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## **History B356**

### **French Revolution and Napoleon**

<http://www.indiana.edu/~b356/>

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.

**Grading and Requirements:** two short assignments (5% each); attendance and well-informed participation in discussion (20%); midterm exam (15%); 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.

**Textbooks:** Students should purchase the following three books:

Jack Censer and Lynn Hunt, *Liberty, Equality, Fraternity: Exploring the French Revolution* (2001).

Laurent Dubois and John Garrigus, eds., *Slave Revolution in the Caribbean* (2006).

Rafe Blaufarb, ed., *Napoleon, Symbol for an Age* (2008).

**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 the one 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.

**Policy on Attendance and Participation:** Attendance is mandatory. If you miss a significant number of lectures or discussion sessions, you will be at risk for failing the course, no matter what grade you have received on assessed coursework. (In this context, “significant” means more than two discussion classes.) Please also note that 20% 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

**26/28 January 2011**—first short assignment due in class.

**2/4 February 2011**—second short assignment due in class.

**4 March 2011**—midterm in class; this is a Friday. Students in the Wednesday discussion class should make arrangements to attend one of the Friday classes on this day only.

**22 April 2011**—paper due.

**FINAL EXAM: Wednesday, 4 May 2011, 5:00-7:00 p.m.**

**History B356: French Revolution and Napoleon**  
<http://www.indiana.edu/~b356/>

PART ONE: INTRODUCTIONS

Mon., 10 January: The Best of Times, the Worst of Times. . .

Wed., 12 January: Why study the French Revolution?

Discussion: How to study the French Revolution

Short texts will be distributed in class.

Mon., 17 January: **no class** (Martin Luther King Day)

Wed., 19 January: 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.

Charles-Louis de Secondat, baron of Montesquieu, *The Spirit of the Laws* (1748), books 1 and 3, and book 7, chapters 4, 5, and 9, available on-line and in the library.

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., 24 January: France in 1774

Wed., 26 January: Protest and Privilege

Discussion: Bread, Bandages, and Beliefs **FIRST ASSIGNMENT DUE IN CLASS.**

Colin Jones, “The Great Chain of Buying: Medical Advertisement, the Bourgeois Public Sphere, and the Origins of the French Revolution,” *American Historical Review* 101:1 (Feb. 1996), pp. 13-40, available in the library and on-line via JSTOR;

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., 31 January: Enlightenment and Sentiment

Wed., 2 February: 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.

Mon., 7 February: Absolute Monarchy and National Regeneration

Wed., 9 February: Scandals, Loans, and Taxes

Discussion: Private Lives and Public Scandals

Jacques Necker, Introduction to his *Compte-rendu au Roi* (*Account to the King*, 1781), on-line at the *Liberty, Equality, Fraternity* website or on the cd-rom.

Sarah Maza, "The Diamond Necklace Affair Revisited: The Case of the Missing Queen," in Lynn Hunt, ed., *Eroticism and the Body Politic* (1991), available as an e-book via IUCAT.

Robert Darnton, "An Early Information Society: News and Media in Eighteenth-Century Paris," *American Historical Review* 105:1 (February 2000); on-line with supporting primary-source materials.

## PART TWO: A VERY FAST NARRATIVE

Mon., 14 February: 1787-Oct 1789

Wed., 16 February: Oct 1789-April 1792

Discussion: Becoming a Revolutionary

*Declaration of the Rights of Man and the Citizen* (August 1789), on-line.

Jean George Wille, *Mémoires et journal*, ed. G. Duplessis (Paris: Jules Renouard, 1857), vol. 2; selections translated by Rebecca L. Spang; on-line.

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., 21 February: 1792-1794

Wed., 23 February: 1794-1799

Discussion: Defining Enemies

Michel Azema, description of 10 August 1792; General Kilmane's account of the insurrection of prairial III (May 1795); Proclamation of 23 fructidor Year V (9 Sept. 1797) on-line at the *Liberty, Equality, Fraternity* website or on the cd-rom.

Declaration of War (April 1792); Decree suspending Louis XVI (10 August 1792), Decree establishing Revolutionary Government (10 October 1793), Law of 14 frimaire II (4 December 1793), on-line.

## PART THREE: ISSUES AND ANALYSIS

Mon., 28 February: Sovereignty and Citizenship

Wed., 2 March: Universal Rights; MIDTERM EXAM QUESTIONS DISTRIBUTED IN CLASS.

Discussion: **no Wednesday discussion class; midterm exam to be written in Friday classes. Students in the Wednesday class should arrange to attend *one* of the Friday classes this week (and this week only).**

### **MIDTERM EXAM, Friday 4 March**

Mon., 7 March: Property, Peasants, and Power

Wed., 9 March: Property, Slavery, and Power

Discussion: Liberty, Equality, and Property

Dubois and Garrigus, eds., *Slave Revolution in the Caribbean*, pp. 63-70, 84-85, 120-128, 133-144.

Le Chapelier Law on workers, on-line.

Jacques Roux, *Manifesto of the Enragés* (1793), on-line.

Babeuf, *Manifesto of Equals* (1796), selections on-line.

### **SPRING BREAK**

Mon., 21 March: Civil War and Counter Revolution

Wed., 23 March: Virtue and Terror

Discussion: Violence and Faith

Decree establishing Civil Constitution of the Clergy, 12 July 1790, available on-line.

Pope Pius VI, "Charitas" (Encyclical on the Civil Constitution of the Clergy, 1790), available on-line.

Law of Suspects (17 Sept. 1793) and Law of 22 prairial II (10 June 1794), available on-line at *Liberty, Equality, Fraternity* or on the cd-rom.

Maximilian Robespierre, "Report on the Principles of Public Morality," 17 pluviôse Year II (5 February 1794), on-line.

Mon., 28 March: War for the Masses

Wed., 30 March: Sister Republics

Discussion: Revolutionary Nationalism

Decree for Proclaiming the Liberty and Sovereignty of all Peoples (15 December 1792),

Declaration of War against England (1 Feb. 1793); Law on British Products (10 brumaire Year V/ 31 Oct. 1796); the Milan Decree (Oct. 1807);

## PART FOUR: A MAN ON HORSEBACK

Mon., 4 April: Napoleon, For and Against

Wed., 6 April: Bonaparte in Egypt

Discussion: Old Worlds and New

Blaufarb, ed., *Napoleon, Symbol for an Age*, pp. 43-51, 158-165.

Dominique Vivant Denon, *Travels with Bonaparte in Lower and Upper Egypt* (1802),  
selections on-line.

Mon., 11 April: The New Regime

Wed., 13 April: War and Peace

Discussion: The Past in the Present

Blaufarb, ed., *Napoleon, Symbol for an Age*, pp. 58-72, 101-108, 118-129.

Clausewitz, "On Examples" (book 2, chapter 6 of *On War*), on-line.

Mon., 18 April: Empire Style.

Wed., 20 April: Revolution, Empire, and the Making of Modern Europe

No Discussion: Paper due on Friday, 22 April by 4:00 p.m. All papers should be placed  
in Professor Spang's History Department mailbox (Ballantine 742).

### **FINAL PAPER DUE, Friday, 22 April**

Mon., 25 April: Lessons and Legacies

Wed., 27 April: Review Class

Discussion: Review

### **FINAL EXAM, 5-7 p.m., WEDNESDAY, 4 May**