

HIST 426/526: Revolutionary France

Dr. Jason Knirck

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COURSE DESCRIPTION

In modern European history, France has always been seen as the country of revolution. France's massive upheaval between 1789 and 1815 provided the template for many other nineteenth century revolutions, and remained the dominant paradigm of revolution until the Bolshevik seizure of power in 1917. This course centers on France's century of revolution, focusing not only on the political issues fought out in the various conflagrations, but also the social, economic and cultural changes intertwined with them. This focus on revolutions begins with the constitutional movement of 1789; continues through the Jacobin and Napoleonic periods; discusses the revolutions of 1830, 1848, and 1870-71; and concludes with Vichy's attempted National Revolution during the Second World War.

COURSE OUTCOMES

This class is designed to give students the opportunity to obtain general knowledge of the major trends in modern French history, practice the skills of an historian, and improve their writing and communication abilities. By the end of the course, students should be able to do the following:

- analyze significant issues, trends and developments in modern French history
- demonstrate knowledge that history is not simply the recitation of names and dates, but instead is a fluid subject where interpretations are constantly changing as a result of different methodologies and patterns of analysis
- analyze and synthesize sources in order to put forward a well-supported argument of their own
- make a clearly-written and clearly-presented argument, including a thesis and sufficient and well-used supporting detail
- analyze the role of revolution in French history and historiography

REQUIRED READINGS

Books

Jeremy Popkin, *A History of Modern France, Third Edition* (**Optional**)

David Garrioch, *The Making of Revolutionary Paris*

Joan Landes, *Visualizing the Nation: Gender, Representation and Revolution in 18th Century France*

J.P. Daughton, *An Empire Divided: Religion, Republicanism, and the Making of French Colonialism, 1880-1914*

Articles (available on JSTOR or reserve)

Lynn Hunt, "Hercules and the Radical Image in the French Revolution," *Representations* No. 2 (Spring 1983) (JSTOR)

Paul N. Edison, "Conquest Unrequited: French Expeditionary Science in Mexico, 1864-1867," *French Historical Studies* Vol. 26, No. 3 (Summer 2003), (Project Muse)

Ellen Furlough, "*Une leçon des choses*: Tourism, Empire, and the Nation in Interwar France," *French Historical Studies* Vol. 25, No. 3 (summer 2002) (Project Muse)

Lisa Tiersten, "Marianne in the Department Store: Gender and the Politics of Consumption in Turn-of-the-Century Paris," in *Cathedrals of Consumption: The European Department Store*, eds. Geoffrey Crossick and Serge Jaumain (RESERVE)

ASSIGNMENTS

Examinations

There will be two exams in the course. Both will be take-home and are designed to test your ability to synthesize and analyze material from the readings and the lectures. Exam questions will be handed out

at least one week prior to the due date. The exams should be typed, well-argued, well-written, analytical, sparkling, thought-provoking, awe-inducing and punctual. The exams are due on **Monday, October 26th** and **Thursday, December 10th**. Each exam is worth 100 points.

Book Review

Students must write a review of David Garrioch's *The Making of Revolutionary Paris*. The review needs to not only summarize the main points of the book, but also critically analyze the effectiveness of the book's arguments and presentation. "A" reviews should also engage with the author's methodology, historical assumptions, and use of evidence. This review should be 3-5 pages and is due **Monday, October 5th**. The book review is worth 50 points.

Comparative Paper

There are two options for the comparative paper. You choose one of these options and write a 6-8 page paper. The paper should be analytical and use all of the assigned readings mentioned in the question set. Do NOT simply summarize each of the relevant readings, but instead come up with a thesis that ties together all of the readings using some sort of analytical lens. In other words, a good thesis does not simply state "Book A talks about X, article A talks about Y, and article B talks about Z," but instead compares some element or elements of the readings more directly. The paper is due on **Friday, November 20th**.

1. Analyze the use of gender in the Daughton book, the Landes book, the Hunt article, and the Tierston chapter. How do each of these historians analyze gender and/or use the concept of gender in their analyses?
2. The Daughton book, the Edison article, and the Furlough article all discuss the French Empire. According to these works, how did various groups of French people see their Empire? What was the nature of the relationship between France itself and the Empire, according to these authors?

NOTE: I am more than happy to look over your theses and give you general suggestions as to writing these papers. If you need more extensive help, particularly with structure, grammar or mechanics, please make an appointment at the **Writing Center**. See their website (www.cwu.edu/~writingcenter/) for more information.

Quizzes

I also reserve the right to give quizzes over the assigned readings, as well as over other class material. These quizzes each will be worth 20 points and will be multiple-choice in format. Quizzes will be given at the start of the class period and there are **no opportunities to make up missed quizzes**.

GRADUATE STUDENT ASSIGNMENTS

Graduate students will complete the following work:

1. two take-home exams
2. the comparative paper
3. participation in class discussions on required readings
4. a research or historiographical project on a subject of their choosing relevant to French history

The research or historiographical paper should be 12-15 pages in length (as a rough guide). The research paper should use primary and secondary sources to produce a piece of original analytical research on a subject relevant to French history. The primary sources need not be in French. The historiographical paper should NOT be a research paper, but instead should be a survey of different interpretations of and approaches to the chosen topic. This too should be analytical, discussing the strengths and weaknesses of various approaches used by historians writing on the chosen topic. The historiographical paper should use at least 3 book-length sources and 3 articles, or the equivalent (again, this is a rough guide). The topics for the research or historiographical paper must be approved by the instructor, ideally by the third week of class. This paper will be worth 150 points.

GRADING

Grades will be computed along a standard 90-80-70-60 scale. An "A" indicates excellent work; a "B" indicates above average work, usually possessing significant strengths but at least one major weakness

in structure or content; a “C” indicates average work, generally a paper that is overly narrative, confusingly structured or lacking significant engagement with the material; a “D” indicates work that is below average, yet still passing. The assignments will be weighted in the following manner:

Exam I	100 points	Exam II	100 points	Quizzes	????
Comp. Paper	100 points	Book Review	50 points		

LATE WORK

Late work will be penalized five points for each day late. If you have a problem with one of the due dates, please come and talk with me before the due date and we can make arrangements. I reserve the right to refuse to accept assignments more than three days late. I also **do not accept late finals.**

ATTENDANCE/CONDUCT

Attendance is not a formal part of your grade. However, there are a few things that you should know about attendance:

- Exams mostly focus on material covered in class. I do not lend out my notes, and so the responsibility for getting material that you missed is yours. Obviously, poor class attendance usually correlates with a poor grade.
- If your grade is on the borderline between grade categories at the end of the term, I will consider bumping you up if you have attended class faithfully and have participated in class discussions. Those who do not attend class do not get any “breaks” such as this, or extensions on paper deadlines or anything of that sort.
- Because I do not require attendance, I expect that when you are present you are attentive and courteous. **The use of cell phones, for phone calls or text messaging, is strictly forbidden. Use of a cell phone in class may result in your grade being lowered for the course, with a maximum of one grade category (i.e. from A to A-) for each violation.**

ACADEMIC INTEGRITY

Simply put, you can be unceremoniously tossed from this university for cheating. The resulting shame, ignominy and ostracism should be a sufficient deterrent, but if it is not, be warned that I will have no tolerance for those who cheat and will not hesitate to fail any student who turns in copied or plagiarized work. I fully expect that all work you turn in is your own. Cheating includes, but is not necessarily limited to, copying another’s work, turning in work that is not your own, lifting phrases or ideas out of the assigned books or any other books without citation, and copying phrases and ideas from web sites without citation. As a result, I reserve the right to **fail you for the entire class** if you turn in work which is not your own.

STUDENTS WITH DISABILITIES

If you have a disability or special need, please feel free to discuss this with me during the initial class meetings, and we will make suitable arrangements for accommodation.

SCHEDULE OF LECTURES AND READINGS

This is designed to be a rough guide. Announcements of changes will be made in class.

Date	Topic	Assignment
Sept 23	Course Introduction	
Sept 24	<i>The Ancien Régime</i>	Popkin, 1-18
Sept 25	<i>The Ancien Régime</i>	
Sept 28	Louis XV’s France	Popkin, 25-31
Sept 29	Louis XV’s France	
Sept 30	The Enlightenment	Popkin, 19-24
Oct 1	Louis XVI and 1789	Popkin, 31-51
Oct 2	Louis XVI and 1789	
Oct 5	Discussion: <i>The Making of Revolutionary Paris</i>	Garrioch (all)

Oct 6	The First Republic	Popkin, 52-63
Oct 7	The First Republic	
Oct 8	The Reign of Terror; Discussion: Hunt article	Hunt, "Hercules"
Oct 9	The Reign of Terror	
Oct 12	The Directory	Popkin, 64-69
Oct 13	Napoleon in Power	Popkin, 70-82
Oct 14	Napoleon's Fall	
Oct 15	Discussion: <i>Visualizing the Nation</i>	Landes (all)
Oct 16	Post-Revolutionary Ideologies	
Oct 19	The Restoration	Popkin, 83-91
Oct 20	The Restoration	
Oct 21	Revolutionary Historiography	
Oct 22	Revolutionary Historiography	
Oct 23	The July Monarchy	Popkin, 91-114
Oct 26	The July Monarchy	
Oct 27	1848	Popkin, 115-124
Oct 28	The Second Republic	
Oct 29	Napoleon III's Empire; Discussion: Edison article	Edison, "Conquest"
Oct 30	Napoleon III's Empire	Popkin, 125-141
Nov 2	The Fall of Napoleon III	
Nov 3	The Commune	Popkin, 142-150
Nov 4	The Third Republic; Discussion: Tiersten chapter	Tiersten, "Marianne"
Nov 5	LIBRARY DAY	
Nov 6	LIBRARY DAY	
Nov 9	Discussion: <i>An Empire Divided</i>	Daughton (all)
Nov 10	The Third Republic	Popkin, 151-199
Nov 11	NO CLASS: Veterans' Day	
Nov 12	The Buildup to World War One	Popkin, 200-209
Nov 13	Catch-Up Day	
Nov 16	The Buildup to World War One; Discussion: Furlough article	Furlough, "Tourism"
Nov 17	World War One	Popkin, 210-219
Nov 18	World War One	
Nov 19	World War One	Popkin, 220-239
Nov 20	Interwar Turmoil	
Nov 23	The Popular Front	Popkin, 240-251
Nov 24	The Coming of War	
Nov 25	NO CLASS—THANKSGIVING BREAK	
Nov 26	NO CLASS—THANKSGIVING BREAK	
Nov 27	NO CLASS—THANKSGIVING BREAK	
Nov 30	The Second World War	Popkin, 252-271
Dec 1	The Second World War	
Dec 2	The National Revolution	
Dec 3	The National Revolution	
Dec 4	Catch-Up Day	
Dec 10	Final Exam Period, 8:00-10:00 AM	