

**History 131 - Spring 2013**  
**The French Revolution**  
TTh 2:00-3:20pm  
Pepper Canyon 109 (for now, may be moved)  
Professor Heidi Keller-Lapp

Office Hours: Tuesdays, 11:30-1:30  
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### Course Description and Learning Objectives

The French Revolution remains one of the crucial events of modern European and world history; for over 200 years, it has been celebrated, commemorated, and debated. This course proposes not merely a narration of the events of the French Revolution, but also an in-depth exposure to the rich and varied primary sources of the revolutionary era – texts, images, songs, costume, and monuments. Moreover, we will engage with the rich and sophisticated historiography of the Revolution which has been the topic of contemporary debate around the world. The course will include highly participatory activities. To facilitate your engagement with the revolutionary period and with course material, each member of the class will be assigned an identity of a real or fictional historical actor from the French Revolution. Class activities (including class discussion, *clickers*, film, songs, image analysis, and blogs) will facilitate an exploration of the roles that different historical figures played in the Revolution, tensions among constituent groups, and the impact of the Revolution on different constituent groups of French society and French colonial society. This course, then, will give you not only a greater understanding of a crucial transformation in world history, but also of why that event remains relevant and crucial, even in the twenty-first century.

### Content Objectives

By the end of the course you should have a clear understanding of:

1. the basic chronology of French history from 1787-1815, with a focus on critical events and turning points of the French Revolution
2. influential individuals of the French Revolution and their importance in shaping French politics and culture
3. the key institutions of eighteenth-century France as they relate to the French Revolution.
4. the tensions within pre-revolutionary and revolutionary society, including tensions between royalty, aristocracy, bourgeoisie, working classes, and peasantry; tensions within these groups; and regional tensions between Paris, the provinces, and colonies.
5. the terms and concepts historians use to interpret the French Revolution.
6. the classic historiographical questions historians ask about the French Revolution
7. the classic historiographical interpretations of the origins, outcomes, and meaning of the French Revolution
8. the global legacy of the French Revolution and impact on modern history

### Skill Objectives

By the end of the course you will improve your skills in:

1. historical writing, reading, and interpretation
2. examining secondary sources in the field of history
3. examining primary source documents including texts, images, and songs
4. skills in examining and constructing historical arguments

### Texts, Readings, and Films

Texts may be purchased at the UCSD Bookstore and will be put on reserve in Geisel Library.

1. (MR) Laura Mason and Tracey Rizzo, *The French Revolution: A Document Collection*. ISBN: 9780669417807
2. (Popkin) Jeremy Popkin, *Short History of French Revolution*, 5<sup>th</sup> edition, ISBN: 9780205693573 (or any other used edition if you can find it)
3. (Tackett) Timothy Tackett, *When the King Took Flight*, ISBN: 9780674016422
4. (Wright) D.G. Wright, *Napoleon and Europe*, ISBN: 9780582354579
5. (Duras) Clare de Duras, *Ourika* (tr. Fowles), ISBN: 9780873527804

6. (CH) Jack Censer and Lynn Hunt, *Liberty, Equality, and Fraternity Website*, George Mason University, <http://chnm.gmu.edu/revolution/>
7. Other readings as assigned: Ted Site: <http://ted.ucsd.edu>

### Grade Distributions and Due Dates

In-class participation - Peer Instruction/Clickers	10%
Quizzes	24%
Blogs	16%
Paper	20%
Final	30%

### Historical Identities

On the first day of class, you will be assigned an identity from one of the constituent groups of pre-revolutionary French and or French colonial society. You will retain this identity throughout the class and will be asked, on occasion, to participate in class assignments as a member of your constituency group. If you add the class after the first day, please contact me immediately so that you can receive your assigned revolutionary identity. If you withdraw from the class after being assigned an identity, please let me know so that I can assign your identity to another student.

### Class Participation (green questions) – 10%

Your class participation grade will be based on your active participation in class, facilitated by the use of *icllickers* as a method of peer instruction. In most class meetings, I will pose questions that will require your response to clicker questions. Sometimes you will answer questions as yourself, at other times you will answer questions based on your assigned revolutionary identity. These questions will allow us to explore the tensions among and between constituent groups of French and French colonial society in the era of before, during, and after the first French Revolution. To earn the 10%, you must participate in at least 75% of all green participation questions that are asked.

- 10% = full participation in 75% of all green questions
- 5% = participation in at least 25% of all green questions
- 0% = for less than 25% of all green questions

### Quizzes – 24% (12 questions @ 2% per quiz)

Each quiz will consist of two *icllicker* questions (1% per question) related to that lecture's course readings. You must have a right answer to each question to earn points for the question. Sixteen in-lecture quizzes will be given; the best twelve will count for your course grade. Because you can drop four quizzes, no make-up quizzes will be given (even for adding the course late, missing quizzes due illness or medical appointments, emergencies, or excused/unexcused absences. Quizzes will replace a midterm exam in this class.

### Blog homework assignments – 16% (4 posts @ 4% each post)

Four very short and fairly easy blog assignments are required in the course. You will receive a prompt describing each assignment that will ask you to post a 100 to 200-word blog on the course Ted site; in addition to your post, you are also required to comment on one other student's post. This is a low-stakes writing activity graded by the following rubric:

- 4% = answered the question correctly, met word-limit requirement, and posted a relevant comment to another post
- 3% = answered question correctly and either did not meet word-limit requirement or did not post a relevant comment
- 2% = answered question correctly; did not meet word-limit requirement and did not post a relevant comment
- 1% = answered question incorrectly and did not meet word-limit requirement or did not post a relevant comment
- 0% = no post

Blog post #1 is your response to the Film "Dangerous Liaisons" due Thursday, April 11. Blog post #2 is your answer to the question: "Who are you, and what is your significance to the French Revolution?" Blog post #2 is due during the week that your revolutionary figure first appears in our course readings (throughout the quarter). Blogs #3 and #4 to be announced.

## Paper – 20%

In a 5-7 page essay, answer one of the questions provided. You will advance a thesis and support your thesis with evidence from course materials only. A more detailed prompt and grading rubric will be posted to the Ted site. Depending on the question that you choose, your paper will be due on the following dates:

### Option A Paper Due: Tuesday, May 14 (in lecture)

1. Was a Revolution inevitable by 1789?
2. What did more to bring about the crisis of 1789: poor harvest, an ambitious nobility, an incompetent king, or an emboldened public?(In other words, they would not have been a crisis without this)
3. Is it fair to describe the French Revolution as the encounter of competing classes?
4. “The First and Second Estates caused their own destruction.” Support or challenge this thesis.
5. “(Enlightenment) ideas make revolutions.” Support or challenge this thesis.
6. Assess the strengths and weaknesses of the French monarchy and show how both contributed to the outbreak of the 1789 French Revolution.
7. Which was the real marker of the Revolution: the Calling of the Estates General or the Fall of the Bastille?
8. “The flight to Varennes in June 1791 sealed the fate of Louis XVI.” Discuss the truth of this statement.
9. To what extent was Louis XVI responsible for his own execution?

### Option B Paper Due: Tuesday, June 4 (in lecture)

10. Were the ideals of the French Revolution achieved?
11. “The violence of the Terror was avoidable.” “The violence of the Terror was inevitable.” Which of these statements do you support?
12. Was Napoleon a defender or betrayer of the Revolution?

Unexcused late papers will be marked down 1/3 of a letter grade (i.e. B+ becomes B) for each day that the paper is late. See “Academic Integrity” (below) for policies related to plagiarism and other issues of academic integrity. You will be required to submit your essay to Turnitin.com by midnight on the day following your due date; late penalties apply to each day that this submission is late.

## Final Exam – 30%

The final exam will be offered on **Tuesday, June 11, 3:00-6:00pm**. Please make sure that you can live with this before continuing with this course; alternate final exams will not be offered. If you cannot make the final exam, you will have to take a grade of F for the exam that will be factored into your course grade. Exceptions to this policy will only be made in the case of a serious extenuating circumstance (e.g., emergency medical problems or death in the family – this does not include pre-purchased plane tickets) with valid, convincing documentation and/or only by prior contact with the professor. If you are registered with the Office for Students with Disabilities and require different accommodations, please see the section above

## Academic Integrity

I expect students to adhere to the highest standards of academic integrity and to have read the UCSD Policy on Integrity of Scholarship (<http://senate.ucsd.edu/manual/appendices/appendix2.pdf>).

## Office for Student Disabilities

Students requesting accommodations and services for this course due to a disability need to provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) prior to eligibility for requests. Receipt of AFAs in advance is necessary for appropriate planning for the provision of reasonable accommodations. OSD Academic Liaisons also need to receive current AFA letters if there are any changes to accommodations. For additional information, contact the Office for Students with Disabilities: 858-534-4382 (V); 959.534.9709 (TTY) – reserved for people who are deaf or hard of hearing; or email: [osd@ucsd.edu](mailto:osd@ucsd.edu). OSD Website: <http://disabilities.ucsd.edu>.

## E-mail

Periodically, I may send important course announcements via email using your official UCSD email address. Be sure that your account is always in working order; I am not responsible for announcements that are rejected due to a full mailbox. Constant email checking decreases productivity; therefore, I only check email twice per day (in the early morning and before leaving campus in the evening), and rarely in the evenings or on weekends. I enjoy meeting with students face-to-face very much, and find it much more effective for quality instruction. Please use email only for scheduling appointments and other very brief communications. Otherwise, please come to speak with me in person before or after class or in office hours.

## Schedule of Readings, Weekly Topics, and Assignments

### Week 1

T (4/2)

#### **1.1 Introduction**

Readings: MR, 1-5

#### **Origins of the French Revolution: The Collapse of the Old Regime**

Th (4/4)

#### **1.2 Feudal Legacy of the Old Regime – Quiz Test - #1**

**Film: “Dangerous Liaisons”; Arts Library Viewing Rooms**

Readings:

MR, 7-10; 16-32; 36-38

CH: “The Traditional Order Defended – <http://chnm.gmu.edu/revolution/d/363/>

Bossuet, “The Nature and Properties of Royal Authority,” <http://chnm.gmu.edu/revolution/d/234/>

T (4/9)

#### **2.1 Three Estates and Social Origins – Quiz Test #2**

Readings:

Popkin, 1-15 (“The Problem of the Monarchy” through “The Lower Classes”)

CH: “Poverty Observed: Journal of a Country Priest,” <http://chnm.gmu.edu/revolution/d/353/>

“Poverty in Auvergne,” <http://chnm.gmu.edu/revolution/d/354/>

“Tension between Rich and Poor,” <http://chnm.gmu.edu/revolution/d/356/>

Th (4/11)

#### **2.2 Enlightenment Critiques and Cultural Origins – Quiz #1**

**Blog Post #1 Due – “Dangerous Liaisons”**

Readings:

MR, 32-36; 38-46; Popkin, 15-20 (“New Ideas and Ways of Living” through “The Growth Public Opinion”)

CH: “A Bread Riot,” <http://chnm.gmu.edu/revolution/d/359/>

“Voltaire’s Understanding of Inequality,” <http://chnm.gmu.edu/revolution/d/360/>

“Montesquieu’s Attack on the Nobility,” <http://chnm.gmu.edu/revolution/d/361/>

“Beaumarchais’s Understanding of Inequality,” <http://chnm.gmu.edu/revolution/d/362/>

“Moreau, “Principles of Monarch” (1773),” <http://chnm.gmu.edu/revolution/d/254/>

“Turgot, “Letter to the King on Finance (1774),” <http://chnm.gmu.edu/revolution/d/252/>

“Anecdotes on the Countess du Barry (1775),” <http://chnm.gmu.edu/revolution/d/261/>

“Historical Essays on the Life of Marie-Antoinette, of Austria (1783),”

<http://chnm.gmu.edu/revolution/d/262/>

“Curious Proposal of the Women of the Maubert Marketplace (1785),”

<http://chnm.gmu.edu/revolution/d/264/>

“The Royal Orgy (1789),” <http://chnm.gmu.edu/revolution/d/328/>

#### **Outbreak of Revolution: 1787-1789**

T (4/16)

#### **3.1 1787 to Bastille Day (14 Juillet 1798) – Quiz #2**

Readings:

Popkin, 21-34 (“Pre-revolution” through “Storming of the Bastille”)

MR, 10-15; 46-66;

CH: “Desmoulins on His Own Role,” <http://chnm.gmu.edu/revolution/d/380/>

“An American at the Opening of the Estates-General,” <http://chnm.gmu.edu/revolution/d/307/>

“A Conqueror of the Bastille Speaks,” <http://chnm.gmu.edu/revolution/d/382/>  
“A Defender of the Bastille Explains His Role,” <http://chnm.gmu.edu/revolution/d/383/>

**Th (4/18) 3.2 Popular Revolution to Constitutional Monarchy – Quiz #3**

Readings:

Popkin 25-51 (“Concept of Revolution” through “Civil Constitution of the Clergy”); MR, 67-87; 98-104

CH: “October Days: The Warning from the People,” <http://chnm.gmu.edu/revolution/d/385/>

“October Days: Deposition of a Marcher,” <http://chnm.gmu.edu/revolution/d/388/>

“Women Testify Concerning Their Participation in the October Days (1789),”

<http://chnm.gmu.edu/revolution/d/474/>

**Liberal to Republican Revolution  
1789-1792**

**T (4/23) 4.1 Republicanism and Reform – Quiz #4**

Readings:

Popkin, 52-54 (“New Political Culture”); MR, 89-92; 104-152; 157-159

**Th (4/25) 4.2 King’s Flight and Radicalization of Revolution – Quiz #5**

Readings: Popkin, 54-59 (“King’s Flight and the Crisis of 1791” through “Legislative Assembly”); MR, 152-156

Book: Tackett, *When the King Took Flight* (entire) (or 1-56, 83-118, 137-155, 165-223)

**T (4/30) 5.1 War – Internal and External – Quiz #6**

Readings:

Popkin, 59-64 (“Revolt in the Colonies and Unrest at Home” through “Impact of War”); MR, 92-94; 157-170

CH: “Report by the Jacobin Society of Besancon on Refractory Priests,”

<http://chnm.gmu.edu/revolution/d/548/>

“Proclamation of the Department of the Seine-et-Oise (9 March 1792);

<http://chnm.gmu.edu/revolution/d/376/>

“Europe 1789” <http://chnm.gmu.edu/revolution/d/425/>

“Marie Antoinette’s View of the Revolution (8 September 1791),”

<http://chnm.gmu.edu/revolution/d/331/>

“The Padua Circular (5 July 1791),” <http://chnm.gmu.edu/revolution/d/420/>

[chnm.gmu.edu/revolution/slides.php?start=2;](http://chnm.gmu.edu/revolution/slides.php?start=2;)

**Th (5/2) 5.2 Death of the Monarchy – Quiz #7**

Readings:

Popkin, 64-74; MR, 94-97; 170-187; (Trial of the King Speeches – two of these already assigned

CH: “Champ de Mars: Petitions of the Cordelier and Jacobin Clubs,”

<http://chnm.gmu.edu/revolution/d/390/>

“The September Massacres,” <http://chnm.gmu.edu/revolution/d/392/>

“Prudhomme’s Description of the Coup against the Girondins (31 May-2 June 1793),”

<http://chnm.gmu.edu/revolution/d/394/>

“Parisian Petitions to Dethrone the King (3 August 1792),”

<http://chnm.gmu.edu/revolution/d/318/>

## The First Republic: 1793-1794

T (5/7)

### 6.1 The Republic of Virtue – Quiz #8

Readings:

Popkin, 74- 96 (“Mounting Tensions” through “Revolutionary Culture”); MR, 189-192; 197-211; 221-225;

Ted site reading: Dominique Godineau, “Masculine and Feminine Political Practice during the French Revolution, 1793-Year III”

Th (5/9)

### 6.2 Revolution for Whom? – Quiz #9

Readings:

Popkin, 84-86 (“The Radical Revolution and the Social Order”); MR, 192-195; 211-220; 244-254;

Ted Site reading: Shanti, “Betwixt Cattle and Men: Jews, Blacks, and Women, and the Declaration of Rights of Man and Citizen”

CH: “Abbé Raynal, *Philosophical and Political History of the Settlements and Trade of the Europeans in the East and West Indies* (1770), <http://chnm.gmu.edu/revolution/d/278/>

“Petition of the Women of the Third Estate to the King” <http://chnm.gmu.edu/revolution/d/279/>

“Petition of the Jews of Paris,” <http://chnm.gmu.edu/revolution/d/286/>

“Admission of Jews to Rights of Citizenship,” <http://chnm.gmu.edu/revolution/d/287/>

“Motion Made by Vincent Ogé,” <http://chnm.gmu.edu/revolution/d/288/>

“The Abolition of Negro Slavery,” <http://chnm.gmu.edu/revolution/d/289/>

“Address to the National Assembly ... Abolition of the Slave Trade,”

<http://chnm.gmu.edu/revolution/d/290/>

Condorcet, “On the Admission of Women,” <http://chnm.gmu.edu/revolution/d/292/>

“Discussion of Women’s Political Clubs,” <http://chnm.gmu.edu/revolution/d/294/>

M (5/13)

**FILM VIEWING: Danton – UCSD Geisel Arts Library**

T (5/14)

### 7.1 The Reign of Terror – Quiz #10

#### Option A Paper Due in lecture

Film Discussion: Danton. Directed by Andrej Wajda. FVLDV 8204-1. On reserve at Geisel Film/Video Library.

Readings:

Popkin, 86-90 (“The Great Terror and Thermidor”)

MR, 221-243; 254-262

CH: “Police Report on a Session of the Cordeliers,” <http://chnm.gmu.edu/revolution/d/403/>

Marat’s Impeachment,” <http://chnm.gmu.edu/revolution/d/407/>

“The Trial of Olympe de Gouges,” <http://chnm.gmu.edu/revolution/d/488/>

“Speech at City Hall Denouncing Women’s Political Activism,”

<http://chnm.gmu.edu/revolution/d/489/>

Th (5/16)

### 7.2 Reactions to the Terror: Thermidorean - Quiz #11

Readings: Popkin, 90-99 (“Thermidor” through “Directory”)

MR, 195-196; 263-279

CH: “The Eighth of Thermidor,” <http://chnm.gmu.edu/revolution/d/395/>

“The Ninth of Thermidor,” <http://chnm.gmu.edu/revolution/d/396/>

“The Eleventh of Thermidor,” <http://chnm.gmu.edu/revolution/d/397/>

**Directory and Consulate  
1795-1803**

- T (5/21)      **8.1 Reactions: France, Colonies, and Europe – Quiz #12**  
Readings: Popkin, 100-106 (“Directory, Europe and the Colonies” through “The Fall of the Directory”); MR, 281-285; 291-319; Wright, 1-20 (and corresponding documents)  
Ted reading: English and American Responses to the FR – Burke and Paine  
CH: “Police Reports on Women’s Discontent (Spring 1795),” <http://chnm.gmu.edu/revolution/d/492/>
- Th (5/23)      **8.2 Napoleon: Revolutionary to Emperor – Quiz #13**  
Readings: Popkin, 107-130 (“Consul and Consulate” to “Culture under the Empire”); MR, 285-287; 334-347; Wright, 24-61 (and corresponding documents)  
CH: “*Declaration of Rights and Duties of Man and Citizen*, Year III,” <http://chnm.gmu.edu/revolution/d/298/>  
“Pipelet, “Review of *On the Condition of Women in a Republic*,” <http://chnm.gmu.edu/revolution/d/495/>  
“Watch Yourself or You’ll be a Product for Sale,” <http://chnm.gmu.edu/revolution/d/54/>
- Tu (5/28)      **9.1 French colonies and the Haiti Revolution – Quiz #14**  
Readings: MR, 348-351; Ted site readings TBA
- Th (5/30)      **9.2 End of Napoleon. End of Revolution? – Quiz #15**  
Readings: Popkin, 130-134 (“The Decline of the Empire” through “Hundred Days”); Wright, 65-95 (and corresponding documents)

**Legacy of the Revolution**

- Tu (6/4)      **10.1 France and Europe in 1815 and Beyond: Restoration, Revolution and Reflections – Quiz #16**  
**Option B Paper Due in lecture**  
Reading: *Ouvrika*; Popkin 135-145 (“Revolutionary Heritage”)
- Th (6/6)      **10.2 Global Legacy of the French Revolution**  
Ted site reading: TBA  
CH: “Universal Declaration of Human Rights,” <http://chnm.gmu.edu/revolution/d/296/>

**Final Exam: Tuesday, June 11, 3:00-6:00pm**