Few periods in modern history have been as debated as the French Revolution; few figures in modern history are as immediately recognizable as Napoleon Bonaparte. This course allows students to gain an in-depth knowledge of these two crucial episodes and the many different vantage points from which they have been studied. The focus for most lectures and readings will be on France, but others will stress the Revolution’s international significance and the Atlantic-wide importance of empire. Cultural and intellectual forms of explanation will be combined with social analysis and attention to the physical world. Though the word “Napoleon” figures in our title, this is neither a course in military history nor in hero worship.

We now usually say that the French Revolution “began” in July 1789, but nobody at the time intended to start a “revolution” and no one had any idea what would happen next. In the quarter century that followed, nearly every institution and tradition—from the Church and divine-right monarchy to marriage and the organization of work—was challenged and re-shaped. Fundamental features of our own political life—the belief in “human rights,” the idea of the nation-state, the division of political “Right” from “Left”—all stem from the revolutionary 1790s. Yet, by 1815, France again had a King, slavery had been re-imposed, and women may have had fewer civil or political rights than they did before the Revolution started.

This course requires no previous study of European history or French language, but students should be prepared to work hard and think creatively. Readings for discussion include “philosophical” texts from the time (such as Kant’s “What is Enlightenment?”), public speeches, police reports, memoirs, and newspaper articles. In addition, students are encouraged to analyze works of visual art (from neo-classical paintings to caricature and architecture) and to engage with the work of nineteenth- and twentieth-century historians. Attendance and active participation are mandatory; students who miss more than two discussion classes will be in danger of failing the course.

Textbooks: Students should purchase the following three books:
Other Readings for Discussion and assignments will be posted on the course website, as will suggestions for further reading and recommended on-line resources. Students are expected to CHECK THE WEBSITE at least weekly. http://www.indiana.edu/~b356/ The final version of the syllabus is what you find on the website; information presented there supersedes that in this handout. While the course regulations and grading structure will not change substantially, it may be necessary to change specific assignments or to add/remove particular readings. Having the final version of the syllabus on-line allows this course to develop dynamically throughout the semester.

Grading and Requirements: one or two short assignments (5% each if you do two; 10% if you do only one); attendance and well-informed participation in discussion (15%); midterm exam (20%); one 10-page paper (30%); and a final exam (25%). Students registering for Honors College credit will write a 12-15 page research paper instead of the 10-page paper. Because your final grade for this course will be a letter grade, you will receive letter grades for each of these assignments. A grade of B+/A- means that your work was better than a flat B+ but it wasn’t quite an A-; a grade of A-/B+ conversely means that your work was weaker than an A- but still stronger than a B+. The letter-to-number conversion scale is available on the course website.

Policy on Attendance and Participation: Attendance is mandatory. If you miss more than two discussion sessions, you will be at risk for failing the course, no matter what grade you have received on assessed coursework. Please also note that 15% of each student’s final grade will be determined by his/her participation in class discussion. Since absence from class makes it impossible to participate, absences may result in a dramatically lower grade for participation. Simply being present, however, is not the same as constructive participation! (Students who attend discussion classes without speaking should expect to receive at highest a B- grade for participation.) Please do not disrupt lectures or discussion classes by attending to personal matters (such as reading e-mail, answering a cell phone, sending text messages, or flirting with fellow students). You should, however, feel free to ask questions during lecture and class.

I expect students to concentrate during lecture and to take notes that are coherent, organized, and useful for reviewing the material. Students are responsible for all material presented in lecture or class; powerpoint presentations will present lecture skeletons only. You may not record lectures or discussion classes unless you have a documented disability that requires you to do so (see the next page).

ALL STUDENTS are required to have completed the “readings for discussion” before discussion class. No excuse for failure to do the reading will be accepted! Most of the readings are on the course website or in the textbooks; others may be distributed in class or made available on e-reserves. Make sure you bring the week’s readings with you to class. If you have difficulty accessing the readings, please let me know immediately.
Disabilities: I will do everything I can to ensure that this course is accessible to students with varying needs and those who require academic accommodation for a disability. If you will require such support, please contact me as soon in the semester as possible (in office hours, after class, or by e-mail). University policy requires that you establish your eligibility via the Office of Disability Services for Students in Franklin Hall (room 006); telephone: 855-7578; (http://www2.dsa.indiana.edu/dss/) This Office will provide you with a memorandum specifying the academic modifications and accommodations to which you are entitled.

Policy on Academic Honesty: Every paper must include consistently formatted endnotes or footnotes and a full bibliography. Ignorance of scholarly reference form is no excuse and papers submitted without full references will be returned unmarked. Plagiarism and misuse of sources constitute intellectual theft and will not be tolerated under any circumstances. Please see the course website for paper topics, guidelines on essay writing, and explanation of proper reference format.

Extensions to deadlines will only be granted in the case of serious illness (with medical documentation), bereavement, or other grave personal circumstances. Students facing such circumstances should notify me as soon as possible. In the absence of any valid excuse, late assignments will be marked down 1/3 of a letter grade for each day late (e.g., submitted one day late, a “B” paper will receive a “B-“). I am always willing to accept assignments early, if that helps you manage your workload.

IMPORTANT DATES

11-13 September: first short assignment (optional) due in discussion class.
18-20 September: short paper due in discussion class.
23 October: midterm in lecture time period.
9 December: final paper due.

FINAL EXAM: 18 December, 5:00-7:00 p.m.
PART ONE: INTRODUCTIONS

Mon., 26 August: The Best of Times, the Worst of Times . . .
Wed., 28 August: Why study the French Revolution?
Discussion: How to study the French Revolution
Short texts will be distributed in class.

Mon., 2 September: no class (Labor Day)
Wed., 4 September: The “Ancien” Regime
Discussion: Honor and Absolutism in Theory and Practice
Bishop Bossuet, Politics Derived from the Very Words of the Holy Scriptures (1679; first published in 1709), selection on-line.
Comtesse de Boigne, Mémoires, translated extract available on-line.
Louis XV speaks to the parlement of Paris in “The Session of the Scourging” (3 March 1766), available on-line at Liberty, Equality, Fraternity, or on the cd-rom.

Mon., 9 September: France in 1774
Wed., 11 September: Protest and Privilege
Discussion: Bread, Bandages, and Beliefs
FIRST (optional) ASSIGNMENT DUE IN CLASS; if you do this assignment, it will count 5% and the short paper you write for next week will count 5%. If you do not do this assignment, next week’s paper will count 10%.
Steven L. Kaplan, "The Famine Plot Persuasion," Transactions of the American Philosophical Society, New Ser., Vol. 72, No. 3 (1982), pp. 1-79, available on-line via JSTOR. This is long and you may find it difficult; at the very least, please read pages 1-5, 52-72.

Mon., 16 September: Enlightenment and Sentiment
Wed., 18 September: Social History and Enlightenment
Discussion: Social Learning SECOND ASSIGNMENT DUE IN CLASS.
Jean-Jacques Rousseau, Discourse on the Sciences and the Arts (1750), also sometimes called Rousseau's First Discourse. This is in the library (in both the Basic Political Writings and the Collected Works of Rousseau) and IUCAT also includes links to on-line reproductions of the eighteenth-century editions. It is also conveniently available on-line (see the website) in a more contemporary translation.
Immanuel Kant, What is Enlightenment? (1784) available on-line.
PART TWO: A VERY FAST NARRATIVE

Mon., 23 September: Reform, Scandal, Taxes
Wed., 25 September: 1787-August 1789
Discussion: From events to revolution
Accounts of the Tennis Court Oath from Duquesnoy’s *Journal* and Bailly’s *Memoirs*, available on-line and/or in Fred Morrow Fling and Helen Dresser Fling, *Source Problems on the French Revolution* (1913).
“The Taking of the Bastille, described by one of its defenders,” on-line.

Mon., 30 September: October 1789-1791
Wed., 2 October: 1792
Discussion: Becoming a Revolutionary
Louis Henri Charles de Gauville, *Journal of the Baron de Gauville, Deputy of the Nobility to the Estates General from March 1789 to July 1790* (1864), selections translated by Rebecca L. Spang; on-line.
Thomas Lindet, *Correspondence*, selections translated by Rebecca L. Spang; on-line.

Mon., 7 October: 1793-1794
Wed., 9 October: 1794-1799
Discussion: Defining Enemies
Declaration of War (April 1792).
Saint-Just, Speech at the King’s trial (December 1792).

PART THREE: ISSUES AND ANALYSIS

Mon., 14 October: Sovereignty and Citizenship
Wed., 16 October: Universal Rights
Discussion: Rights and Duties
Sieyes, *What is the Third Estate?* (1788-1789) and undated notes, online.
“Declaration of the Rights of Man and the Citizen” (1789) and the “Declaration of Rights” (1793), on-line.
Thouret, “Report on Political Eligibility” and Robespierre’s response, 1789, on-line.
Students in the Friday discussion should either meet with me privately or attend another discussion this week.

Mon., 21 October: Midterm Review
Wed., 23 October: Midterm in class
NO discussion classes this week.
Mon., 28 October: Property, Peasants, and Power  
Wed., 30 October: Property, Slavery, and Power  
Discussion: Liberty, Equality, and Property  
Le Chapelier Law on workers (1791); Jacques Roux, *Manifesto of the Enragés* (1793);  
Babeuf, *Manifesto of Equals* (1796)—all available on-line.

Mon., 4 November: How Many Revolutions?  
Wed., 6 November: Virtue and Terror  
Discussion: Violence and Faith  
Decree establishing Civil Constitution of the Clergy, 12 July 1790;  
Pope Pius VI, "Charitas" (Encyclical on the Civil Constitution of the Clergy, 1790);  
Law of Suspects (17 Sept. 1793) and Law of 22 prairial II (10 June 1794);  

**PART FOUR: A MAN ON HORSEBACK**

Mon., 11 November: Napoleon, For and Against  
Wed., 13 November: Sister Republics and Total War  
Discussion: War and Nationalism  
Blaufarb, ed., *Napoleon, Symbol for an Age*, pp. 118-120, 121-122, 124-126, 130-137.  
Decree for Proclaiming the Liberty and Sovereignty of all Peoples (15 December 1792),  
Bonaparte's speeches to the Army in Italy, Bonaparte's Statement upon becoming Consul (19 brumaire Year VIII/Nov. 10, 1799), on-line.

Mon., 18 November: Bonaparte in Egypt  
Wed., 20 November: The New Regime  
Discussion: Old Worlds and New  
Dominique Vivant Denon, *Travels with Bonaparte in... Egypt* (1802), selections on-line.

**Thanksgiving Week**

Mon., 2 December: Empire Style.  
Wed., 4 December: Revolution, Empire, and the Making of Modern Europe  
Discussion: Workshop on final papers.

Mon., 9 December: Lessons and Legacies **FINAL PAPER DUE IN CLASS**  
Wed., 11 December: Review Class  
Discussion: Review

**FINAL EXAM, 5-7 p.m., WEDNESDAY, 18 December**