

Fall 2009
HIST 426
The French Revolution and Napoleon

Professor Cheryl Koos
Time: Tues/Thurs 11:40-1:20
Place: KH-B4012
Office hours: 10-10:45 AM Tuesdays and Thursdays and by appointment

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Course Description: This course focuses on the French Revolution and subsequent Napoleonic period, from 1789 to 1815. From Rousseau to Robespierre to Napoleon, the course examines how the French Revolution changed the face of the European continent and the world politically, culturally, ideologically, and socially. Among the topics to be covered are the dramatic upheavals in class and gender relations, international relations, and political ideology. This class fulfills the Group I Europe/Western Civilization requirement for the History General Option Major and the Europe Periods requirement for the History Teaching Prep Option Major.

Course Requirements: Since this class relies heavily on the analysis of primary source documents and discussion of those documents, students and professor must come to class prepared to discuss the assigned material. There will be one midterm and a final examination. In addition, two papers are due: 3-5 page analysis of When the King Took Flight, and a 3-5 page analysis of The Diary of a Napoleonic Foot Soldier. Periodically there will also be in-class assignments and/or pop quizzes. There will be no make-up quizzes. Graduate students will be required to complete a book review on an historical monograph, selected in consultation with me. NOTE: Plagiarism will not be tolerated in this class. See plagiarism acknowledgment form for more information.

Required Texts:

Marge Piercy, City of Darkness, City of Light
Timothy Tackett, When the King took Flight
Censer and Hunt, Liberty, Equality, and Fraternity
Jakob Walter, Diary of a Napoleonic Footsoldier
(Recommended: Jeremy Popkin, A Short History of the French Rev.)

Assignments:

Midterm: 25%
 Final: 30%
 Participation: 15%
 Foot Soldier 10%
 Tackett paper 10%
 Quizzes/ICW 10%

Grading:

A	= 93-100%	C+	= 77-79%
A-	= 90-92%	C	= 73-76%
B+	= 87-89%	C-	= 70-72%
B	= 83-86%	D+	= 67-69%
B-	= 80-82%	D	= 60-69%

Students with Disabilities: Students with Disabilities should be aware of the resources available at the Office for Students with Disabilities (Student Affairs 115, telephone: 323.343.3140). Students expecting such accommodations must be registered with OSD and have appropriate paperwork filed.

Late tests and papers: Late papers will be docked one letter grade for each day late (B+ to B, for example). Exceptions will be made only in case of illness, verified by a doctor's note, or a verifiable death or serious illness in the immediate family. Tests may be taken late only under one of these two circumstances. To receive such accommodation, you must contact me before, not after the fact.

Attendance and Participation: Attendance will be taken at the beginning of each class. Please be aware that excessive absences (more than four classes (20%)) will place you in jeopardy of failing the participation portion of your class grade (15% of your overall grade). If you need to arrive late or leave early for a particular reason, please let me know before the class begins. All class participants are required to bring the day's readings (print them out!); your active engagement in class discussions and attentiveness will be factored into your participation grade. Not being prepared or on time, or contributing to a negative learning environment will impact this portion of your grade negatively. Please turn off cell phones when entering class; texting is prohibited.

CSU Employee Furloughs – Impact on Classes (CFA Statement)

This year across this campus and around the CSU system some class days will be cancelled because of furloughs. A furlough is mandatory un-paid time off; faculty and staff on each CSU campus are being “furloughed” two days per month.

These cancelled class days are marked on the syllabus below. It is important to recognize that these days off are **not** holidays. Instead, they are concrete examples of how massive state budget cuts have consequences for you as students and for me as a faculty member.

The CSU has suffered chronic under funding for at least 10 years. This year the budget cuts are the worst in the history of our university system — \$584 million or 20% of our budget.

The CSU administration is attempting to deal with these cuts with huge increases in student fees (32%), course reductions, and lay-offs of faculty and other university employees.

In addition to paying higher fees, students will likely be affected by reduced services and classes. The library will have shorter hours. Many campus support services may be decreased or eliminated. There may be challenges in getting needed signature on forms. Many courses will be cut from the class schedule or will be full.

If you would like to take action, or simply learn more, I strongly recommend you contact the California Faculty Association on campus to get connected with other CSULA students who are working on these issues.

For more information, please contact CFA by email: cfa@cslanet.calstatela.edu or by phone: 323 343 – 5310.

Week One:

R 9/24 Introduction: The Cast of Characters and the Issues

Week Two:

T 9/29 The Old Regime and the Philosophes: Spotlight on Rousseau
Readings: Piercy, Ch. 1-12
C/H Book: 1-21, Documents 1.1-1.2 (22-3), 1.12 (37)
C/H CD: Text: 4-9; Documents: ('Engendering Education' Ch 5 (64)
Popkin, Ch. 1

R 10/1 Calling and Meeting of the Estates General
Readings: Piercy, Ch. 13-23
C/H Book: 20-21, 50-51
C/H CD: Text: 9-10, Documents: ('Petitioning (40)', 'Sieyes' (41))
Popkin, 20-31

Week Three:

T 10/6 Escalation: The Bastille and the October Days
Readings: Piercy, Ch. 24-28
C/H Book: 51-59, Documents 2.7 (75-79), 1.16 (45-47)
C/H CD: Text: 10-18; Documents ('Immolation (41), Marching (72)')
Popkin, 31-47

R 10/8 Making a Nation: Forming a Constitution and Human Rights Part I:
Who is Included? The Poor, Propertied, and Jews
Readings: Piercy, Ch. 29-32
C/H Book: 59 (bottom), 1.15 (42-45)
C/H CD: Documents, 'Debating Citizenship', 'Rights Expanded' (42)
Electronic Reserve: Sepinwall, "Defining the Nation" (Human Tradition in
Modern Europe, Granata, Koos, ed.)
Popkin, 47-53

Week Four:

T 10/13 Making a Nation Part II:
Who is Included? The Question of Slavery and Political Culture
Readings: Piercy, Ch. 32-36
C/H Book: 115-29, Documents 4.1-4.6 (129-138)
C/H CD: Documents 'Anti-Slavery' (40) 'Rights For Slaves',
'Powerful Steps', 'Slavery Abolished Temporarily' (43)
Popkin, 54-56, 62-63

- R 10/15 Making a Nation Part III:
Who is Included? The Question of Women
Readings: C/H Text: Document 2.8 (79)
C/H CD: Book: 68-74; Documents: 'A Revolutionary Demand', 'We Want Ours' (73); 'Equality Demanded' (74))

Week Five:

- T 10/20 What to do with the King? Summer 1791-92
Readings: Piercy, Ch. 37-53
C/H Book: 62-64
C/H CD: Text: 90-100; Documents: 'Flight, Arrest, Return, Outrage' (95);
'Marie Antoinette (96)', 'Monarchy Failing' Ends' (98) (Tentative)
Popkin, 57-62, 63-72
Assignment due: WHEN THE KING TOOK FLIGHT

- R 10/22 The Republic and the National Convention: Execution of the King and Counterrevolution
Readings: Piercy, Ch. 61-66
C/H Book, 64-66
C/H CD: Text: 105-11
Popkin, 73-81

Week Six

- T 10/27 **Midterm**

- R 10/29 The Terror: "The Order of the Day" and Revolutionary Culture
Readings: Piercy, Ch. 54-60;
C/H Book: 91-95,
C/H CD: Text 111-15, Documents: 'Counterrevolution Emerges (110); 'Radical Foundation (111)', 'Terror in Action' (112),
Popkin, 81-89

Week Seven

- T 11/3 The Terror and Revolutionary Culture Part II
Readings C/H Book: Documents 2.5-2.6 (73-75)
C/H CD: Text 111-15, Documents 'Time (116)'

- R 11/5 Escalation of the Terror; Masculinization of the Republic
Readings: Piercy, Ch. 67-73
C/H Book: 95-100, Documents: 2.9-10 (81-82);
C/H CD: Text,5:74-80, 6:101-103, Documents: 'Marie on Trial' (103))

Week Eight

- T 11/10 Fall 93 –Summer 94: Height of the Terror
 Readings: Piercy, Ch. 74-82
 C/H Book: Document: 1.4 (24-26), 3.2-3.5 (108-14)
 C/H CD: Text, 115-19, Documents ‘Ultras’ (113)
 Popkin, 89-92

Web Reading: Robespierre: <http://www.fordham.edu/halsall/mod/1794robspierre.html>

- R 11/12 Thermidorian Reaction, the Directory and the White Terror
 Readings: Piercy, Ch. 83-84;
 C/H Book: 100-105; Documents 2.11 (83-4), 1.5 (26-7)
 C/H CD: Text 120-27
 Popkin, 92-108

Week Nine

- T 11/17 The Rise of Napoleon: 1799-1804
 Readings: C/H Book: 140-50; Documents 5.1-6 (160-67)
 C/H CD: Text : 138-47, Documents: ‘Steadying France (142)’,
 Napoleonic Law (144)’
 Popkin, 109-122

- R 11/19 Imperial Ambitions
 Readings: C/H Book: 150-59; Doc 5.7 (167-9)
 C/H CD: Text :147-56, Documents “Economic War (150)
 Popkin, 122-37

Week Ten

- T 11/24 **Furlough Day:** Reading/Writing day for Napoleonic Foot Soldier Paper
 R 11/26 **Thanksgiving Break**

Week Eleven:

- T 12/1 Napoleon’s Downfall
 Readings: C/H CD: ‘Moscow Destroyed (152)’, ‘Military Defeat (153)’
 Electronic Reserve material: TBA

Paper Due: Diary of a Napoleonic Foot Soldier

- R 12/3 Review Discussion: Legacies and Interpretations
 Readings: C/H Book: 172-186
 Popkin, 138-49

Finals Week

Tuesday December 8 **FINAL EXAM: 10:45-1:15pm**
Graduate Student book review due

Web Guide to Censer/Hunt CD-ROM Documents:
<http://chnm.gmu.edu/revolution/>
(USE Quick Search Function to Locate Document Listed)

Week Two:

- T 9/29 The Old Regime and the Philosophes: Spotlight on Rousseau
 CD-ROM Readings:
 Rousseau, "Emile" (1762)
- R 10/1 Calling and Meeting of the Estates General
 CD-ROM Readings:
 Petition of Women of the Third Estate to the King (1 January 1789)
 Sieyès, "What Is the Third Estate?" (1789)

Week Three:

- T 10/6 Escalation: The Bastille and the October Days
 CD-ROM Readings:
 Decree of the National Assembly Abolishing the Feudal System, 11 August 1789
 Stanislas Maillard describes the Women's March to Versailles (5 October 1789)
 Women Testify Concerning Their Participation in the October Days (1789)
- R 10/8 Making a Nation: Forming a Constitution and Human Rights Part I:
 Who is Included? The Poor, Propertied, and Jews
 CD-ROM Readings:
 Thouret, "Report on the Basis of Political Eligibility" (29 September 1789)
 Robespierre, "Speech Denouncing the New Conditions of Eligibility," 22 October 1789
 "Petition of the Jews of Paris, Alsace and Lorraine to the National Assembly" (28 January 1790)
 "Admission of Jews to Rights of Citizenship," 27 September 1791

Week Four

- T 10/13 Making a Nation Part II:
 Who is Included? The Question of Slavery and Political Culture
 CD-ROM Readings:
 Antislavery Agitation: Abbé Raynal, Philosophical and Political History of the
 Settlements and Trade of the Europeans in the East and West Indies (1770)
 Motion Made by Vincent Ogé the Younger to the Assembly of Colonists, 1789
 The Abolition of Negro Slavery or Means for Ameliorating Their Lot, 1789
 Society of the Friends of Blacks, "Address to the National Assembly in Favor of the
 Abolition of the Slave Trade" (5 February 1790)
 Decree of the National Convention of 4 February 1794, Abolishing Slavery in all the
 Colonies
- R 10/15 Making a Nation Part III:
 Who is Included? The Question of Women
 CD-ROM Readings:
 Condorcet, "On the Admission of Women to the Rights of Citizenship," July 1790
 Women's Petition to the National Assembly
 Olympe de Gouges, The Declaration of the Rights of Woman (September 1791)

Week Five

- T 10/20 What to do with the King? Summer 1791-92
 CD-ROM Readings:
 The King Flees Paris (20 June 1791)
 The Flight to Varennes (21–23 June 1791)
 Louis Apologizes (27 June 1791)
 Press Reports of the King's Flight: Révolutions de Paris (25 June 1791) and Père Duchesne (1791)
 Marie Antoinette's View of the Revolution (8 September 1791)
 Address of the Commune of Marseilles (27 June 1792)
 Parisian Petitions to Dethrone the King (3 August 1792)
 The Attack on the Tuileries (10 August 1792)
- R 10/22 Republic and the National Convention: Execution of the King and Counterrevolution
 CD-ROM Readings:
 “War, Terror, and Resistance

Week Six

- R 10/29 The Terror: "The Order of the Day" and Revolutionary Culture
 CD-ROM Readings:
 The Vendée – Description of the Counterrevolution
 "Constitution of 1793"
 The Revolutionary Tribunal's Use of the Guillotine

Week Seven

- T 11/3 The Terror and Revolutionary Culture Part II
 CD-ROM Readings:
 “War, Terror and Resistance: Origins of the Terror”
 “The Calendar”
- R 11/5 Escalation of the Terror; Masculinization of the Republic
 CD-ROM Readings:
 The Queen's Defense (14 October 1793)
 Trial of Marie Antoinette of Austria

Week Eight

- T 11/10 Fall 93 –Summer 94: Height of the Terror
 CD-ROM Readings:
 The Père Duchesne Supports the Terror (1794)
- R 11/12 Thermidorian Reaction, the Directory, and the White Terror
 CD-ROM Readings
 “War, Terror, and Resistance: Rise and Fall of the Factions”

Week Nine

- T 11/17 The Rise of Napoleon: 1799-1804
CD-ROM Readings:
Making Peace with the Catholic Church, 1801–2
The French Civil Code (1804)
- R 11/19 Imperial Ambitions
CD-ROM Readings:
“Napoleonic Experience” pp. 138-47
The Continental System (1806)

Week Eleven

- T 12/1 Downfall of Napoleon
CD-ROM Readings:
The Burning of Moscow as Seen by One of Napoleon's Generals
The Battle of Waterloo as Recounted by one of Napoleon's Personal Aides (June 1815)

Paper Assignment #1: When the King Took Flight Essay

Due: Tuesday October 20

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In a 3-5 page essay (double spaced, standard one-inch margins, 12 point standard font), explore the following question: What is historian Timothy Tackett's argument about the significance of King Louis XIV's flight from Paris? To tackle this, you must provide **at least** three examples FROM THE BOOK ONLY to support your claims.

Your essay should have an introduction that contains your essay's thesis, the body of the essay should support your thesis, and the essay must have a conclusion. You can use parenthetical references for page numbers (for example: (234)) when you are citing a paraphrased example or a direct quote. AVOID PLAGIARISM. This is YOUR essay.

Essays are due at the beginning of class, **11:40 am sharp, Tuesday October 20. Papers received after this time will be penalized one step grade per day.**

Paper Assignment #2: Diary of a Napoleonic Footsoldier

Due Tuesday December 1

In a 3-5 page, double-spaced, typed (double spaced, standard one-inch margins, 12 point standard font) essay, historically analyze Jakob Walters' Diary of a Napoleonic Footsoldier, i.e. write an essay examining how the diary adds to our knowledge about the Napoleonic Era. Consider some of the following questions as you write your essay: What does the diary reveal about the experience of a common man? How did he experience Napoleon's wars? What are his motivations, his goals, his needs? What does it tell us about the nature of war? How does his experience change over time from the first campaign in 1806 and 1807 to 1812 and 1813? How does his experiences compare with those soldiers who wrote the letters found at the end of the book? What do these collective experiences tell us about the Napoleonic wars or war in general? How does it compare with Censer's and Hunt's and/or Popkin's analysis of the Napoleonic Wars?

You do not need to limit yourselves to these questions and you may pick topics that still focus on the diary as the main point of analysis. As always, your essay must have a thesis/argument, supporting evidence, and a conclusion. You must to cite your sources (using footnotes or endnotes, using Chicago/Turabian formatting) that you use to construct your argument. AVOID PLAGIARISM. This is YOUR essay.

This essay will be due at the beginning of class 11:40 am sharp, Tuesday December 1. Papers received after this time will be penalized one step grade per day.

Note: The following is a reproduction of California State University, Los Angeles' plagiarism policy as found in the 2009-11 General Catalog, p. 775, 762-763

Plagiarism is a direct violation of intellectual and academic honesty. While it exists in many forms, all plagiarisms refer to the same act: representing somebody else's words or ideas as one's own. The most extreme forms of plagiarism are a paper written by another person, a paper obtained from a commercial source, or a paper made up of passages copied word for word without acknowledgment. But paraphrasing authors' ideas or quoting even limited portions of their texts without proper citation is also an act of plagiarism. Even putting someone else's ideas into one's own words without acknowledgment may be plagiarism. In any of its forms, plagiarism cannot be tolerated in an academic community. It may constitute grounds for a failing grade, probation, suspension, or expulsion.

One distinctive mark of an educated person is the ability to use language correctly and effectively to express ideas. Faculty assign written work for the purpose of helping students achieve that mark. Each professor will outline specific desiderata, but all expect every student to present work that represents the student's understanding of the subject in the student's own words. It is seldom expected that student papers will be based entirely or even primarily on original ideas or original research. Therefore, to incorporate the concepts of others may be appropriate with proper acknowledgment of the sources; and to quote others directly by means of quotation marks and acknowledgments is proper. However, if a paper consists entirely of quotations and citations, the paper should be rewritten to show the student's own understanding and expressive ability. The purpose of the written assignment (i.e. development of communication and analytic skills) should be kept in mind as each paper is prepared. It should not be evaded through plagiarism.

At Cal State L. A., plagiarism is defined as the act of using ideas, words, or work of another person or persons as if they were one's own, without giving proper credit to the original sources.

The following examples of plagiarism are intended to be representative, but not all-inclusive:

- Failing to give credit via proper citations for others' ideas and concepts, data and information, statements and phrases, and/or interpretations and conclusions
- Failing to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or a part thereof
- Paraphrasing the expressions of thought by others without appropriate quotation marks or attribution
- Assembling parts from various works and submitting the synthesis or single paper as one's own creation
- Representing another's artistic/scholarly works, such as musical compositions, computer programs, photographs, paintings, drawings, sculptures, or similar works as one's own

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Academic Consequences:

Faculty have the right to establish the standards by which the academic performance of students will be evaluated, including the consequences of students not meeting some portion or all of the academic requirements of a course through acts of cheating, plagiarism, misrepresentation or collusion. These consequences may include but are not limited to assigning a lowered grade, zero or "F" on an individual assignment, or lowering the student's grade or assigning an "F" in the course. Faculty may alternatively permit the student to repeat an assignment/test or complete and submit additional assignments. Furthermore, before these consequences can be effected, the faculty member must have verified instances of academic dishonesty by personal observation and/or documentation. In such cases, if a student denies the charges, an instructor shall not assign a grade until the case is resolved or impose any other negative consequences. In all cases the violation should be reported to the University Judicial Affairs Officer using the Academic Dishonesty Allegation form.

You *are* permitted to use the *ideas* of other people; in fact, you should. But, when you use an idea of someone else *without* giving the original originator of the idea credit, then that is plagiarism. For example: if you paraphrase a source, you must give credit to the author. If you take a quotation word for word, then you must use quotation marks and cite the original author. To avoid unintentional plagiarism, do not share your rough drafts of finished papers with other students. You have the responsibility to ensure that your work is not used by other students. Also, if you are taking notes on a publication, be sure to use quotation marks when you are copying a quotation directly, so you will not forget and later think that your notes are already paraphrased.

The instructor is not remotely sympathetic to any form of plagiarism, whether intentional or accidental. Plagiarists are penalized to the maximum extent allowed by Cal State L.A.. Depending on the extent of the plagiarism, it may result in a failing grade in an assignment, the reduction of the course grade by one letter grade (without possibility for withdrawal), a failing grade in the course (without possibility of withdrawal), suspension from the University, or dismissal from the University. These penalties apply to cheating, collusion, and other dishonest conduct; due to the nature of this class, however, plagiarism is a particularly sensitive topic, and has been discussed here at length.

I acknowledge that I have read and understand the above statement, and have received a copy of it.

Name (Printed and Signed)

Date