INTRODUCTION:

This course explores the major themes of the French Revolution of 1789-1799 in the light of modern research. These include: the state of France on the eve of revolution, the crisis of the Old Regime, the Revolution of 1789, the Constituent Assembly’s reforms, the radicalization of the Revolution, the fall of the monarchy, the struggle in the National Convention, the role of the sans-culottes, the emergence of counter-revolution, the Terror, the collapse of the Jacobin dictatorship, and the subsequent efforts to establish political stability in France. The course also examines topics which sometimes receive less attention: the role of women, the upheaval in the Caribbean colonies, and the Revolution’s cultural dimensions. Throughout, the course places much emphasis on the historiographical debates regarding the nature and significance of the French Revolution.

The course’s format is two weekly seminars: you will be expected to participate regularly in these discussions. Every seminar includes general readings for the entire class and specific readings which will be assigned to individual students. Many of these are available on Course Reserves in the library or will be placed in an envelope taped to my office door.

TEXTBOOKS:


ASSIGNMENTS:

The first written assignment is a review of a book to be chosen from the list provided. This review should summarize the book’s contents, identify its central argument(s), assess the nature of its research, and suggest the work’s historiographical significance. An oral version of this review will be presented in an appropriate seminar which may precede the due date. The review should be approximately 1,000 words in length and must be submitted by **Monday, February 2**: late reviews will lose 2% per day. The principal assignment is a research essay on a topic of your choice related to the themes of the course. This essay should be approximately 3,500 words in length, should develop a cogent, well organized argument, and must use primary as well as secondary sources cited in proper footnotes or endnotes and listed in a proper bibliography at the end. It will be graded on the basis of its research, analysis, and composition (spelling, grammar, sentence construction, style, etc.). This essay must be submitted by **Monday, March 23**. Marks will be deducted from all late papers (2% per day) and no essay will be accepted after April 1. The course will conclude with a final exam based on material discussed in the seminars and on the assigned textbooks.

If you find yourself unable to meet any in-course requirement due to illness or compassionate reasons, please advise me in writing, with your name, address and e-mail contact. This should be done as soon as possible, preferably in advance of the due date but certainly not more than one week later. In most cases, I will request from you appropriate documentation of your inability to meet the requirement.

BREAKDOWN OF FINAL GRADE:

- Book Review 10%
- Oral Participation 30%
- Research Essay 30%
- Final Exam 30%

COURSE OBJECTIVES / LEARNING OUTCOMES:

1. By the conclusion of this course you will have a deeper understanding of the complexity and ambiguity of the French Revolution of 1789-99.

2. Your reading of assigned materials and your informed participation in seminar discussions will strengthen your appreciation of the nature and significance of historiographical debates.

3. Completion of the assigned essay will improve your abilities to carry out independent research of a topic, to formulate and to develop an argument based on this research, and to explain your ideas in clear and effective prose.
SOURCES ON RESERVE OR IN THE REFERENCE SECTION:

John Hall Stewart, ed., *A Documentary Survey of the French Revolution*, (Toronto, 1951) **DC 141.7 S84**

SOME INTERNET RESOURCES:


*Internet Modern History Sourcebook:*  
I. FRANCE ON THE EVE OF REVOLUTION: Part 1 (Jan. 5)


II. FRANCE ON THE EVE OF REVOLUTION: Part 2 (Jan. 7)


III IDEOLOGICAL ROOTS OF THE REVOLUTION (Jan. 12)

General Reading: Doyle, Oxford History, pp. 44-65.


REVIEW: David Williams, Condorcet and Modernity, (Cambridge, 2004) OR James Swenson, On Jean-Jacques Rousseau: Considered as one of the First Authors of the Revolution, (Stanford, 2000)

IV THE CRISIS OF THE OLD REGIME (Jan. 14)

General Reading: Doyle, Oxford History, pp. 66-96; Lefebvre, Coming, pp. 21-36, 49-72.

Hardman, Louis XVI, pp. 103-144.


V  THE REVOLUTION OF 1789  (Jan. 19)

General Reading:  Doyle, *Oxford History*, pp. 96-123; Lefebvre, *Coming*, pp. 73-100, 108-126, 142-166, 183-203.


VI  THE REGENERATION OF FRANCE  (Jan. 21)


          OR  Timothy Tackett, *Becoming a Revolutionary: The Deputies of the French National Assembly and the Emergence of a Revolutionary Culture (1789-1790)*, (Princeton, 1996)
VII  HISTORIOGRAPHICAL DEBATE: A BOURGEOIS REVOLUTION? (Jan. 26)


VIII  RADICALIZATION OF THE REVOLUTION (Jan. 28)

General Reading: Doyle, *Oxford History*, pp. 136-158


IX  THE FALL OF THE MONARCHY  (Feb. 2)  [1st Assignment Due]


REVIEW:  Rodney Allen, Threshold of Terror: The Last Hours of the French Monarchy in the French Revolution, (Stroud, UK, 1999)

X  THE STRUGGLE IN THE NATIONAL CONVENTION & THE TRIAL OF LOUIS XVI  (Feb. 4)


Mona Ozouf, “King’s Trial,” in Furet & Ozouf, eds., Critical Dictionary, pp. 95-106.


XI  THE ROLE OF THE SANS-CULOTTES  (Feb. 9)


XII  DECHRISTIANIZATION & REVOLUTIONARY CULTURE  (Feb. 11)


Winter Break  Feb. 16-20:   No Classes
XIII  THE ROLE OF WOMEN (Feb. 23)


Levy, Applewhite & Johnson, eds., Women in Revolutionary Paris, esp. pp. 87-96, 254-259 (Olympe de Gouges); 68-71, 123 (Etta Palm); 149-220 (Society of Revolutionary Republican Women)


XIV  THE VENDÉE & COUNTER-REVOLUTION (Feb. 25)


XV  REVOLUTION IN THE COLONIES  (Mar. 2)


XVI  THE “FEDERALIST REVOLT”  (Mar. 4)


XVII  THE EVOLUTION OF THE TERROR  (Mar. 9)


R.R. Palmer, Twelve Who Ruled:  (Carnot & the army), pp. 78-107;  (Couthon & Collot d’Herbois at Lyons), pp. 130-176; (Saint-Just & Herauld de Séchelles in Alsace), pp. 177-201; IX (Jeanbon & Prieur de la Marne in Brittany), pp. 202-224)


XVIII  MOULDING A NEW CITIZENRY  (Mar. 11)


XIX ROBESPIERRE & THE REPUBLIC OF VIRTUE  (Mar. 16)


Marissa Linton, “Do you believe that we’re conspirators?: conspiracies real and imagined in Jacobin politics, 1793-94,” in Campbell, ed., Conspiracy in the French Revolution, pp. 127-149


XX THERMIDOR  (Mar. 18)


Rudé, The Crowd in the French Revolution, pp. 128-141 (Thermidor), 142-159 (Germinal-Prairial).


XXI  THE RESURGENCE OF ROYALISM  (Mar. 23)  [Essay Due]


REVIEW:  Maurice Hutt, Chouannerie and Counterrevolution. Puisay, the Princes and the British Government in the 1790s, (Cambridge, 1983).

XXII  BABEUF & THE CONSPIRACY OF EQUALS  (Mar. 25)

General Reading:  Doyle, Oxford History, pp. 322-327.


Laura Mason, “Never was a plot so holy: Gracchus Babeuf and the end of the French Revolution,” in Campbell, ed., Conspiracy in the French Revolution, pp. 172-188.

XXIII THE DIRECTORY  (Mar. 30)


XXIV THE FRENCH REVOLUTION’S PLACE IN HISTORY  (April 1)


FINAL EXAM:  April 9  11:30am-1:30pm
E-mail Communication
As per University regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the university and its students.

When You Cannot Meet a Course Requirement
When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for Academic Consideration: http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml

Drop Date
The last date to drop one-semester Winter 2014 courses, without academic penalty, is Friday, March 6, 2014. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar: http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml

Copies of out-of-class assignments
Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Student Rights and Responsibilities
Each student at the University of Guelph has rights which carry commensurate responsibilities that involve, broadly, being a civil and respectful member of the University community. The Rights and Responsibilities are detailed in the Undergraduate Calendar: http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c14/c14-rights_respons.shtml

Academic Misconduct
The University of Guelph is committed to upholding the highest standards of academic integrity and enjoins all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. The Academic Misconduct Policy is detailed in the Undergraduate Calendar: http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml

Recording of Materials
Presentations which are made in relation to course work—including lectures—cannot be recorded in any electronic media without the permission of the presenter, whether the instructor, a classmate or guest lecturer.
**Resources**

The Undergraduate Calendar is the source of information about the University of Guelph’s procedures, policies and regulations which apply to undergraduate programs. It can be found at:

http://www.uoguelph.ca/registrar/calendars/undergraduate/current/

If you find yourself in difficulty, contact the undergraduate advisor in your program, or the BA Counselling Office: http://www.uoguelph.ca/baco/contact.shtml