HS 307: Early Modern Europe – The French Revolution

“1789. For close to a century, this number has preoccupied the human race. It contains the whole phenomenon of modernity.”

----- Victor Hugo, Paris-Guide, 1867

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Course Description
Almost 215 years after the French Revolution, historians and politicians still hotly debate the ideas and events of that era. Was revolution inevitable, or could reform have succeeded? Was there a bourgeois revolution and a revolutionary bourgeoisie? Was the Terror a logical extension of events or can it best be explained by war and counterrevolution? Was the rise of Napoleon, the “man on horseback,” a direct result of an unstable democracy and the violence inherent in the Revolution? Is the Revolution still a vital part of our climate of opinion, or is it “over,” as one group of historians claims?

Despite the ongoing historiographical debates about the meaning of the Revolution, many view the era of the French Revolution and Napoleon as decisively shaping the modern West. If it did not directly cause, it was at least a part of a process that destroyed the medieval structures of the Old Regime, implemented in an unexpected manner the ideals of the Enlightenment, promoted the interests of a variety of often conflicting middle classes, quickened the growth of the modern state, and fostered modern nationalism. In this course, students utilize textbooks, historiographical essays, primary documents, classroom discussions, films, and slide shows to gain a deeper understanding of the political, social, and cultural events and trends in France and the continent during the tumultuous years of the French Revolution and Napoleonic conquests.

Course Goals
The department of History has developed general goals for all 300-level HS courses. These include:

1) Content
   a. Use of monographs and/or scholarly articles

2) Critical Thinking and Argument
   a. Ability to develop a creative and original thesis
   b. Ability to analyze and evaluate historical arguments

3) Critical Writing
   a. Ability to write a clear, sustained, source-based, thesis-driven paper
   b. Command of Historical citation conventions (Chicago Style / Turabian)

4) Oral Competency
   a. Ability to participate in Historical discussion

5) Field of History
   a. Understanding of historiographic and methodological concerns

To achieve these goals, the course has several units. First, we focus on content in the first and third units, where we explore the evolution of events around the French Revolution through articles and books. Second, we emphasize thinking and argument by requiring that you present several papers advancing a thesis on a specific issue from the Revolution. Third, we have an underlying library and archival assignment that runs over several weeks to introduce you the conventions of historical writing. Fourth, participation is factored heavily into your grade, especially during the Reacting unit. Fifth, the final unit of the class is dedicated exclusively to the historiography of the Revolution.

Prerequisites
It is assumed that all students have had at least an introductory European or Western Civilization History course at NMU as well as HS 200/380 or another upper-level history course. While these are not formal prerequisites, I will assume a basic familiarity with the geography and history of modern Europe. Also, I will assume that you recognize on an introductory basis the theoretical underpinnings of historical inquiry.

Readings
While there are a number of books for this course, overwhelmingly they are short, focused works. Thus, do not be intimidated by quantity alone. If you read as assigned, you will have no difficulty keeping up, especially as the texts are exceptionally engaging in their confrontation with humanity’s extremes. All texts are required and include:
As you can see from this list, there is no single, unifying textbook for the course. Instead, we will draw upon a variety of sources emphasizing a mix of primary documents, monographs, historiographic essays, and role playing. While Popkin’s work does provide us with a basic outline of events, class time does not simply review material you have read; rather, it augments and applies that material to our understanding of the primary texts. Class time, therefore, will make little sense without having read the assigned works ahead of time.

Popkin will offer background, but we will use the other texts to explicate particular attitudes, practices, and experiences that often contradict or at least nuance Popkin’s narrative. The readings, while sometimes short, can be rigorous and pithy, especially the primary documents and the historiographic essays in Cox. You can only succeed if you stay on top of the readings. I will give reading assignments in short sections that are easily manageable on a daily basis (usually no more than 70 pages between classes during a week and 150 over the long weekends), but should you fail to keep up, not only will the in-class discussions cease to be relevant, but you will also be hindered from participating, and you will most likely not be able to catch up adequately. Success in this class is predicated on the principle that you must read every day, read with a dictionary, re-read and take notes, and come to class with questions.

**Reacting to the Past**

Our course will integrate an historical role-playing device called *Rousseau, Burke, and the Revolution in France, 1791: Reacting to the Past*. The Reacting concept is difficult to explain, and most of you may not truly understand it until you experience it. Reacting plunges you into the intellectual political and ideological currents that surged through revolutionary Paris in the summer of 1791. You become part of an elaborate game in which you are assigned roles, informed by classic texts, set in this particular critical moment of intellectual and social ferment. Students are leaders of major factions within the National Assembly (and in the streets outside) as it struggles to create a constitution amidst internal chaos and threats of foreign invasion.

We will have much fuller discussions of this experimental pedagogical device during the semester. But be prepared – you must be willing to dive into a historical mindset and articulate your goals as historically determined by the character you are assigned. You must participate, and participation includes researching your role, debating with your peers, writing for a newspaper, and trying to win.
On-Line Components

As with many NMU courses, HS 307 will have an on-line component. You are therefore required to have secure and reliable access to the web on a regular basis. You are also expected to have an NMU email account that you check regularly. Technological failure related to web access will not be an acceptable excuse for missed or late work. You must also abide by certain parameters unique to the electronic components, some of which may differ from your past experiences with a traditional course.

Importantly, however, HS 307 is a pro-seminar course based upon interaction. As such, the electronic components do not replace face to face dialogue; rather, they supplement it so that class time can focus on discussion. You will be required to engage with your peers and the professor in class throughout the semester.

Also bear in mind that glitches will inevitably occur with any on-line component. Do not assume that I or NMU deliberately create these glitches to frustrate you. I and the web administrators are equally frustrated by all technical problems and work as quickly as possible to correct them. If you perceive that a problem has arisen, do the following:

- Stay calm and do not resort to incendiary emails or other forms of panic. We can resolve all problems, and I can accommodate you as appropriate.
- Contact me immediately with a note that clearly defines the problem and offers possible solutions.
- Wait for a response following the email guidelines in this syllabus and remain calm.

WebCT

http://webct.nmu.edu

We will use WebCT for all electronic functions related to this class. If you ever have a question about an assignment, consult WebCT first. Most information will be available on WebCT or linked to the website. When you are in WebCT, look for the following menu items:

- Course Content – where you will find any handouts.
- Announcements – where I will post updates for the class.
- Assessments – where you find any on-line quizzes and exams.
- Calendar – where all assignments and events will be listed on their due date.
- Discussions – for posting of threaded topics.
- Syllabus – a copy of this syllabus.
- Web Links – for any web links we may use
- My Grades – with this function you can see all of your grades.

Student Assistance with WebCT: http://online.nmu.edu

- This website offers you extensive resources on becoming familiar with WebCT. Though we will not be using all of the tools WebCT has to offer, the website is comprehensive and thus a good guide for all your electronic courses. If you have a technical question, check here first before emailing me.

Email Policy

Responses from the professor

Email is not a privileged form of communication. I check my email regularly during the week but require at least a two day turn-around period; the fact that sometimes the turnaround occurs more quickly does not mean that this quickness should be a generalized expectation. I will attempt to respond to emails received by 12:00 noon on a weekday by no later than noon two days later. However, I do not check or respond to my email on a rolling basis all day, every day. For example, an email sent by you at 3 pm on a Tuesday may be received by me by noon the following day (Wednesday) and hence not receive a reply until Friday.

On weekends I will attempt to reply to emails received Friday by noon by Monday at noon. Email received later on Friday may not receive a reply until Wednesday. I will not necessarily check course email over the weekends.
Please do not panic if you have not heard from me until this timeframe expires. Do not send the same message repeatedly. In some courses students expect their instructors to be available on demand, as though we inhabit a virtual 24/7 reality on the Internet (maybe even inside your computer). We do not. If you feel, however, that a course should have more immediate or constant access to the instructor of record than that outlined here, you should make appointments to see me during my office hours.

If you wish to locate a course email quickly, please note that our course number will always be in the subject header “HS 307: (topic)”.

**Student responsibilities**

A student’s performance in any course depends on one’s engagement. Missing announcements (i.e. not checking email) will not be accepted as an excuse for missed assignments. All HS 307 students must check NMU email regularly to receive course announcements or updates. The syllabus and tentative schedule will be posted online on WebCT and will determine our course assignments in detail unless you have received a class announcement or email altering the weekly plan. I reserve the right to alter the course schedule when necessary, which inevitably happens.

I receive scores of email per day and do not read ones that I do not recognize. Therefore, your email should always state in the subject heading “HS 307:” followed by whatever topic you wish to explore (i.e. “quiz problem” or “question on a reading”). I do not open unsolicited or unrecognizable email and may not recognize your name or your email id; your email may be deleted unread if you do not subject-head it “HS 307.” I will keep a copy of all emails for the semester.

You are responsible for keeping a copy of anything you email me. Set up your email to keep copies in your outbox or file them. It is good electronic etiquette to keep back-ups and may save you from having to re-create an assignment if something catastrophic happens to the server or to your or my computer. Back up frequently. Needless to say, the same is true of what you post on WebCT.

**Etiquette and on-line decorum**

I encourage an atmosphere of intellectual respect; therefore, you should be judicious about how you interact with each other, professors, and indeed any person in a professional position. In particular regarding email, students often reveal a marked tendency towards inappropriate expectations about accessibility of professors and towards an overly informal tone of address more applicable to im’ing a friend.

When composing an email for professional reasons, including for a class, remember that your email is a document that, once sent, cannot be revised. It is a formal communication. Write accordingly. Please use the rules both of Standard Written English (grammar, syntax, spelling, etc) and of standard etiquette for letter writing. Include a salutation that uses an appropriate form of address (Dear Mr./Ms., Dr., Prof., Sir/Madam); a clear and thorough but concise statement of the issue; an appropriate closing (Yours truly, Sincerely, etc.); your full name; and as stated elsewhere “HS 307:” in the subject heading. Do not assume that your reader understands shorthand codes, appreciates special tagline signatures, or will bother to read unedited emails. Review and edit your emails for tone and clarity before sending. Throughout your correspondence, you should employ a tone that expresses the manner in which you yourself want to be treated – as someone with a legitimate concern who expects a considered and respectful response. Further, not all computers can readily handle special stationeries. Therefore, you should employ a simple stationary, font size, and avoid color schemes.

Lastly, since you have made a substantial commitment to participate in this class, I will do everything in my power to honor and reciprocate that commitment. I will strive to create a virtual classroom climate in which your ideas are respected and encouraged. I ask that you help us to establish this climate of intellectual camaraderie and respect. Thus, there are a few actions that will not be tolerated in our electronic exchanges:

- Ad hominem and derogatory remarks of any manner (flaming);
- Threats of any kind;
- Inserting distracting diversions.
I reserve the right to edit or delete any postings that do not relate to the course or violate the above expectations.

**Office Hours**
I will be in my office during designated office hours (M-R 12:00-13:00). You do not need an appointment to see me during those times, and I will consult with you on a group basis if desired. However, my office hours tend to fill up quickly, and I therefore suggest making an appointment. Further, should you require additional office hours or desire to discuss more private matters, I will try to make additional hours to accommodate you.

Do remember that I care deeply about your progress in this course, in History, and at NMU in general. Like you, I have made a conscious choice to be engaged with History. If, for any reason, you find that you are not performing to your satisfaction, come and see me. I will also contact you should you be in danger of failing the course, but you must also take the initiative to speak with me. There are tutoring possibilities, extra office hours, and other resources available, but I must know about your needs before I can help. Please, do not wait until the end of the semester to try to address your concerns; by then it is usually too late. Let me know early – including if you are going to miss an assignment.

**Tutoring**
There are walk-in tutoring hours at the ACT. ACT will open in LRC room 111H on the second Tuesday of the semester. Regular walk-in hours are:

- Mondays 3-10pm
- Tuesdays 2-10pm
- Wednesdays 3-10pm
- Sundays 2-10pm

**Class Cancellations**
Should any class be cancelled due to a university decision (snow days and such) or my absence, check WebCT for the assignment. In order to not fall behind, new assignments may be posted for which you are responsible, regardless of whether we meet or not.

**Classroom Decorum**
Since you have made a substantial commitment to attend both NMU and this class, I will do everything in my power to honor and reciprocate that commitment. I will strive to create a classroom and office climate in which your ideas are respected and encouraged. I ask that you help me to establish this climate of intellectual camaraderie and respect.

To encourage discussion and show respect, a few actions will not be tolerated in the classroom:

- Ad hominem and derogatory remarks of any manner
- Abrupt interruption of a speaker
- Use of cell phones, ipods, or other electronic devices (turn off all such devices before class)
- Use of the computer without express permission (please note that laptops normally may not be used or open in class)
- Playing of games – especially on the computer – or other distracting diversions
- Passing of notes or side-conversations
- Sleeping or resting of heads on the desk
- Shuffling of papers and preparing to leave before class is dismissed. If you need to arrive late, leave early, or leave the classroom briefly, I will assume you have a legitimate reason and you do not need to inform me
- Wearing non-religious headgear that comes over the eyes, which usually refers to men’s brimmed hats
- Wearing non-prescription sunglasses
Chewing of all non-medical food items, which usually refers to chewing gum (you may eat and drink in class in a quiet and dignified manner provided no one in the class has allergies to the specific food)

Plagiarism
Most scholars view plagiarism as theft. Further, plagiarism undermines the very point of education – your unique struggle to define yourself through engagement with ideas. NMU therefore considers plagiarism a serious violation of its mission to educate students, and the penalties for plagiarism therefore range from reprimands to being expelled from NMU.

The sanctions for plagiarism can range from failing the assignment, to failing the class, to being expelled from NMU. If you commit plagiarism on an assignment, I will follow University policies strictly and without exception. Under NMU policy, if a student is found to have plagiarized, the faculty member may fail that student for the entire course. Moreover, under University policy a faculty member may report plagiarism cases to the Dean of Students, who oversees violations of Student Handbook. If the Dean of Students finds that a student has committed plagiarism, notice of this fact will be placed in the student’s academic record. Moreover, the Dean of Students can act to have a student removed from the University as punishment for plagiarism. Please be sure that you have read the University’s Academic Integrity Policy.

In reference to History courses, plagiarism includes the following:

- Any case in which a student copies from another student’s assignment or turns in work that is identical to that of another student. This case includes directly paraphrasing from or directly summarizing from the work of another student.
- Any quoted, paraphrased, or summarized material from any source that is not accompanied by a proper reference and citation to the source of the quotation, paraphrase, or summary. There is one exception in that it is acceptable to paraphrase or summarize lecture notes without a source citation.
- Any quoted material that is not placed in quotation marks, except in the case of bloc quotations.
- Any paraphrased or summarized material that is not actually presented in the student’s own words.

If you handle quotations, paraphrases, and summaries correctly, you will never run into problems with accidental plagiarism. The claim of ignorance is not an excuse.

Quoting
When you quote someone else’s words, you must put those words in quotation marks. The only exception is when you put a long quotation into a bloc quotation, which is indicated by single spacing and indentation. Whenever you quote, you must provide a citation to the source of the quotation.

Example 1: Because Russia had not solved the horrible social and political problems that it had faced before World War One, once the fighting started in 1914 it “was unable to sustain the political strains of extended warfare.”

This sentence begins in my own words, but I then finish it by quoting part of a sentence from a textbook. These are the exact words that I found in the textbook, in the exact structure in which I found them, and I have placed them in quotation marks. After the quotation marks, I then have to indicate the source of this quotation using a source citation in footnote format.

Paraphrasing
Paraphrasing places another person’s ideas into your own words in a manner that echoes the structure of the original sentence. The sentence must be in your own words, and if more than a few words of the sentence are quoted, then the quoted section must be in quotation marks. Whenever you paraphrase, you must provide a citation to the source of the material you are paraphrasing.

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1 Coffin et al., *Western Civilizations* vol. 1, p. 942.
Example 2: Because Russia had not solved the horrible social and political problems that it faced before World War One, it could not stand the constant political pressures of ongoing fighting once the war started in 1914.2

Notice that the idea contained in the quoted phrase of Example 1 is still in Example 2 and that the basic structure of the quoted phrase is the same, but I have put that idea into my own words. I still must indicate the source of this paraphrased material using a source citation in footnote format.

Summarizing
If you use your own words and syntax to explain ideas or facts from someone else’s work – in other words, when you summarize information that someone else has provided – you still must provide a citation to the source of your information.

Example 3: The Russian political system cracked during World War One because it could not keep up a terrible war while still facing huge unsolved pre-war problems.3

Notice that the idea in this example is the same as in the phrase quoted in Example 1, but I have put it entirely into my own words. The word order and choice differs substantially from the quotation in that I have made this into my own sentence. But since I took the idea from another writer, I still would have to indicate the source of this summarized material using a source citation in footnote format.

Evaluation
The point of History is an understanding of the complexities of human interactions through the presentation of arguments based on documented empirical evidence and substantiated theoretical models. Indeed, the ultimate goal of a university education is not a diploma or a job, but the ability to think critically, to develop your cognitive abilities, and to achieve the skills to realize your full possibilities. These goals require critical reading and critical writing. Pressed for time as we are, we will concentrate on mastering the limited material of the class, but not through rote memorization. We will conceptualize historical connections, explore relationships, and look for arguments and analyses to make sense of texts and test models. This course is thus a building block to a much higher edifice. To that end, I will use frequent assignments that will require your constant vigilance for class preparation.

Expectations
This is a demanding course. As a junior-level pro-seminar course that integrates a unique pedagogical device (Reacting) intended to build upon existing skills, it introduces you to a higher level of understanding in History that includes exploring the debates in the field and your ability to apply those debates. It builds upon a set of skills and knowledge base already acquired at the lower levels. Yet, it challenges even those majoring in the field. Regardless of your previous course work, you may find my writing and participation expectations either more than you expected or simply different, especially if you have not had this sort of course before. Since I employ a combination of Socratic, student-centered, and argumentative pedagogies, it may not be similar to your previous courses; therefore, be prepared to work. Alongside the reading requirement, many students will find the discussions and essays a true test since I expect students to take ownership of the learning process and not wait for the professor to tell them what they need to know. Thus, never ask, “Do I need to know this for the exam?” If you have read it or talked about it or can make inferences about it, it is worth knowing. Similarly, do not expect a study guide; if you have read it or discussed it (though not necessarily both) you are responsible for it.

We will not use class time simply to review material; instead we will engage the texts through analytic discussion of the readings. Therefore, preparation is critical. You must read the texts ahead of time and you must have engaged the texts ahead of time through the discussion questions. That is to say, you must think about the texts before discussion. Participation, a significant part of your grade, depends upon this regular engagement both during and before class.

2 Coffin et al., *Western Civilizations* vol. 1, p. 942.
3 Coffin et al., *Western Civilizations* vol. 1, p. 942.
What this all means is that you have probably mastered a set of skills built around memorization and regurgitation of information that has stood you well in high school and even your first years at college. They will not work in this course without significant augmentation. The issue is not more effort, but a different way of approaching learning. Learning how to think differently will be frustrating, especially for students who have done well until now. Be willing to take the next step and I will work with you.

**Grade Distribution**

I do not have a predetermined grade distribution in mind. The grades will fall where they may based on your individual achievement. The final grade will be based on a 10 point percentage distribution scale (90-100% = A, 80-89% = B, 70-79% = C, 60-79% = D, 0-59% = F). All assignments will be evaluated based on this scale using a numerical score assigned to the following:

Your grade will be based upon:

- General Content (excluding Reacting) (33%)
  - Participation (8%)
  - Glossary and Notes (5%)
  - Quizzes and Exams (10%)
    - Quiz 1 – Rousseau’s *First Discourse*
    - Quiz 2 – Burke’s *Reflections on the Revolution in France*
    - Quiz 3 – Gershoy’s *The French Revolution and Napoleon*
  - Writing (10%)
    - Reading Analyses (6%)
      - Common Reading Précis Assignment
      - Individual Précis 1
      - Individual Précis 2
    - Theses assessments (2%)
    - Essays (2%)
- Reacting Project (33%)
  - Writing (11%)
  - Participation (22%)
  - “Winner” bonus
  - Post Mortem Evaluation
- Historiography and Methodology (34%)
  - A Multi-Part Library Assignment (5%)
  - Research Paper (29%)
    - Definition of Research Topic (4%)
    - Definition of Research Question (4%)
    - Bibliography (4%)
    - Theory and Models Essay (7%)
    - Research Proposal (10%)
- Miscellaneous
  - Attendance
  - Improvement
  - Help

**General Content**

**Participation**

I assume that you want to be at NMU, that you are in this class voluntarily, and that you want to be challenged intellectually. I further assume that you therefore place your studies above other mundane considerations and will strive to attend class unfailingly and to be prepared and engaged in each class meeting. To that end, participation will be factored into the final grade, measured primarily on verbal intervention during class. By participation, I do not mean having the correct answer, speaking at every opportunity, or speaking for the sake of saying anything. Instead, we want to think about the questions raised by the readings and my discussion.
Therefore, questions are just as valid as answers. Indeed, any relevant comment is valid since it reveals an attempt to engage with the ideas we are studying.

I understand that American primary and secondary education does not typically emphasize independent thinking or the articulation of ideas. And I appreciate that you have been socialized to provide pre-designated answers to problems. Also, I am aware that Americans fear public speaking more than death – literally. Finally, I am sensitive to the fact that many students are in fact quite shy. However, this course is discussion based and Socratic. I will not provide answers but rather a forum for you develop your own answers. You must speak in order to engage in this process.

Since this class runs as a discussion-based seminar, I expect full cognitive engagement throughout each meeting the entire semester. Thus, your grade will be based on the quality of your contributions to class discussions. You must attend every class session having completed all readings for the week. Your participation grade will fall in direct ratio to the percentage of class meetings that you miss (see attendance).

Your participation will use the following rubric, updated regularly:

- **A** = frequent; of masterful content and high insight
  - Speaks every day, more than once per day, offers insightful questions and comments
  - Fully prepared and always engaged with the texts

- **B** = regular; of general content and insight
  - Speaks every day, demonstrates basic understanding of the texts, engages in debates
  - Obvious evidence of attempt to understand texts prior to coming to class

- **C** = more often than not; of mixed content and insight
  - Speaks most days, occasionally engages in debates, usually understands texts
  - Usually shows evidence of engaging the texts before class

- **D** = sporadic; of inconsistent content and insight
  - Speaks on occasions but on a level that does not regularly reveal engagement
  - Limited or occasional evidence of preparation or engagement

- **F** = rarely or never; of inconsequential content and insight
  - Speaks rarely or never, evinces no clear indication of understanding texts
  - Limited to no evidence of preparation or cognitive engagement

**Glossary and Notes**

You will be expected to keep a glossary and take notes on all readings. For notes, you should write in your books, highlight and underline, provide summaries at the end of each section, write notes outside the book, and raise questions. We will cover a great deal of material and you cannot be expected to memorize it all; however, you will be expected to be able to access the material through your notes. Therefore, I will periodically ask you to bring your books that we are discussing that day in class to me at the end of class, and I will evaluate the quality of your notes.

You will also keep a typed glossary of new terms from our reading. Enter each new term and a clear definition into a list that is divided by weeks. An entry should look similar to this example (please follow formatting as well):

**GABELLE:** unpopular tax on salt in France before 1790.

I will provide most terms, but you should also be including words not on the list. There should be a minimum of four entries that you find per week, which means that by the last class period of each week your glossary should be updated. I will periodically request to see these glossaries, and they should therefore always be with you in class.

**Quizzes**

All quizzes will be announced in class and posted on the “Calendar” of WebCT. Quizzes may be either in class or taken on-line on WebCT, in which case they will have a limited test time, will be due at the start of the next class, will be graded and posted on WebCT automatically, and will be open book. Since the on-line quizzes are
not proctored, it is obviously possible and permissible for you to use outside sources, including your colleagues in class. Therefore, regard such quizzes as focused on preparation for the next in-class discussion and as preparation for other assignments.

It is your responsibility to report immediately any problems and inaccuracies that might arise in the taking or scoring of the quizzes. It is also your responsibility to complete the work in the time allotted; I receive a record of all quizzes that exceed the time limit. In effect, the quizzes are focused attempts to build the analytic skills necessary for the discussions and writing assignments; any content and skills learned for a quiz will be used again, albeit in different form.

Writing
You will write several brief assignments that attempt to understand the readings. You will be expected to move beyond the ability to summarize content. Your writing will be expected to show an understanding of the basic concepts from the course, change over time in core ideas, analytic frameworks, and causality and agency. Most importantly, your writing must reveal that you recognize writing as an argument and debate. The assignments will include:

- Précis
  - Common Reading Précis
  - Individual Reading Précis 1
  - Individual Reading Précis 2
- Thesis statements
- Essays

Common Reading Précis Assignment
A précis is a concise summary. Historians must learn to read for the argument. When you read a book or article, you need to understand the author’s main point or thesis. Remember, History professionals do not just list facts. We interpret evidence and propose arguments to explain what the facts mean.

Writing a précis of an article, chapter, or book requires that you grasp the author’s main point and boil it down to a few paragraphs of summary. This assignment will focus on a particular work. Prior to our in-class discussion of that work, I will choose a reading on which you will write a précis. Without quoting the author at all, you must explain the thesis in this chapter in one or two paragraphs. Begin your paper by stating as clearly as possible the fundamental question that the author is trying to answer in the chapter. Then explain as clearly as possible the main point the author makes to answer that question. Remember, explain the thesis; do not simply describe the topic of the chapter. If you do not understand the assignment, be sure to talk to me before this class session. I will grade each précis on the basis of its logic, clarity, and accuracy.

Include a full bibliographic citation at the top of the essay.

Individual Précis No. 1
Pick one book from your secondary source reading list. Write a précis of the book’s thesis. The book on which you write your précis must be on your approved reading list and meet the following criteria:

- a secondary source
- a monograph in book form (not a textbook)
- published by a scholarly press

In a one-page précis you must do the following:

- At the head of your paper, identify the author, title, and publication information for the book using bibliography form.
- Without quoting the author at all, you must explain the author’s thesis in one or two paragraphs (max. length of one page).
- Begin your paper by stating as clearly as possible the fundamental question that the author is trying to answer in the book.
Then explain as clearly as possible the main point the author makes to answer that question. Remember, explain the thesis; do not simply describe the topic of the book. If you do not understand the assignment, be sure to talk to me before you start writing.

I will grade each précis on the basis of its logic, clarity, and accuracy.

Individual Précis No. 2
Pick another book from your secondary source reading list on which you will write a précis. The book on which you write your précis must be on your approved reading list and meet the following criteria:
- a secondary source
- a monograph in book form (not a textbook)
- published by a scholarly press

In a one-page précis you must do the following:
- At the head of your paper, identify the author, title, and publication information for the book using bibliography form.
- Without quoting the author at all, you must explain the author’s thesis in one or two paragraphs (max. length of one page).
- Begin your paper by stating as clearly as possible the fundamental question that the author is trying to answer in the book.
- Then explain as clearly as possible the main point the author makes to answer that question. Remember, explain the thesis; do not simply describe the topic of the book. If you do not understand the assignment, be sure to talk to me before you start writing.

I will grade each précis on the basis of its logic, clarity, and accuracy.

Theses
You will be asked to identify several theses for a variety of primary and secondary sources. This task requires that you write in your own words the central thesis of the work in a concise manner of no more than one sentence. In class, however, you should also be prepared to cite evidence from the text for why you claim this statement to accurately reflect the author’s thesis. You must include a bibliographic entry of the work that you are identifying at the top of the page. Please refer to the handout “Thesis Identification” under Course Content in WebCT for more details on identifying a thesis.

Essay
You will be required to write several short argumentative essays on the readings.

Reacting Project
Writing
For Reacting you are largely free to choose whatever form of written expression you wish. The purpose of written work is to help you to achieve your victory objectives. You may think it advantageous to write a legal indictment, a poem, a sermon, a newspaper article, a diary entry, or whatever else serves your purpose. A common form of expression will be an essay to rebut the arguments of your opponents. For many roles, you will find it wise to coordinate your work with others whose goals are similar to your own.

You are expected to write a total of 10-12 pages for the Reacting unit. However, how you divide this expectation is, again, up to you. You will arrange your assignments in advance with the professor.

Because the purpose of written work is to persuade other students, it will be posted on the class web site on the internet, or distributed to the entire class through e-mail or by hard copy. I will advise you on how to make papers available to the entire class.
Just as you will sometimes criticize the views of those whose purposes differ from your own, you will subject each student’s written work to a sharp reading. The written work will form an important part of class discussions.

*Reacting* students must understand the ideas that inform their historical roles; they must also persuade others that the ideas make sense. Writing will be an exercise in persuasion. You need not believe what you argue, but you must make your case persuasively.

And you must submit your work on time. A beautifully crafted defense of the Royal Sanction, for example, does Louis XVI no good if the National Assembly has already voted on the issue. Late work harms the factions as well. The requirements of the game—particularly the mechanism for posting all papers on the web site—further necessitate timely submission of written work. Written work that is late will be reduced a full letter grade per day overdue.

**Class Participation**

*Reacting* students must also seek to achieve their game objectives by expressing their views in the full classroom. You will sometimes speak as a member of a particular team or faction; sometimes you will be alone; and sometimes your role will be indeterminate, allowing you the freedom to write your own game objectives in response to what you read and hear. But in all roles, you must sooner or later seek to persuade others so as to achieve your objectives and win the game.

There is one constraint on oral performance: you may refer to notes but reading aloud is unnecessary (the full and precise text of major presentations may be posted on a web site). Class performance counts for 2/3 of the grade for the unit, as graded by the instructor; it is nearly impossible to receive an “A” for classroom presentations that have been read aloud verbatim.

Unless a student-player is “dead” or has somehow been silenced, all students can participate freely in all oral discussions. Those students whose roles make them responsible for running the class may determine who speaks and when, which may prove frustrating. As a means of ensuring that everyone has an opportunity to speak, the classroom will be provided with a podium, at which anyone may stand. Anyone who approaches the podium asserts a right to give a speech, to pose questions, or to address the class. If someone is already at the podium, other students must take place in line behind her.

**Winner Bonus**

The game includes a half grade bonus (B becomes B+) for the participation component of the game for those who win, that is, achieve their game objectives. Your victory objectives are listed in your character descriptions. I will determine the winner at the end of the game.

**Post Mortem Evaluation**

After the *Reacting* unit is completed, you must evaluate the course using the form provided. Failure to do so will lower your *Reacting* grade a full letter grade (B+ becomes a C+).

**Historiography and Methodology**

The Historiography and Methodology unit will consist of multiple assignments designed to build you towards a final research proposal.

**Library Assignment**

The library assignment is described in full on WebCT under “Course Notes”, under “Library Assignment.” The assignment helps you to develop skills and habits necessary to conduct your own research projects. The assignment is divided into two basic sections: Section A (Secondary Sources); and Section B (Primary Sources). Each section is sub-divided into several exercises, which require you to complete a number of tasks. Be sure to read the directions for each part carefully before beginning that portion of the assignment.

You must complete each portion of the assignment on schedule. You will receive credit for an individual exercise only if you have completed that portion entirely correctly, according to the instructions. If you have
Definition of Research Topic

Pick a topic on which you will conduct introductory research. The topic must directly involve any aspect of the French Revolution, including its origins, contours, and consequences. At this point, you will focus on using secondary sources to learn about the topic and to study its theory and history of what other scholars have written about the topic. Pick a research topic that interests you and will hold your interest for the whole semester. It also is important to choose a topic that you can realize in the course of the semester and that is neither too broad nor too narrow. For instance, “the history of the French Revolution in Germany” is too broad since it would take years to finish. But “the role of police to repress the Jacobin participation in the University of Paris’ student debates of 1790” is too narrow since you probably would not be able to find enough evidence for a term paper.

To ensure that you choose a realizable project, and to prevent you from spending too much time going down dead-end streets, I require that you:

- Schedule a brief conference with me to discuss your topic.
- At the conference, present me with a clear written statement that explains your research topic. This statement should be one paragraph, presented in complete and grammatical sentences.
- At the conference, present me with a reading list of at least fifteen secondary sources that discuss your topic. You may include sources from the popular press, but these will be in addition to the fifteen required sources. Your list of secondary sources must be in proper bibliographic form. It is not necessary for you to read all of these books and articles before our conference, but you must have an introductory familiarity with the topic.

If I approve your topic and your reading list, you will receive full credit. If I do not approve your topic and reading list, you will repeat the process until I approve of your topic and reading list.

Definition of Research Questions

Choosing a topic is the starting point for research, but before you can begin serious work with primary sources you should define the research questions that you hope to answer. The questions you ask often shape the types of primary sources you need to examine and influence the methods you use to analyze those sources. Also, you need to define your research questions before you can write a research proposal, which is the final requirement for this course.

Defining a clear research question is not as easy as you might think. You want to avoid questions that are simply too big to answer in an undergraduate research project (“How did the influence of Great Britain shape French foreign policy during the wars of 1792-1815?”) You want to avoid questions that are so narrow that they do not require enough research to fill a semester (“Did Maximillian Robespierre’s love for his dog influence his attitude towards human rights?”) You also want to avoid questions that do not in some clear way add to our understanding of larger issues (“What kinds of buttons did French soldiers have on their uniforms in 1792?”)

You want to avoid questions that are not answerable on the basis of discipline appropriate research, such as important questions that are matters for philosophical speculation (“Was Robespierre more evil than Stalin?”). Finally, some popular questions have either simply no good questions or have been clichéd (“Was the French Revolution a Marxist revolution?”) Therefore, you start in defining a clear research question by reading something about that topic. Thinking about a realistic research question as you read the books and articles on your secondary source reading list.

You must:
- Meet with me for a brief conference to discuss your research questions.
- At that conference, present me with a clear written definition of your main research question or questions. This definition should be one or two paragraphs in complete and grammatical sentences. It
should explain the question and explain why that question is worth asking (in other words, why is it of significance).

If your questions are clear, well-focused, and appear answerable on the basis of research, you will receive full credit. If your questions are not clear, well-focused, and answerable, you will repeat the process until I approve of your questions. If you fail to attend your scheduled conference appointment or fail to schedule a conference, you will receive no credit for this assignment.

Bibliography
A bibliography for a research paper generally consists of two sections: one for primary sources, and another for secondary sources.

For your secondary bibliography, include:
- the fifteen sources you found for the Definition of the Research Topic
- an additional eight articles from scholarly journals

For your preliminary bibliography, you will need to take a few preliminary steps. First, locate a primary source collection or database related to and useful for your research topic. Then, schedule a conference with me to discuss your primary source. At the conference, present me with a bibliographic identification of the source collection. I am asking you to identify a collection of sources, not one specific document. You could use a volume of published memoirs or an autobiography, for example, but not excerpts from a published memoir or a short memoir or autobiographical sketch. You could use an on-line collection of dozens of archival documents, but not an on-line collection with only three or four documents.

If I approve, then you will write a brief (2-3 pages) assessment of the collection (if I do not, then you must locate a new collection).
- in its heading identifies the source collection in bibliography form
- describes in detail the sorts of information found in this source collection
- explains the research questions one might address using these sources
- explains why these sources are relevant to those questions.

I will grade your paper on the basis of its logic and clarity and your use of correct form. If you schedule a conference then fail to attend, or if you fail to meet with me for source approval, you will receive no credit for the assignment.

You must also include in your primary bibliography the following:
- relevant holding from an archives where you might conduct primary research
- a memoir, diary, or autobiography
- a newspaper

Theory and Models Essay
In this paper, you will analyze what other scholars have argued about your topic. Do not focus on how they answer your specific research question. Instead, you must explain how interpretations on your topic have changed over time and the differences between various schools of interpretation regarding your topic. In other words, you are going to compare and contrast what many scholars have argued about your topic and try to explain why interpretations have changed.

Preparing for your Theory and Models Essay
- You must analyze at least ten secondary sources.
- Your secondary sources must include a representative sample of works written about your topic over a broad period of time. For instance, you will want to look at works from both Eastern and Western Europe, from France and the United States, from the Cold War, from after the end of the Cold War, etc.
- Keep careful bibliographic records on your sources; remember the information you wrote down for each book and article in the Library Assignment.
As you read each book and article, be sure that you take careful notes on the author’s thesis, the types of sources the author uses, the relationship between the author’s argument and other interpretations, etc. Be sure that your notes indicate the exact page numbers for key quotations, etc.

As you read, take notes on the relative strengths and weaknesses of each work.

As you read, think about how these scholars’ questions and interpretations have changed over time and try to fit the authors’ interpretations fit into groups or schools. Think about the categories of schools discussed by other authors. Very often you will find that scholars have formed clear schools of thought on your topic, which are discussed overtly in your secondary sources.

Writing your paper

- Your paper must present and defend a thesis. The thesis is your own main argument about the major trends or patterns or schools in interpretation of your topic. Remember, your goal is to make an argument about the theories and models on your topic, not about the topic itself.
- In defending your thesis, you must present detailed evidence from your secondary sources. This evidence must include properly identified and properly cited quotations from your secondary sources.
- You may analyze the development of the theory and models on your topic either chronologically or thematically, as long as you trace changes and explain differences in interpretation.
- You must provide proper footnote citations to all sources quoted, paraphrased, or summarized in your paper. Your footnotes must be precise; they must refer to the specific sections and pages of works that demonstrate the interpretations you are examining in your paper.
- Your paper must be at least five pages long.

I will grade this paper on the basis of the logic of your argumentation, the clarity of your presentation, the accuracy of your analysis of secondary sources, the use of appropriate sources, and your use of proper forms for quotations and footnotes.

Research Proposal

Most professors for upper-division HS courses require that you write a formal research paper. However, a research paper is simply the culmination of a long process. Part of successfully writing a long paper, whether that be a seminar paper, thesis, dissertation, or other such task, is to have a clear sense of purpose and oversight. A proposal provides that early structure. Graduate students in History must write research proposals, and so do professional historians of all types, as well as anyone writing a grant or business proposal. Thus, it is a good skill to learn.

Writing a research proposal requires that you think carefully about your topic, the questions you want to answer, why those questions are important, how they relate to what other historians have written, and what sources you will need for your research. In other words, you have already done the basic work for your research proposal when you completed our earlier assignments. You have already done most of the work. Now you must put it all together.

You will write a brief proposal. Your target length is five pages (not counting the bibliography). In those five pages you must explain:

- The general area of history addressed by your research (e.g., the French Revolution in relation to Enlightenment thought).
- Your specific research topic (e.g., relationship of Rousseauian theories of the “general will” to the Terror).
- The precise questions you will address in your research (e.g., did Saint-Just employ Rousseau’s idea as a member of the Committee of Public Safety to justify the Terror?
- How your question relates to issues raised/discussed by other historians who have worked on similar/related topics. In other words, what do the secondary sources say? Use the main ideas explained in your historiographic essay.
- Why this question is worth answering from an historian’s viewpoint; how would your project contribute to our understanding of the topic.
- What primary sources you will use to answer this question based on the example of your source locator project.
What methods of analysis will you use to draw answers out of the primary sources based on the example of your source locator project.

Attach a bibliography. The bibliography must include all your primary and secondary sources, divided into two sections: a section for Primary Sources and a section for Secondary Sources.

I will grade your proposal on the basis of its logic, clarity, and coverage of the issues detailed above; I will grade your bibliography on the basis of your use of accurate form.

Miscellaneous

Attendance

Attendance can affect your final grade either positively or negatively. I will pass around a dated sign-in sheet each class day. You are responsible for signing the sheet on the appropriate day. You record your attendance by striking out your name on the attendance sheet. The sheets are dated and will be the only evidence used to determine your attendance. If you come in late or leave early, you must still sign in that day in class. Individual attendance will be updated on WebCT regularly, and it is your responsibility to monitor this record should you have a question.

Regardless of attendance, I expect you to know the information from the readings and from class. If you miss a class, please contact one of your peers for the notes and consult WebCT for upcoming assignments. You are also responsible for timely completion of all assignments regardless of attendance.

Attendance will affect your grade. Perfect attendance will result in a positive curve of one step to the final grade (for example, a “B+” will be curved to an “A-”). There will be no impact for missing one class. For every class missed beyond the first absence, your final grade will decrease a whole letter grade (for example from a “B+” to a “C+”).

Example: Assuming you have earned a final grade of “B+”, missing days will result in the following grade consequences:

- 0 absences B+ = A- (upward curve)
- 1-2 = B+ (no impact)
- 3 = C+ (one whole grade lower)
- 4 = D+ (two whole grades lower)
- 5 = automatic F regardless of all other considerations

Excused absences: The university will on occasion grant students an excused absence for a variety of reasons. I will acknowledge only university excused absences and only with a formal document from the university administration through either the Dean of Students Office or other appropriate office. In order for me to accept an official excuse, I must receive official notification within one week of the event. It is your responsibility to tender such notification in a timely fashion. I will not accept late excuses.

Make-up Work: Only work missed for an excused absence can be made up. All make-up work must be arranged within one week after return to class from the excused absence. No make-up work will be arranged after that time. Thus, do not wait until the end of the term to attempt make-up work since it will not be offered.

Improvement

Since the expectations for this class are often more demanding than anticipated, an additional curve may be built in to measure your progress during the course of the semester. In effect, an improvement curve will measure your ability to improve as you engage with and adapt to the course.

Help

Some of you may experience a frustration point after the first assignments as you realize that a History education is not what you may have thought it was – it is not about memorizing names and dates. Rather, it is about argument and analysis using empirical evidence. Learning in this manner requires new ways of thinking and new ways of studying, as well as adapting to new ways of being taught. The resulting disorientation is inevitable – but learning a new approach is like learning a new sport or instrument. It takes practice and
patience! Therefore, come see me early in the semester! I can do very little to work with you if you come and see me only after the 12th week.

**Extra Credit**
THERE IS NO INDIVIDUAL EXTRA CREDIT. You receive the grade based on the same work available to everyone else, though I may include collective extra credit questions on the quizzes and exam.

**Make-Ups**
THERE ARE NO UNEXCUSED MAKE-UPS. It is your responsibility to complete all assignments during the designated class period. The only exceptions will be for excused absences following the guidelines set out above.

**Late Work**
Following the guidelines above, I may choose not to accept late work without an excuse. Should late work be accepted, its lateness may negatively affect the grade. Additionally, a pattern of late work (more than one late assignment) will be taken into consideration when weighing your final grade. Each late assignment after the first one may lower your final grade by a letter grade step.

**AAEO statement**
Northern Michigan University does not discriminate on the basis of race, color, national origin, gender, disability, or age in its programs or activities. Persons having civil rights inquiries may contact the Affirmative Action Office at 906-227-2420.

**ADA statement**
If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Disability Services Office by: coming into the office at 2001 C. B. Hedgcock; calling 227-1700; or e-mailing disserv@nmu.edu. Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.

**Honor Code**
I will operate on the honor system with regards to all evaluated assignments. With the exception of group assignments that may occur, the presumption will remain that you produced work with your name attached to it without direct external aid. I greatly encourage collaborative work both in and out of the classroom; however, the assignments are structured as individual measures of your mastery. For more information on the consequences of academic misconduct, please consult your Student Handbook.

We all have rough periods when personal and academic stress seems insurmountable. An all-too-common response is to try to avoid the time and pressure of study and instead rely on some other means to complete an assignment (plagiarizing, cheat sheets, having a friend take a test, etc.) The consequences, however, are far too grave to take this seemingly easy escape. Instead, talk to me ahead of time. Tell me if you are simply unable to prepare for an assignment. I would much rather work out an alternative than be forced to seek academic discipline.

**Acceptance of the Syllabus**
By attending the second day of class, you accept the following conditions:
- You have read the syllabus in its entirety.
- You have understood the syllabus in its entirety.
- You accept all terms and conditions in the syllabus.
You accept that if you have questions about the syllabus, you may raise them at any point during the semester; however, after the second day of class ignorance of the syllabus may not be used to request any exceptions to the policies in this syllabus.

**Course Schedule**

I reserve the right to revise any component of the course schedule as necessary. Any changes will be announced in class and posted on the WebCT calendar. Further, it is your responsibility to complete all readings and assignments on time.

All assignments are due at the start of the class on the day indicated; otherwise, a specific date and time will be provided.

Unless stated otherwise, each reading is due in its entirety at the start of the class indicated.

**Unit I: From Ancien Regime to Constitutional Monarchy**

**Week I: Course Introduction and Background**

**Monday**

Readings:
- Hunt, Chapter 1, “Defining Rights before 1789,” Documents 1-2
- Voltaire, Selections from the *Philosophical Dictionary*
  - “Dogmas”, “Fanaticism”, “Toleration”
  - found on-line at the “Liberty, Equality, Fraternity” website (http://chnm.gmu.edu/revolution/d/273/)
  - or under WebCT Course Content
- Diderot, entries from *Encyclopedie*
  - “Natural Law”, “Political Authority”
  - found on-line at the “The Encyclopdie of Diderot” website (http://quod.lib.umich.edu/d/did/)
  - or under WebCT Course Content

Assignments:

**Wednesday**

Readings:
- Popkin, Chapter 1, “The Origins of the French Revolution”
- Mason, Chapter 1, “The Pre-Revolution,” Documents 1-5, 7-8

Assignments:
- Thesis 1: Popkin, chapter 1
- Thesis 2: Charles Loyseau, “A Treatise on Orders”, in Mason, Chapter 1, Document 1

**Week II: Rousseau**

**Monday**

Readings:
- Rousseau, *First Discourse*, in Carnes and Kates, pp. 68-81 or online at http://records.viu.ca/~johnstoi/rousseau/firstdiscourse.htm
- Rousseau, *Social Contract*, I, II

Assignments:
- Library Assignment A1
- Quiz 1 – Rousseau’s *First Discourse*
- Common Précis – Rousseau’s *First Discourse*

**Wednesday**
Readings:
- Rousseau, *Social Contract*, III, IV
- Scan Reacting packet

Assignments:
- Library Assignment A2

**Week III: From Discourse to the Estates General**

**Monday: Early Rights Discourses**

Readings:
- Hunt, Introduction
- Hunt, Chapter 1, Documents 3-10
- Reacting packet, pp. 26-55

Assignments:
- Bring questions about Reacting, particularly about the rules and dynamics
- Library Assignment A3

**Wednesday: The Estates General**

Readings:
- Popkin, Chapter 2, “The Collapse of the Absolute Monarch, 1787-1789”
- Mason, Chapter 2, Documents 9-15
- Review Reacting packet, pp. 26-55

Assignments:
- Bring questions about Reacting, particularly about the rules and dynamics
- Library Assignment A3

**Week IV: Radicalization, 1789-1792**

**Monday: Radicalization, 1789**

Readings:
- Popkin, Chapter 3, “The Revolutionary Rupture, 1789-1790”
- Hunt, Chapter 2, Documents 11-14
- Mason, Chapter 3, Documents 16-19
- Mason, Chapter 4, Documents 20-21

Assignments:
- GM distributes Reacting roles for King Louis XVI and Lafayette
- Library Assignment A5

**Wednesday: Radicalization, 1789-1791**

Readings:
- Hunt, Chapter 3, Documents 15-22, 26-30, 34-37
- Mason, Chapter 4, Documents 23, 25-26, 28
- Mason, Chapter 5, Documents 29-31
- Mason, Chapter 6, Documents 32-34

Assignments:
- GM distributes remaining Reacting roles
- Library Assignment B1

**Unit II: Reacting to the Past**

**Week V: Burke and Reacting**
Monday
Readings:
Burke, *Reflections on the Revolution in France*

Assignments:
Faction meetings with GM [Crowd, Jacobins, Feuillants, Les Amis de Roi (Clergy, Nobility)]
Indeterminates collective meetings with GM (philosopher, journalist, citizen, regional representative)
King and Lafayette individual meeting with GM
Library Assignment B2
Quiz 2 – Burke’s *Reflections on the Revolution in France*

Wednesday
Readings:
Gershoy, *The French Revolution and Napoleon*
Reacting packet, pp. 1-26
Reacting packet, pp. 55-68

Assignments:
Faction meetings
Selection of newspaper editors by factions (Crowd, Jacobins, Feuillants, Les Amis de Roi)
Selection of faction specialists
Election of President of the National Assembly
Library Assignment B3
Quiz 3 – Gershoy’s *The French Revolution and Napoleon*

Week VI: Reacting
Monday
Readings:
Rousseau’s *Second Discourse on the Origin of Inequality* (write one page précis and provide full bibliographic and footnote citation)

Assignments:
Faction meetings
1st National Assembly Meeting
Civil Constitution of the Clergy
GM distributes News Bulletin 1 at end of class
Work on essays for first newspaper
Library Assignment B4

Wednesday
Readings:

Assignments:
2nd National Assembly Meeting
Civil Constitution of the Clergy
Newspapers Vol. 1 Due
Indeterminates “biographical” synopsis due
President announces agenda for 3rd and 4th National Assembly Meetings
Library Assignment B5

Week VII: Reacting
Monday
Readings:

Assignments:
Library Assignment B6
3rd National Assembly Meeting
Work on second essay
GM announces winner of Vol. 1
Editors individual meeting with GM
GM distributes News Bulletin 2 at end of class

Wednesday
Readings:

Assignments:
4th National Assembly Meeting
Newspapers Vol. 2 Due
President announces agenda for 5th and 6th National Assembly Meetings

Week VIII: Spring Break

Week IX: Reacting
Monday
Readings:

Assignments:
5th National Assembly Meeting
GM announces winner of Vol. 2
GM distributes News Bulletin 3 at end of class

Wednesday
Readings:

Assignments:
6th National Assembly Meeting
Newspapers Vol. 3 Due
President announces agenda for 7th (final) National Assembly Meeting

Week X: Ending Reacting and the National Assembly
Monday
Readings:

Assignments:
7th National Assembly Meeting

Special Evening
Danton movie and social

Wednesday
Readings:
Popkin, Chapter 4, “The Defeat of the Liberal Revolution, 1790-1792”

Assignments:
Reacting postmortem evaluation

Unit III: From Convention to Consulate

Week XI: The Convention and the Republic
Monday
Readings:
Popkin, Chapter 5, “The Convention and the Republic, 1792-1794”
Hunt, Chapter 3, Documents 31-33, 38-40
Mason, Chapter 6, Documents 35
Mason, Chapter 7, Documents 36-42

Assignments:

Wednesday
Readings:
Mason, Chapter 8, Documents 43-52
Mason, Chapter 9, Documents 53-59
Mason, Chapter 10, Documents 60-65

Assignments:

Week XII: Thermidor and the Consulate
Monday
Readings:
Popkin, Chapter 6, “The Return to Order, 1794-1799”
Mason, Chapter 11, Documents 66-70
Mason, Chapter 12, Documents 71-74
Mason, Chapter 13, Documents 75-79
Mason, Chapter 14, Documents 80-83

Assignments:

Wednesday
Readings:
Popkin, Chapter 7, “The Napoleonic Consulate, 1799-1804”
Mason, Chapter 15, Documents 84-87

Assignments:

Unit IV: Historiography

Week XIII: Historiography Introduction and 19th-Century Interpretations
Monday
Readings:
Kates, “Introduction” in *Rousseau, Burke...*
Cox, Introduction

Assignments:
Assessment of Primary Source Collection due (see bibliography description)

Wednesday
Readings:
Alexis de Tocqueville, “A Bourgeois Revolution,” in Cox, Chapter I
Alexis de Tocqueville, “The Triumph of the Centralizing State,” in Cox, Chapter I
Hippolyte Taine, “The Fulfillment of the Enlightenment,” in Cox, Chapter II
Alphonse Aulard, “The Genesis of Middle-Class Democracy,” in Cox, Chapter II

Assignments:
3rd Precis on Tocqueville, “A Bourgeois Revolution” (please note that this assignment has been changed to be a common précis)
Thesis on Taine due

**Week XIV: Marxist Historiography**

**Monday**

Readings:
- Jean Jaures, “The Overthrow of Feudalism by the Capitalist Bourgeoisie,” in Cox, Chapter III
- Albert Mathiez, “Capitalist Revolution and Crucible of Socialism,” in Cox, Chapter III
- Georges Lefebvre, “A Revolution of Peasants and Bourgeois Buccaneers,” in Cox, Chapter III
- Albert Soboul, “A Revolution of Sans-Culottes and Montagnards,” in Cox, Chapter III

Assignments:
- Essay due: using the readings for today, write an argumentative essay on Marxist historiography
- Thesis on Jaures due

**Wednesday**

Readings:

Assignments:

**Week XV: Post-Marxist and Postmodern Historiography**

**Monday**

Readings:
- Francois Furet, “The Beginnings of Modern Mass Politics,” in Cox, Chapter IV
- Mona Ozouf, “The Transfer of the Sacred,” in Cox, Chapter IV
- Lynn Hunt, “A Revolution in Political Culture,” in Cox, Chapter IV
- Robert Danton, “A Conflict Between ‘Possibilism’ and ‘The Givenness of Things,’” in Cox, Chapter IV

Assignments:
- Theory and Models Essay due

**Wednesday**

Readings:
- Francois Crouzet, “Industrial Anticlimax and Economic Watershed,” in Cox, Chapter V
- Darlene G. Levy and Harriet Applewhite, “Revolutionary Women and the Radicalization of French Politics,” in Cox, Chapter V
- Tzvetan Todorov, “The Birth of Conflicting Nationalist Traditions,” in Cox, Chapter V

Assignments:

**Week XVI: Exam Week**

Research Proposal due