

Aux Armes! History and Historiography of the French Revolution

HIST 28

Professor Megan Brown

Schedule: Tuesdays and Thursdays,

9:55 am-11:10 am

Room: Trotter 203

Office Hours: Thursdays 2-4 pm or by appointment, Trotter 219

E-mail: megan.brown@swarthmore.edu

Liberté! Egalité! Wax dummies! This semester, we will dive into the extremely rich history of the French Revolution. Our task will be twofold. First, we will ask: What actually happened? It turns out quite a bit, particularly as we examine the different sites of the Revolution and its long afterlives. Second, we will ask: How should we interpret what happened? This will lead us to explore a wide range of schools of interpretation (Marxist, revisionist, and more) and ways of practicing history (social, cultural, diplomatic, economic, etc.). This approach to the history and historiography of the French Revolution will prepare students for larger discussions of nationalism and identity, rights regimes based on gender or race, and inequalities stemming from material or legal conditions.

Learning Objectives:

1. Gaining insight into what happened during the French Revolution and how those events impacted a range of people and places.
2. Building knowledge of the ways historians approach and analyze the past.
3. Improving writing through concise, argument-driven essay assignments.
4. Differentiating between primary and secondary sources and using both to facilitate learning and discussion.
5. Increasing confidence in public speaking through respectful class discussions and debates, built upon thoughtful questions and comments.
6. Setting challenging but attainable individual goals for academic excellence. What would you like to achieve in this class? We can meet to discuss what you'd like to get out of this semester and how you can approach your objectives.

Required readings:

Students are expected to arrive in class having already read the material assigned for that day. We will discuss reading strategies early in the semester. Strong class participation necessitates an engagement with these texts. Most readings will be available on our Google Drive, with the exception of the books listed below:

Students are expected to acquire the following books (also on hold at McCabe):

- Laurent Dubois, *Avengers of the New World: The Story of the Haitian Revolution* (Cambridge: The Belknap Press of Harvard University Press, 2004). Available online via library Web site.
- Georges Lefebvre, *The Coming of the French Revolution* (Princeton: Princeton University Press, 2015). n.b. this is a new translation of a work originally published

in 1939. While you may use any edition, we will refer to page numbers and language from this one.

- Jeremy D. Popkin, *A Short History of the French Revolution – Sixth Edition* (London: Routledge, 2016).
 - Think of Popkin as your textbook. Keep it close at hand to clarify a date or remind yourself of a person's role.
- **Strongly recommended but not required:** Suzanne Desan, *The Family on Trial in Revolutionary France* (Berkeley: University of California Press, 2004). Online.

Primary Sources:

- Most primary sources can be found online at the George Mason University/City University of New York collaborative site, "Liberty, Equality, Fraternity: Exploring the French Revolution." Links/PDFs will be available via Google Drive.

Assessment:

-Participation: If you consistently contribute to class discussion, half a letter grade will be added to your final average. Poor attendance, failure to circulate discussion questions on an assigned day, and/or disruptive classroom behavior will result in a half letter grade deduction from your final average.

-Discussion questions (approx. 10% of final grade): Five times in the semester (once per major topic and one "floating" day), students will submit two discussion questions to the class. These will be submitted on the appropriate shared Google Drive doc at 4pm the day **before** class meets. You must include your name with your submission. I would encourage everyone to read over the questions ahead of class time. Feel free to type comments in advance – this is not required, but if you do so, you **MUST** put your name next to your comment and above all else, remain polite and civil.

-Three 4-5 page papers, due by 9:30am on the specified due date (approx. 90% of final grade).

- Paper #1 (Oct. 5): Explain the origins of the French Revolution. 20%
 - Revise option: You may opt to revise Paper #1 and resubmit it by Oct. 26 at 9:30am. Your new grade will replace the original one, provided that the initial version is submitted on time and demonstrates serious effort. Please see this as an opportunity to meet with me to discuss writing and editing skills ahead of the later assignments.
- Paper #2 (Nov. 21): Justify political terror. 35%
- Paper #3 (Dec. 21): When did the French Revolution end? 35%
 - For either Paper #2 or Paper #3, you may opt to write a piece of historical fiction (4-5 pages), annotated with full historical footnotes. This can take the form of a short story, letter between two real or invented people, etc.

Please note the following:

- 9:31am = half a letter grade deduction, 9:31am the day *after* the due date = another half letter off, etc... Papers over four days late will not be accepted.

- Papers must be submitted via my Swarthmore e-mail account in .doc, .docx, or .pdf form ONLY. Please take technical timing into account and give yourself ample time to upload the attachment prior to the deadline.
- A guide to writing and citations will be distributed in class and uploaded to Google Drive.

Why “approx. X% of final grade?” Because improvement and effort will be accounted for in the calculation of your final grade.

Campus Resources:

We all hit stressful points in the semester. To that end, in addition to my office hours, I would encourage you to keep in mind the variety of resources Swarthmore has to offer. As the Student Handbook reminds us:

“All disability-related accommodations must be arranged through the Director of Student Disability Services and Learning Resources. Programs in learning and studying at Swarthmore are available throughout the year and particularly suited to First Year students in the fall semester. Support in the form of departmental clinics and peer supports, The Writing Center, and Student Academic Mentors (SAMs) are also available. Peer tutors are provided free of charge, within reasonable use, and when the tutor resource is available. Deans, professors, and other professional staff can help students to access these resources.”

If you are unclear about what these resources are or how you can learn more about them, please don't hesitate to speak with me.

Further:

If you believe that you need accommodations for a disability, please contact the Office of Student Disability Services (Parrish 113W) or email

studentdisabilityservices@swarthmore.edu

to arrange an appointment to discuss your needs. As appropriate, the Office will issue students with documented disabilities a formal Accommodations Letter.

Since accommodations require early planning and are not retroactive, please contact the Office of Student Disability Services as soon as possible. For details about the accommodations process, visit the Student Disability Service Website at

<http://www.swarthmore.edu/academic-advising-support/welcome-to-student-disability-service>. You are also welcome to contact me privately to discuss your academic needs. However, all disability-related accommodations must be arranged through the Office of Student Disability Services.

Course Etiquette:

- The Swarthmore History Department expects students to attend every class session, barring an excused absence.
- Please be on time. Habitual tardiness will impact your participation grade.
- Please see me if you plan on using a laptop or other Wi-Fi-enabled device. If you choose to use such a device, the only programs open should be for typing and for

accessing assigned readings. If a student habitually accesses programs or Web sites unrelated to the class, the right to use said device may be revoked for that class period or the entirety of the semester. Please disable text messaging capability on your computer for the duration of the class period.

- I know when class ends. You know when class ends. Please don't pack up your belongings before then.
- Cell phones (on silent, of course) and headphones should be kept out of sight for the entire of the class period.
- Please respect deadlines and due dates. Come to class prepared to participate, having already completed the required readings for that day.

Academic Honesty:

Students are responsible for familiarizing themselves with Swarthmore's academic policies (found here: <http://www.swarthmore.edu/student-handbook/academic-policies>) and will be held accountable for any breach of "the College's standards of academic integrity whether these violations are intentional or unintentional." When in doubt, footnote. We will discuss academic honesty in class.

Schedule:

.....PRELUDE(S) TO REVOLUTION(S).....

T. Sept. 5: **Introduction: Defining Revolutions**

R. Sept. 7: **The French Revolution: History and Historiography**

- Please confirm you can access our shared Google Drive folder by filling out the survey found on the site. Submit answer by 9:30am on Thursday, Sept. 7.
- Jeremy D. Popkin, *A Short History of the French Revolution – Sixth Edition* (London: Routledge, 2016): Chapters 1-4 and pp. 122 ("The French Revolution as History")-142.
- Tony Judt, "François Furet (1927-1997)," *The New York Review of Books*, 6 November 1997.

T. Sept. 12: **The Ancien Régime: Courtiers, Salonnières, and Everyone Else**

- Sarah Maza, *Private Lives and Public Affairs: The Causes Célèbres of Prerevolutionary France* (Chap. 4, "The Diamond Necklace Affair, 1785-1786").
- Voltaire, "On the Church of England," (1733).
- Rousseau, "The Social Contract," (1762).

R. Sept. 14: **Economic Woes, Inequalities, and Everyone's Favorite Minister**

- Georges Lefebvre, *The Coming of the French Revolution* (Princeton: Princeton University Press, 2015) Prologue and Part I: "The Aristocratic Revolution."
- Alexis de Tocqueville, *The Old Regime and the Revolution, Vol. II*: Chap. 2: ("How This Vague Agitation of the Human Mind Suddenly Became a Real Passion in France, and What Form It First Took").
- Jacques Necker, "Account to the King," (1781).

Sept. 15 – Drop/Add ends

T. Sept. 19: **How Do You Say “Oy Vey” in French?**

Special office hours: 4:30-5:30pm

- George V. Taylor, “Revolutionary and Nonrevolutionary Content in the Cahiers of 1789: An Interim Report,” *French Historical Studies* 7, 4 (Autumn 1972): 479-502.
- Malick W. Ghachem, “The ‘Trap’ of Representation: Sovereignty, Slavery and the Road to the Haitian Revolution,” *Historical Reflections/Réflexions Historiques* 29, 1 (Spring 2003): 123-144.
- Tocqueville, Chap. 6 (“How the Writing of the Cahiers Made the Idea of a Radical Revolution Sink Deeply into the Minds of the Lower Classes).
- Madame B*** B***, *Cahier*.

R. Sept. 21: **The Third Estate Finds its Voice – class does not formally meet**

Office hours will not be held today, nor may you submit discussion questions.

You will convene in groups in the location of your choice and use the class period to discuss Sièyes’ text. I will pre-circulate a list of questions to help launch your discussion. Each group will be expected to report on their conversations on Tuesday, Sept. 26, when we will also discuss the text in the context of Lefebvre’s analysis.

- Abbé Sièyes, “What Is the Third Estate?” (1789)

..... **REVOLUTIONS AND REVOLUTIONARIES**

T. Sept. 26: **The Estates General Convenes**

- Georges Lefebvre, *The Coming of the French Revolution*, Part II: “The Bourgeois Revolution.”
- Wolfgang Kemp, “The Theater of Revolution: A New Interpretation of Jacques-Louis David’s *Tennis Court Oath*,” in *Visual Culture: Images and Interpretations*, edited by Norman Bryson, Michael Ann Holly, and Keith Moxey (Middletown, CT: Wesleyan University Press, 1994).

R. Sept. 28: **Storming the Bastille, Spreading Panic**

- Georges Lefebvre, *The Coming of the French Revolution* Part III: “The Popular Revolution” and Part IV: “The Peasant Revolution”
- Pierre-Victor Besenval, “Parisian Riots on 14 July.”
- Keversau, “A Conqueror of the Bastille Speaks.”
- Louis de Flue, “A Defender of the Bastille Explains His Role.”

T. Oct. 3: **Declaration of the Rights of Man and Citizen**

- Georges Lefebvre, *The Coming of the French Revolution* Part V: “The Rights of Man and Citizen”
- “Declaration of the Rights of Man and Citizen” (1789, Popkin pp. 34-35).

R. Oct. 5: **The Women’s March on Versailles**

PAPER #1 DUE

- Georges Lefebvre, *The Coming of the French Revolution* Part VI: “The October Days” and Conclusion.
- David Garrioch, “The Everyday Lives of Women and the October Days of 1789,” *Social History* 24, 3 (October 1999): 231-249.
- “Petition of Women of the Third Estate to the King,” (1 January 1789).
- “Stanislas Maillard Describes the Women’s March.”

T. Oct. 10: Who Gets to be a Citoyen(ne)?

- Suzanne Desan, *The Family on Trial in Revolutionary France* (Berkeley: University of California Press, 2004): Chap. 2 (“The Political Power of Love: Marriage, Regeneration, and Citizenship”) and Chap. 5 (“Natural Children, Abandoned Mothers, and Emancipated Fathers – Illegitimacy and Unwed Motherhood”).
- Skim Desan, Chap. 3 (“Broken Bonds: The Revolutionary Practice of Divorce”).
- Olympe de Gouges, “Declaration of the Rights of Woman and Citizen,” (1791).
- “Petition of the Jews of Paris, Alsace, and Lorraine to the National Assembly” (1790)
- “Admission of Jews to Rights of Citizenship,” (27 September 1791).

R. Oct. 12: Clerical Oath

- Timothy Tackett, *Religion, Revolution, and Regional Culture in Eighteenth-Century France: The Ecclesiastical Oath of 1791* (Princeton: Princeton University Press, 1986): Chap. 1 (“The Oath and the French Revolution”) and Chap. 7 (“Clerical Leadership and the Voice from Below”)

Oct. 13-22 – Fall Break

T. Oct. 24: Meanwhile, in Saint-Domingue... (I)

- Laurent Dubois, *Avengers of the New World: The Story of the Haitian Revolution* (Cambridge: The Belknap Press of Harvard University Press, 2004): Prologue-Chap. 6.
- Society of the Friends of Blacks, “Address to the National Assembly in Favor of the Abolition of the Slave Trade,” (1790).

R. Oct. 26: Meanwhile, in Saint-Domingue... (II)

OPTIONAL REVISE DUE

- Dubois, Chap. 7-Epilogue.
- “Decree of the National Convention of 4 February 1794, Abolishing Slavery in all the Colonies.”

..... TERROR AND LIBERTY?

T. Oct. 31: The National Convention I (Changes Afoot)

- Popkin, Chapters 5-9.
- Lynn Hunt, *Politics, Culture, and Class in the French Revolution* (Oakland: University of California Press, 1984): Chap. 2 (“Symbolic Forms of Political Practice”).

R. Nov. 2: Citoyen Louis, the Flight to Varennes, and Regicide

- Timothy Tackett, *When the King Took Flight* (Cambridge: Harvard University Press, 2003): Prologue, Chap. 1 (“Sire, You May Not Pass”), and Conclusion.
- François Furet, *Revolutionary France, 1770-1880* (Oxford: Blackwell, 1992): Chap. 3 (“The Jacobin Republic”), pp. 117-122 ONLY.
- “The King Seeks Foreign Assistance,” (20 November 1790).
- “Louis Apologizes,” (27 June 1791).
- Philippe Pinel, “Execution of the King,” (21 January 1793).
- *Le Moniteur*, “Execution of the Queen,” (16 October 1793).
- Optional: Selection of speeches made at the king’s trial, found in Michael Walzer, ed., *Regicide and Revolution: Speeches at the Trial of Louis XVI* (New York: Columbia University Press, 1992).

T. Nov. 7: **Counter-Revolution in the Vendée and Beyond**

- Edward J. Woell, *Small-Town Martyrs and Murderers: Religious Revolution and Counterrevolution in Western France, 1774-1914* (Milwaukee: Marquette University Press, 2006): Chap. 3 (“A Higher Law”).
- Olwen H. Hufton, *Women and the Limits of Citizenship in the French Revolution* (Toronto: University of Toronto Press, 1992): Chap. 3 (“In Search of Counter-Revolutionary Women”).
- Choudieu, “The Vendée,” (1792).

R. Nov. 9: **The National Convention II (Terror and All)**

(Is “La Marseillaise” stuck in your head yet?)

- Mona Ozouf, “War and Terror in French Revolutionary Discourse (1792-1794),” *The Journal of Modern History* 56, 4 (December 1984): 579-597.
- Furet, *Revolutionary France*: Chap. 3 (“The Jacobin Republic”). (You’ve already read pp. 117-122; focus especially on the sections *after* this point)
- *Citoyenne* Lacombe, “Report to the Society of Revolutionary Republican Women Concerning What Took Place 16 September at the Jacobin Club,” (1793).
- Trial of Olympe de Gouges.
- Alexandre Dumas, *The Woman with the Velvet Necklace* (1850), Excerpts.

Nov. 10: Last day to declare CR/NC, last day to withdraw with W

T. Nov. 14: **Thermidor**

- Bronislaw Baczko, *Ending the Terror: The French Revolution after Robespierre* (Cambridge: Cambridge University Press, 1994): Chap. 1 (“Robespierre-the-king...”).
- Ronald Schechter, “Gothic Thermidor: The *Bals des victimes*, the Fantastic, and the Production of Historical Knowledge in Post-Terror France,” *Representations* 61 (Winter 1998): 78-94.
- Desan, Chap. 7 (“Reconstituting the Social after the Terror: The Backlash against Family Innovations”), esp. pp. 249-259 and pp. 267-271.

AFTERLIVES

R. Nov. 16: **Napoleon at Home**

- Philip Dwyer, *Citizen Emperor: Napoleon in Power* (New Haven: Yale University Press, 2013): Chap. 9 (“Citizen Emperor”).
- Desan, Chap. 8 (“The Genesis of the Civil Code”).
- Marquise de la Tour du Pin, “Diary of a Woman at Fifty.”
- “Oath as Consul for Life,” (4 August 1802).

T. Nov. 21: **Napoleon Abroad**

PAPER #2 DUE

- David A. Bell, *The First Total War: Napoleon’s Europe and the Birth of Warfare as We Know It* (Boston: Houghton Mifflin, 2007): Chap. 7 (“Days of Glory”).
- Thomas Howell, “An Ordinary British Soldier Recounts the Portuguese Campaign,” (1810).
- Philippe de Ségur, “The Effect of the Russian Winter Described by a General,” (1812).

Nov. 22-26 – Thanksgiving break

T. Nov. 28: **The View from across the Channel**

- Edmund Burke, *Reflections on the Revolution in France* (1790): Selections.
- Linda Colley, *Britons: Forging the Nation, 1707-1837*, Chap. 7 (“Manpower”).

R. Nov. 30: **Barricades Redux: 1830, 1848, 1871**

(Patti LuPone or Susan Boyle?)

- Mark Traugott, “Barricades as Repertoire: Continuities and Discontinuities in the History of French Contention,” *Social Science History* 17, 2 (Summer 1993): 309-323.
- Jo Burr Margadant, “Gender, Vice, and the Political Imaginary in Postrevolutionary France: Reinterpreting the Failure of the July Monarchy, 1830-1848,” *The American Historical Review* 104, 5 (December 1999): 1461-1496.
- Karl Marx, *The Eighteenth Brumaire of Louis Bonaparte*, Chapter I (1852) – feel free to read more – full document linked on our Google Drive.

T. Dec. 5: **Barricades Redux, the Sequel: 1934, 1944, 1968**

- Chris Millington, “February 6, 1934: The Veterans’ Riot,” *French Historical Studies* 33, 4 (2010): 545-572. (focus on first half – ideology bit)
- George L. Mosse, “Fascism and the French Revolution,” *Journal of Contemporary History* 24 (1989): 5-26.
- Primary texts on 1968, from Andrew Feenberg and Jim Freedman, *When Poetry Ruled the Streets: The French May Events of 1968* (Albany: State University of New York Press, 2001).
- Optional: Feenberg and Freedman, *When Poetry Ruled the Streets*, Part II, “Society versus the State.”

R. Dec. 7: **1889, 1989**

- Karen Offen, “Women’s Memory, Women’s History, Women’s Political Action: The French Revolution in Retrospect, 1789-1889-1989,” *Journal of Women’s History* 1, 3 (Winter 1990): 211-230.

- Peter Redfield, “Remembering the Revolution, Forgetting the Empire: Notes after the French Bicentennial,” *Visual Anthropology Review* 8, 2 (Fall 1992): 58-75.
- “France Celebrates the Bicentennial: Interview with Madeleine Rebérioux,” *Radical History Review* 48 (1990): 134-141.
- “Editorial,” *Environment and Planning: Society and Space* 7 (1989): 363-365.

T. Dec. 12: **The Endurance of Myths and Symbols**

- Michel Vovelle, “La Marseillaise: War or Peace,” in Pierre Nora, ed., *Realms of Memory: The Construction of the French Past. Volume III – Symbols* (New York: Columbia University Press, 1998), 29-76.
- Dubois, “*La République Métissée*: Citizenship, Colonialism, and the Borders of French Citizenship,” *Cultural Studies* 14, 1 (2000): 15-34.

DECEMBER 21: PAPER #3 DUE