plagiarism is simple to avoid: if in doubt, cite! If you have any questions regarding plagiarism and the policies stated above, please come see me.

### •Participation

Your active participation is absolutely critical for the success of our class. Discussions are an important component of this course and I expect you to be ready to ask and answer questions and, moreover, to be willing and able to lead debates about the issues under question. Beyond speaking during discussions, participation means being actively engaged in the process of learning at all times. This includes being alert and taking notes during lectures and taking advantage of office hours. Being absent, arriving late, or leaving early will earn you 0 participation points for the day. So, too, will sleeping in class. Twenty percent of your final grade rests on your participation—that is the difference between a 95 and a 75.

### •Etiquette and Obligations

Inside the classroom, I expect you to behave with civility and courtesy. By choosing to enter UWG, you have decided to engage in a professional endeavor, and must comport yourself accordingly. Not only does this mean always being respectful of your colleagues even when you disagree with their viewpoints, but also means continually contributing to a productive learning environment for all.

These contributions include making sure your cell phone and other electronic devices (I-Pods, etc.) are turned off and not used or consulted during class. Laptops will only be allowed with a valid medical cause and the permission of the instructor. Recording of lectures is not permitted.

Again, it should go without saying that when you come to class, you are to remain awake, alert, and mentally engaged for the entire 50 minutes. If you chose to come to class, you must stay awake and remain. Do not sleep or leave early.

Unprofessional behavior and any disruption of the learning environment cannot and will not be tolerated. Continual behavioral issues constitute grounds for being dropped from the course.

Enrolling in this course means that you and I have a contractual obligation to one another: I am obligated to teach to the best of my ability; you are obligated to know the material provided in lectures, to complete the readings and writing assignments in a timely manner, and to participate actively in the process of learning.

•Communications

All electronic communication must use your UWG e-mail account. Please keep in mind that I will check my e-mail during normal business hours Monday through Friday. In other words, do not expect instantaneous responses. In addition, in order to respect your privacy, I will not discuss grades over e-mail.

*Finally, I reserve the right to modify this syllabus during the semester if circumstances warrant. You will be informed at all times of any changes. If changes are substantial, I will issue a revised syllabus.*

**The Course Outline follows on the next page.**

**Course Outline:**

<b>Week:</b>	<b>Monday:</b>	<b>Wednesday:</b>	<b>Friday:</b>
<b>01</b>		<b>01/07:</b>  Class Introduction	<b>01/09:</b>  Some Geography – Europe and France in the Eighteenth Century
<b>02</b>	<b>01/12:</b>  French Society in the Eighteenth Century	<b>01/14:</b>  The Role of Religion  The Nature of the Economy	<b>01/16:</b>  Absolute Monarchy?  The Enlightenment
<b>03</b>	<b>01/19:</b>  <i>MLK, Jr. Day – No Class</i>	<b>01/21:</b>  The Enlightenment, Continued	<b>01/23:</b>  <u><b>Discuss: Rousseau</b></u> <b>(pp. 49-187)</b>
<b>04</b>	<b>01/26:</b>  France in the 18 <sup>th</sup> Century: From Regency to the Seven Years' War	<b>01/28:</b>  France in the 18 <sup>th</sup> Century: A Regime Collapses, 1763 – 1789	<b>01/30:</b>  <u><b>Discuss: Roland, I</b></u> <b>(pp. 125 – 252)</b>
<b>05</b>	<b>02/02:</b>  1789	<b>02/04:</b>  1789, Continued	<b>02/06:</b>  Cracks Appear
<b>06</b>	<b>02/09:</b>  The Failure of Liberal Revolution	<b>02/11:</b>  The First Republic is Born	<b>02/13:</b>  <u><b>Discuss: Roland, II</b></u> <b>(pp. 27-121; 253-8)</b>
<b>07</b>	<b>02/16:</b>  The Nature of War in the Ancien Régime	<b>02/18:</b>  Revolutionary War, 1792 - 1793	<b>02/20:</b>  1793 – The Year of Crisis  <u><b>Paper: Bibliography Due</b></u>
<b>08</b>	<b>02/23:</b>  The Terror	<b>02/25:</b>  The Terror, Continued	<b>02/27:</b>  <u><b>Discuss: Robespierre</b></u> <b>(pp. 3-141)</b>
<b>09</b>	<b>03/02:</b>  The Culture of Revolution	<b>03/04:</b>  The Thermidorian Reaction	<b>03/06:</b>  <u><b>MIDTERM EXAM</b></u>

<b>10</b>	<b>03/09:</b> The Directory Regime, 1795 - 1799	<b>03/11:</b> Critics of the Revolution	<b>03/13:</b> <b><u>Discuss: Maistre</u></b> <b>(pp. 3-105)</b>
<b>11</b>	<b>03/16:</b> <i>Spring Break – No Class</i>	<b>03/18:</b> <i>Spring Break – No Class</i>	<b>03/20:</b> <i>Spring Break – No Class</i>
<b>12</b>	<b>03/23:</b> Revolution Abroad – The Revolt in Saint Dominique	<b>03/25:</b> The Directory Collapses Napoleon’s Rise	<b>03/27:</b> Further Glory – Egypt <b><u>Paper: First Draft Due</u></b>
<b>13</b>	<b>03/30:</b> The Consulate	<b>04/01:</b> The Consulate, Continued	<b>04/03:</b> The Romantic Hero
<b>14</b>	<b>04/06:</b> <b><u>Discuss:</u></b> <b>Chateaubriand</b> <b>(pp. 3-105)</b>	<b>04/08:</b> From Consulate to Empire	<b>04/10:</b> Napoleon’s Reorganization of Europe
<b>15</b>	<b>04/13:</b> Resisting Napoleon: The Haitian Revolution	<b>04/15:</b> Resisting Napoleon: The Peninsular War	<b>04/17:</b> Dominating Europe, 1807 – 1812 <b><u>Paper: Final Draft Due</u></b>
<b>16</b>	<b>04/20:</b> Napoleon’s France	<b>04/22:</b> The 1812 Campaign	<b>04/23:</b> <b><u>Discuss: Walter</u></b> <b>(pp. 3-111)</b>
<b>17</b>	<b>04/27:</b> The Collapse of Napoleon’s Empire	<b>04/29:</b> Legacies of the Revolution	<b>05/01:</b> <b><u>FINAL EXAM</u></b> <b><u>11am to 1pm</u></b>