

Professor Truant: E-MAIL: [ctruant@ucsd.edu](mailto:ctruant@ucsd.edu)  
Office Hours: T 2-4:00 & by appointment

Winter 2009/H&SS 1330, T-TH 12:30-1:50  
Office: HSS 5085/x4-6543 or x4-1996 (messages)

- There is a WEB CT for this course
- **William Skiles** is the Teaching Assistant for those who wish and are able to take the **Optional Section**. He will also be available to provide some assistance to all students in the class during his office hours, TBA.
- We are also fortunate to have two excellent graders for this course, Robert Long and Susanne Hillman.

### **HISTORY HIEU 131: THE ERA OF THE FRENCH REVOLUTION, 1789-1815**

The course will introduce you to some of the major political, socio-economic & cultural experiences of the Revolutionary era: from its grand illusions and hopes to its extreme violence—and ultimately its accomplishments, reforms, and legacies. We will study the creation and function of new representative bodies, ways of promoting democratic ideals, the evolution of the Reign of Terror, popular radicalism, gender issues, the Revolution in St. Domingue/Haiti, the Napoleonic Era, and the many historical interpretations of this tumultuous Revolutionary age.

#### **REQUIRED BOOKS/ASSIGNMENTS** (at UCSD BOOKSTORE and on RESERVE at Geisel Library):

1. Popkin, Jeremy. A Short History of the French Revolution (4<sup>th</sup> Edition)
  2. Mason, Laura & T. Rizzo. The French Revolution: A Document Collection.
  3. Wright, D.G. Revolution and Terror in France, 1789-1795
  4. Bell, David. The First Total War: Napoleon's Europe and the Birth of Warfare as We Know It
  5. Walter Jakob. The Diary of a Napoleonic Foot Soldier
  6. De Duras, Claire. Ourika
  7. **HIEU 131 COURSE READER (CR). University Readers:** Detailed instructions for ordering the Course Reader are available at [www.universityreaders.com/students/instructions/](http://www.universityreaders.com/students/instructions/). If you have any difficulties, please e-mail [orders@universityreaders.com](mailto:orders@universityreaders.com) or call 800.200.3908
  8. See the film Danton; a 10-point question on Danton will be on the final. I will show the film on Tuesday of Week 6, Room TBA. Danton will also be on reserve at Geisel Library, Film & Video Reserves.
- \*\*Recommended and on Reserve: Censer, Jack & Lynn Hunt. Liberty, Equality, Fraternity (with a CD)
- **Advice on books to buy, if on a limited budget:**
- (1) The Mason & Rizzo book & the Course Reader are especially important for assignments.
  - (2) This course covers about 25 years packed with many events, names, and concepts: you **need** to keep track of them! Use the chronologies in the CR, and our other readings. See also (on reserve): Rudé, The French Revolution; and, Furet & Ozouf, Critical Dictionary of the French Revolution.

#### ► **GRADING & ASSIGNMENTS:**

- THIS COURSE HAS TWO GRADING OPTIONS: CHOOSE EITHER OPTION A or OPTION B

- OPTION A: I have listed the percentage each assignment is worth for your final grade.

1. (30%) A take-home mid-term (directions will be provided, but will stress knowledge of specific passages read up to this point; 2 essays—about 900-1200 words each). DUE: Thursday of Week 5 (questions will be handed out on Thursday of Week 4).
2. (35%) A 6-7 page typed, double spaced, essay; topics will be provided. Due: Tuesday of Week 8.  
**NOTE:** Students wishing to fulfill their college's significant writing requirement may do so, as long as they use some of our course readings. You must consult with me on this as soon as possible and present a typed, one paragraph summary of your project and a list of your sources by Thursday of Week 6. This essay would be due Tuesday of Week 10 and must conform to my and your college's requirements.
3. (35%) Three Hour In-Class Final Exam: two 35 point essays; two 10 point identifications; and one 10 point question on the film Danton. The final exam is TUESDAY, 3/17, 11:30-2:30, in our regular classroom.

- A STUDY GUIDE FOR THE FINAL WILL BE PROVIDED A WEEK BEFORE THE EXAM

➤ **OPTION B: I have listed the percentage each assignment is worth for your final grade**

1. (30%) 50 minute section per week (beginning week 2). Section evaluation will be based on several short writing assignments and regular attendance and participation, based on course readings. Your TA will provide more specific weekly guidelines when the sections first meet.

Because we only have one TA for the course, only two sections can be offered (with 33 students per section). Sign up sheets for sections will be handed around during the first class meeting. The two sections that would serve the most students will be chosen. I will e-mail students who have been accepted into a section as soon as possible. This option is highly recommended, based on previous years' evaluations.

**NOTE: ONCE YOU CHOOSE THIS OPTION, IT IS MANDATORY**

2. (35%) A 6-7 page typed, double spaced, essay; topics will be provided and is due Tuesday of Week 8.

**NOTE:** You may use the essay to fulfill your college's significant writing requirement, as long as you use some of our course readings. You must consult with me on this as soon as possible about this and present a typed, one paragraph summary of your project and a list of your sources by Thursday of Week 6. This essay would be due Tuesday of Week 10 and must conform to my and your college's requirements.

3. (35%) Three Hour In-Class Final Exam: two 35 point essays; two 10 point identifications; and one 10 point question on the film Danton. The final exam is TUESDAY, 3/17, 11:30-2:30, in our regular classroom.

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► **EXTRA CREDIT on the final: 5 points (all students).** Be able to identify and discuss the significance of one of the images shown in class for understanding the revolution. You will have 5 choices and answer 1.

**»SOME GENERAL COMMENTS ON ASSIGNMENTS AND GRADING«**

1. While this “not an English class,” clear, coherent, and logical writing IS required. Knowing “just the facts” is not enough. This subject is complex & contentious: it requires convincing interpretations, backed up by reliable sources. It is important to examine sources closely and avoid overly partisan, limited, and erroneous data. Use the sources assigned; I will also provide more information about evaluating sources.
2. ALL students, even P/NP students, **MUST** complete all parts of all required assignments to pass the course.
3. Make up exams might be permitted, **IF I AM GIVEN AT LEAST 48 HOURS NOTICE. YOU MUST HAVE A SERIOUS REASON AND EVIDENCE THAT A MAKE UP EXAM IS NECESSARY.**
4. Late assignments lose 5 points per day late (work is due at the start of class and is late after that).
5. A form on academic integrity will be passed out soon; serious infractions of University policy on academic integrity and plagiarism will be closely examined and may lead to failure to pass the assignment.

❖ **WEEKLY TOPICS & ASSIGNMENTS.** Do readings before class meetings, in the order given.

**Week 1** "So inevitable and yet so unforeseen"—Alexis de Tocqueville

6 January Introduction

8 January Pre-Revolutionary Crises

**READ:** Popkin, ch. 1; Mason & Rizzo, #2b, 4-6, 8; (optional: Wright, ch. 2)

**Week 2** **Louis XVI: "Is it a Revolt?" Courtier: "No, Sire, it is a Revolution."**

13 January Interpreting the Revolution

**READ:** CR, 25-28, 137-177; Wright, ch.1 (Optional, Bell, ch. 1)

15 January “The Practice of Politics” The Pre-revolution to January-14 July 1789

**READ:** Popkin, ch. 2; Mason & Rizzo, #9-11, 13, 15 (Optional, Bell, ch. 2)

**Week 3** **From the “Great Fear” to the Re-making of France**

20 January 1789—Summer and Fall: The Great Fear and the October Days

**READ:** Mason & Rizzo, #16, 17, 19, 29, 31, 33; CR, 29-47

22 January 1789-1791: The Nature of Citizenship; Changes in the New French State

**READ:** Popkin, ch. 3; Wright, ch. 3; Mason & Rizzo, #20-24, 26-27; CR, 49-51, 65-70

**Week 4**            **The Uneasy Birth of the First French Republic: After the Fall of the Constitutional Monarchy**  
27 January        Defining Political Groups: Girondins, Jacobins, Sans-Culottes, Counter-Revolutionaries and others  
**READ:**            Popkin, ch. 3; Wright, ch. 4; Mason & Rizzo, #37-41, 43, 52  
29 January        1792: The Beginning of War, External and Internal  
**READ:**            Bell, chs. 3-5, **CR**, 71-76

**Week 5**            **The Death of the Monarchy: Civic Rituals and a New Political Culture**  
3 February        The King's Trial and the Making of a New "Body Politic"  
**READ:**            Popkin, ch. 5; Mason & Rizzo, #42; Wright, ch.5  
5 February        Questions of Gender: Republican Brothers, Republican Mothers, and "Unnatural Women"  
**READ:**            **CR**, 9-23, 53-63, 77-100; Mason & Rizzo, #48 (a & b), 49, 50

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**► TAKE-HOME MIDTERMS DUE AT THE START OF CLASS, 5 FEBRUARY 2009**

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**Week 6**            **1793-1794: Radical Experiments and the Search for Order**  
10 February       Robespierre, the "Republic of Virtue," and the Reign of Terror  
**READ:**            Mason & Rizzo, #53-57, 64-65; **Wright**, ch. 6; review ch. 5 in Popkin

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**► FILM: DANTON, 7-9:30 p.m., Room TBA (also in Film & Video Reserves, Geisel Library)**

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12 February       Thermidor and After: "Gracchus" Babeuf opposes the "Bourgeois Republic"  
**READ:**            Popkin, ch. 6; Wright, ch. 7; Mason & Rizzo, #66, 68, 70, 75

**Week 7**            **The Revolution outside France: Liberation and Resistance**  
17 February       Colonial Revolution: The "Black Jacobins" and Toussaint L'Ouverture  
**READ:**            **CR**, 101-135  
19 February       European Responses to Revolution and the Young Napoleon  
**READ:**            Mason & Rizzo, #74, 84; Bell, ch. 6

**Week 8**            **The End of the Republic?**  
24 February       Napoleon Bonaparte: from Revolutionary to Emperor  
**READ:**            Popkin, ch. 7; Bell, ch. 7; Mason & Rizzo, #80(c), 81, 85

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**► ESSAYS DUE AT START OF CLASS, 24 FEBRUARY 2009**

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26 February       Napoleon Bonaparte: from Glory to Exile  
**READ:**            Popkin, ch. 8; Bell, ch. 8; Mason & Rizzo, #86, 87

**Week 9**            **Private Lives in an Extraordinary Age**  
3 March            An Ordinary Man in the Face of Battle  
**READ:**            Walter, Diary of a Napoleonic Foot Soldier, introduction & pp. 3-132  
5 March            A Woman of Color Struggles with Revolutionary Ideas and Events  
**READ:**            Duras, Ourika (entire)

**Week 10**          **Farewell Revolution?**  
10 March          Reflections on **this** Revolution: Accomplishments & Failures  
**READ:**            Popkin, ch. 9; Bell, "Epilogue"; review **CR**, 137-177//**study guide for final handed out 3/10**  
12 March          Retrospective and Review; discussion of study guide  
**READ:**            Review Popkin, introduction and ch. 9; Wright, ch. 8

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**► FINAL EXAM: TUESDAY, 17 MARCH 2009, \*\*11:30-2:30\*\* in our regular classroom.**

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