HIST 3670
THE FRENCH REVOLUTION AND NAPOLEON
COURSE OUTLINE

Course Overview

Course Description. This course provides a comprehensive overview of the origins and development of the French Revolution and Napoleon, from the end of the Ancien Regime (1788) to the fall of Napoleon at the battle of Waterloo (1815). This may be offered as a Summer School course.

Course Rationale. The French Revolution and the Napoleonic Empire are considered to be the beginning of the modern era in European history. The principles of the Revolution, their diffusion through the French conquest and occupation of most of Western Europe, and the administrative model that was imposed on the conquered peoples of Europe had a tremendous impact (ideological, social, intellectual), not only on the development of the state but on the development of modern political movements in the 19th century, such as Socialism and Communism.

Course Objectives. Upon completion of this course students will be expected to: display understanding of the origins of the Revolution and its impact on French society between 1788-1815; display an ability to critically analyze primary and secondary documents in the history field; be able to critically discuss and research aspects of the Revolution and Napoleon in France and Europe; be able to bring historical knowledge to bear upon the understanding of present-day issues associated with Revolution, war, conquest, resistance, and collaboration.
Course Content. This course will present an overview of the French Revolution and the European wars it engendered between 1788-1815. Major topics to be addressed within this overview include: the Enlightenment; the origins of the Revolution; the impact of the Revolution on French and European societies; the Terror; the rise of Napoleon Bonaparte; the construction of the first French Empire; the reaction of both the European elites and the peoples of Europe to French conquest and the defeat of France by the allied powers.

Assumed Knowledge. 20 units in History at 1000 level or equivalent.

Course Evaluation. Student Evaluation of Course (SEC) surveys will be conducted at least every second time the course is offered. Normally, however, these surveys will be conducted every time the course is offered and may be supplemented by surveys designed and conducted by the course co-ordinator.

Contact Hours

Lecture for 2 Hour(s) per Week for Full Term
Tutorial for 2 Hour(s) per Week for 13 Weeks

Assessment Examination:

Class Class test, as specified in the course outline, 20%.
Essays / Written Assignments Two written assignments, which might include minor or major essays, tutorial papers, book reviews, essay proposals, bibliographies or other similar exercises as specified in the course outline, totaling 5,000 - 7,000 words, 60%.
Group/tutorial participation and contribution Class participation demonstrating preparation and involvement, worth 20%

Teaching Methods

Lecture
Tutorial

Callaghan Campus Timetable
HIST3670
THE FRENCH REV. AND NAPOLEON
Enquiries: School of Humanities and Social Science
Semester 1 - 2008
Lecture and Tutorial
Thursday 13:00 - 15:00 [V10]
and Friday 11:00 - 13:00 [GP1-30]
or Friday 9:00 - 11:00 [GP1-30]

Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.
Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
Faculty of Education and Arts  
School of Humanities & Social Science  

HIST 3670  
THE FRENCH REVOLUTION AND NAPOLEON  

Important Additional Information

Background
This course provides a comprehensive overview of the origins and development of the French Revolution and Napoleon, from the end of the Ancien Regime (1788) to the fall of Napoleon and the battle of Waterloo (1815).

The Revolutionary era is one of the most exciting periods in Modern European History. It is also one of the most controversial and most written about. Unlike the revolutions that took place in England and America, the French Revolution had enormous political and social consequences outside of the country in which it took place. Europe and the world still reverberate to the sounds of the “Marseillaise” and the Declaration of the Rights of Man, and they still talk about Napoleon Bonaparte. This course focuses not only on the political and social changes which took place in France during the revolutionary period, but also the changes that occurred as a result of the Revolution being taken abroad, first by the revolutionaries then by Napoleon. As a side issue, this course also examines “revolutions” in a more general sense — why do they take place, who takes part in them, do they always degenerate into violence and how do they end?

A twenty unit course has four contact hours per week. There are two, one hour lectures, and one two-hour seminar.

Lectures  
Thursday, 1.00-3.00 pm, V10

Seminars  
Friday, 9-11 am, GP1-30  
OR  
Friday, 11 am-1 pm, GP1-30

Seminars and group work form the most important part of the course. They look at a selection of themes and problems, and are the equivalent of practical work in chemistry. They are your chance to experiment, to work out your ideas, to put different elements of a problem together — who knows, you may even cause some explosions. You must, therefore, come to seminars armed with your notes, having already thought about what you’re going to say. You may change your mind — or you may convince others of your point of view.

Seminars are centred on group work and adopt a problem based learning approach, that is, students are required to find the answers to key questions that the course co-ordinator will help you formulate. The manner in which these sessions will be run will be discussed in detail in the first seminar.

Twenty percent of your overall mark is based on seminar participation of one sort or another. You should take this into consideration when calculating your workload. Students must attend on a regular basis in order to complete the requirements of the course. Absences from tutorials should be accompanied by evidence of illness or misadventure. A minimum of 80% tutorial attendance
is expected. Students who miss more than three tutorials will be required to submit an extra essay. A student whose attendance record in less than 50% is considered not to have fulfilled the course requirements.

You are expected to come to seminars prepared to discuss the issues involved. The mark for seminar participation is based upon the student’s ability to take part in class discussions. No mark is given for class attendance.

In the following pages you will find that each seminar is centred around a theme. A list of readings is provided that will help you find the answers to those themes. You will find the books and articles in the short loans section of the Auchmuty Library. You are encouraged to read something that is of interest to you and to come to class prepared to share your findings with the other students.

How much reading should you do?

A lot. It is vital that you should read a variety of works, otherwise you will get a one-sided view of the topic. You must be able to join in a discussion on the questions given, and you should do enough reading to give you the necessary information and confidence.

Method of Assessment

The assessment has been divided along the following lines:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Research essay (4000 words)</td>
<td>40%</td>
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<tr>
<td>Minor essay (2000 words)</td>
<td>20%</td>
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<tr>
<td>Trial (equivalent of 2000 words)</td>
<td>20%</td>
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<tr>
<td>Group participation</td>
<td>20%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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1. All students are required to submit a minor essay based on one of the Seminar topics, one week after that particular seminar.
2. All students are required to submit a major essay chosen from the list at the back of the course guide.
3. All students are required to take part in the Trial.

The Trial

At the end of the course we will put the French Revolution and Napoleon on trial. The purpose of the re-enactment is to deepen our understanding of the issues involved. Each class member will be assigned a role as an historical personage involved in these events whose reactions to the debate would typify those of an important group at the time.

Each class member will research his/her role and be prepared to perform “in character” during the re-enactment.
Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)
- **By arrangement with the relevant lecturer,** assignments may be submitted at any Student Hub located at:
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah
- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

**NB:** Not all of these services may apply to the Port Macquarie Campus.

- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments:** It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

**Online copy submission to Turnitin**

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

- Research essay
- Minor essay

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

**Penalties for Late Assignments**

Assignments submitted after the due date, without an approved extension of time will be penalised by the **reduction of 5% of the possible maximum mark** for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted **more than ten days** after the due date will be awarded **zero marks**.


Special Circumstances

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ http://www.newcastle.edu.au/policylibrary/000641.html

No Assignment Re-submission

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.

Preferred Referencing Style

In this course, it is recommended that you use the Chicago style referencing system for sources used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

Refer to the instructions at the end of this course guide.

Student Representatives

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

Student Communication

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ http://www.newcastle.edu.au/currentstudents/index.html

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<th>Grading guide</th>
<th>Mark Range</th>
<th>Description</th>
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<tr>
<td>49% or less</td>
<td>Fail (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
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<td>50% to 64%</td>
<td>Pass (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
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<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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<td>Date</td>
<td>Seminars</td>
<td>Lectures</td>
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<td>Week 1</td>
<td>No seminars this week</td>
<td>Introductory Lecture</td>
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<td>Week 2</td>
<td>Introductory seminar</td>
<td>A. Ancien Régime France</td>
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<td>B. Ancien Régime France</td>
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<td>Week 3</td>
<td>Ancien Régime France</td>
<td>A. The Decline of the Monarchy</td>
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<td>B. The Calling of the Estates-General</td>
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<td>Week 4</td>
<td>The Nobility, the Parlements and the Pre-revolution</td>
<td>A. The Urban and Rural Revolt</td>
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<td>B. The End of the Moderate Revolution</td>
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<td>Week 5</td>
<td>Rural and Urban Revolt</td>
<td>A. The Rise of the Republican Movement</td>
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<td>B. The War Against Europe</td>
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<td>Week 6</td>
<td>Religion and the Church</td>
<td>A. The Fall of the Monarchy</td>
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<td>B. The Struggle for Power</td>
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<td>Week 7</td>
<td>Radical Politics and the People</td>
<td>A. The Fall of the Girondins</td>
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<td>B. The Dominance of the Sans-culottes</td>
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<td><strong>Mid-Semester Recess</strong></td>
<td><strong>Monday, 14 April to Friday, 25 April</strong></td>
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<td>Week 8</td>
<td>The Terror</td>
<td>A. The Dictatorship of the Committee of Public Safety</td>
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<td>B. The Fall of Robespierre and the End of the Terror</td>
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<td>Week 9</td>
<td>The Rise of Napoleon</td>
<td>A. The Bourgeois Republic</td>
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<td>B. Brumaire: The Acquisition of Power</td>
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<td>Week 10</td>
<td>Napoleonic France: Order and Stability</td>
<td>A. The Fabrication of Power</td>
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<td><strong>Major Essay Due</strong></td>
<td>B. Founding an Empire: The Conquest of Europe</td>
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<td>Week 11</td>
<td>Napoleon’s Conquest of Europe</td>
<td>A. The Peninsular War</td>
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<td>B. The Invasion of Russia</td>
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<td>Week 12</td>
<td>The Fall of Napoleon</td>
<td>A. Napoleon’s Fall from Power</td>
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<td><strong>Trial preparation</strong></td>
<td>B. The Nature of Napoleonic Imperialism</td>
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<tr>
<td>Week 13</td>
<td><strong>Trial preparation</strong></td>
<td>A. The Impact of the Revolution and Napoleon on France and Europe</td>
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<tr>
<td>Week 14</td>
<td>The French Revolution and Napoleon on Trial</td>
<td><strong>Conclusion</strong></td>
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READING LIST

You are expected to read extensively and to become acquainted with the works of the major historians and with the major historiographical debates. The list below is meant to serve as a guideline; there are fuller reading lists attached to the seminar topics and, of course, you should take the initiative to delve into the library and read whatever you find of interest there. All of the books and articles mentioned in the seminar reading lists are held on short loan or on three-day loan.

Textbooks

are available for purchase at the University Bookshop.


Highly recommended reading


Other recommended texts

On the French Revolution


On Napoleon and the Empire


**Biographies**

**For the Revolution**


**On Napoleon**


**Primary Sources**


**Recommended Web Sites (containing documentary sources)**


Reference guides
There are a number of good dictionaries that you should consult whenever you are unsure about an individual or an event that you are reading or researching.


Other useful general histories


Seminar Programme

Week 1

There is an introductory lecture this week.

There are no seminars this week
Week 2

Introductory seminar this week

The first seminar will mainly be concerned with explaining what the course is about and answering any questions you may have. This is the first time that you will meet your tutor and the other people in the class with whom you will be working for the next three months. So, we will take a little time out to find out what the tutor expects of you, what the course is about and, just as importantly, what you expect from the tutor and the course.
Week 3

The Ancien Régime: Government and Society

The problem
An analysis of pre-revolutionary French society is necessary if we are to understand how the Revolution came about and if we are to appreciate the extent of the changes which occurred after 1789. This seminar will concentrate on the social and administrative structures of France under the Ancien Régime and will look at some of the problems that it was faced with. By the end of your readings you should be familiar with the monarchy and the manner in which the king ruled; the nature and structure of French society, especially the parts played in it by the nobility and the bourgeoisie; and whether France was any more or less stagnant than other European societies.

Seminar themes
Why was the French monarchy unable to impose badly needed reforms during the years leading up to 1789?

Do ideas make revolutions?

The Government
John Hardman, French Politics, 1774-89 (London, 1995), esp. chs. 9 and 10 on the king and queen, and 11 and 12 on the monarchy and politics.
Annie Moulin, Peasantry and Society in France since 1789 (Cambridge, 1991), pp. 4-23.

Society and the Economy
David Andress, French Society in Revolution (Manchester, 1999), ch. 1.
The Enlightenment


Timothy Tackett, Becoming a Revolutionary: the deputies of the French National Assembly and the emergence of a revolutionary culture (Princeton, N. J., 1995), ch. 2.

Week 4

The Nobility, the Parlements and the Pre-Revolution

The problem

Supreme paradox, it was the privileged classes that instituted the chain of events leading to the Revolution which saw their downfall. This at least was the commonly accepted interpretation amongst Marxist historians up until the 1960s. But is this an adequate explanation? Certainly the members of the Parlements, the courts of justice, were the first to speak publicly of fundamental rights and liberties and it was they who clamoured for the convocation of the Estates-General when faced with what they considered to be ‘ministerial despotism.’ But did they for all that cause the Revolution?

Seminar themes

Was the conflict between the nobility and the bourgeoisie before 1789 a class conflict?

How responsible were the personal failings of Marie-Antoinette and Louis XVI for the outbreak of revolution in 1789?

To what extent do the cahiers suggest that a revolution had occurred in the minds of the French people before 1789?

The Nobility and the Parlements

David Andress, French Society in Revolution (Manchester, 1999), ch. 2.
William Doyle “Was there an aristocratic reaction in pre-revolutionary France,” Past and Present, 57 (1972), pp. 97-122.
P. M. Jones, Reform and Revolution in France: The Politics of Transition, 1774-91 (Cambridge, 1995), ch. 5.
D. M. G. Sutherland, France 1789-1815: Revolution and Counter-Revolution (London, 1985), chs. 1 and 2.
Michel Vovelle, The Fall of the French Monarchy (Cambridge, 1984), pp. 73-98.
The Bourgeoisie

Robert Darnton, “A bourgeois puts his world in order: the city as text,” in The Great Cat Massacre and Other Episodes in French Cultural History, pp. 105-140.


S. Scott & B. Rothaus, eds., Historical Dictionary of the French Revolution (Westport, Conn., 1984), article on the “Bourgeoisie”.

Louis XVI and Marie-Antoinette


Antonia Fraser, Marie Antoinette (London, 2002).


Week 5

Urban and Rural France in Revolt: 
Peasant and Worker Mentality in 1789

The problem

There is no doubt that the peasant revolts during summer of 1789 helped bring about the end of the Ancien Régime but there is complete disagreement about why these revolts took place. According to the French Marxist historian, Albert Soboul, the peasantry revolted in order to free themselves from a repressive feudal society. The revisionist historian, François Furet, on the other hand, argues that this interpretation is greatly exaggerated and asserts that the aristocracy served as a scapegoat for the peasantry. Which interpretation is right, or do both contain an element of historical truth? How does one explain the outbreak of peasant violence in 1789? The “popular revolt” also spread to Paris. Was the storming of the Bastille part of a national uprising or simply a Parisian riot?

Seminar theme

Why did the Revolution become a popular movement by the summer of 1789?

The Peasantry

David Andress, *French Society in Revolution* (Manchester, 1999), ch. 3.
Arthur Young, *Travels in France in the Years 1787, 1788 and 1789* (Cambridge, 1929).

The Palais Royal

Arthur Young, *Travels in France in the Years 1787, 1788 and 1789* (Cambridge, 1929).
**The Storming of the Bastille**


Week 6

The Catholic Church
and the Civil Constitution of the Clergy

The problem

Just as the revolutionaries attempted to transform the State’s administrative and financial apparatus, so too did they attempt to transform the Church into a temporal institution. The Revolution’s answer to the Church was the Civil Constitution of the Clergy, introduced in June 1790. This was the most controversial of all the reforms introduced by the Constituent Assembly. The Revolution’s treatment of the Church forced many of its members into the counter-revolution and linked republicanism with anti-clericalism for more than a century to come. Where did the Assembly go wrong? Were the deputies motivated by practical or ideological reasons?

Seminar theme

Was a clash between the Church and the Revolution inevitable?

The Church


Philip Dwyer, Talleyrand (London, 2002), ch. 2.


Week 7

Blood and Bread:
Radical Politics and the People

The problem
The year 1793 was the apogee of what some historians have called ‘The Great Revolution.’ It was the year when the sans-culottes came into their own, the year when ‘St. Pike’ was venerated. It was also the year when the Revolution had its back to the wall and when it looked as though things would go badly. It is almost axiomatic to say that in such circumstances politicians become radical and politics becomes extreme. Although the popular movement was incredibly violent and full of contradictions, it nevertheless represented the social and political aspirations of the people, aspirations that inevitably came into conflict with those of the bourgeoisie. The revolt of the people is one point on which historians will not only diverge on ideological grounds but on relatively simple questions like whether it was a good or bad thing, whether it was avoidable or inevitable, indeed whether one should have even tried to avoid it.

Seminar theme
Who were the sans-culottes and what kind of Republic were they struggling for?

Paris and the Sans-culottes

David Andress, French Society in Revolution (Manchester, 1999), ch. 5.


Week 8

The Terror: Defence or Paranoia?

The problem

The fall of the monarchy did not resolve the problems that the Revolutionary government was faced with. On the contrary, the dangers emanating outside of France as well as within became even greater. Unity, which could have been achieved using the monarchical principle as a rallying force, was now impossible. Mirabeau was dead, Lafayette had deserted, Barnave had been relegated to the background and the Girondins were no longer able to control the popular movement. The Revolution seemed to be lost, all the more so since the Prussians were on French soil and were approaching Paris. This was the backdrop to the beginning of the darkest chapter in the Revolution, but is it an adequate explanation of why the Terror came about?

Seminar theme

Was the Terror an aberration or an emergency response to the threat of foreign invasion and counter-revolution?

The Terror

David Andress, *French Society in Revolution* (Manchester, 1999), ch. 7.


Robespierre

Norman Hampson, The life and opinions of Maximilien Robespierre (London, 1974).  
Colin Haydon and William Doyle (eds), Robespierre (Cambridge, 1999).  

The 9 Thermidor

John Hardman, Robespierre (London, 1999), esp. ch. 11.  
Martyn Lyons, France under the Directory (Cambridge, 1975), ch. 1.  
Week 9

The Rise of Napoleon Bonaparte

The problem

On 9-10 November 1799 (18-19 Brumaire, year VIII), the government of the Directory was overthrown by a military coup and Napoleon became First Consul. He was thirty years of age and was poised to become master of France. To some historians, this event represents a disaster for the French people since it was the beginning of a military dictatorship that, it is argued, destroyed a budding democracy. To others, he restored the French people’s confidence in the future and brought order to a chaotic, violent and faction ridden country. The people of Paris, in any event, tired of so many political upheavals, did not react. Was the coup of Brumaire simply another in a long line of coups, or was it a break from the revolutionary tradition? How did the common people in France react to the rule of Napoleon?

Seminar themes

What kind of man was Napoleon? What were some of the cultural and political factors that influenced the formation of his personality?

Was Napoleon’s rise to power an accident, the consequence of his own unique genius, or more the consequence of deep-rooted forces in French history?

Napoleon’s Early Years


The First Italian Campaign, 1796-97


Owen Connelly, *Blundering to Glory: Napoleon’s military campaigns* (Wilmington, Del., 1987), ch. 1.


Egypt


The Road to Brumaire

David Andress, *French Society in Revolution* (Manchester, 1999), ch. 8.
Malcom Crook, *Napoleon comes to power: Democracy and dictatorship in revolutionary France, 1795-1804.* (Cardiff, 1998), ch. 3.

Reactions to the Coup of Brumaire

Week 10

Napoleonic France: Order and Stability

The problem

The Republican Consulate ended with the proclamation of the hereditary Empire in May 1804, and was symbolically transformed into an empire with the crowning of Napoleon in December of that same year. The First Empire, as it came to be known, was made up of French, but also of many non-French speaking departments and was to reach its maximum point of expansion around 1811. In order to keep the heterogeneous nature of the Empire together, it was necessary to introduce a uniform administration and laws. It was these “tools of conquest”, as Stuart Woolf calls them, that enabled the Napoleonic expansion to be carried out so effectively. This week we are going to look at a number of different branches of this militaro-administrative complex and discuss what role each of these parts played in the formation of the Empire.

Seminar themes

How did Napoleon consolidate his personal power in the years after Brumaire?

Why did Napoleon introduce the empire in 1804?

Napoleonic France


The Plebiscite


The Opposition

The Concordat


The Civil Code and the Administration


Week 11

Napoleon’s Conquest of Europe

The problem

Stuart Woolf argues that Michael Broers argues that it was Napoleon’s frustration with some of the smaller European powers to implement the blockade against Britain that led him to expand the empire. One could reasonably argue, therefore, that it was Britain’s refusal to accept French hegemony on the Continent that caused the Napoleonic wars to go on for such a long period of time. I would argue, on the other hand, that Napoleon was driven to conquer Europe for deep-seated psychological reasons that we may never understand.

Seminar themes

Did Napoleon attempt to create a 'united' Europe?

Was he driven to conquer Europe for personal or for political-economic reasons?

Conquest


Michael Broers, Europe under Napoleon (London, 1996), ch. 1.


Philip Dwyer, Talleyrand (London, 2002), ch. 4.

Geoffrey Ellis, Napoleon (London, 1997), ch. 4.


The Continental Blockade


Michael Broers, Europe under Napoleon (London, 1996), pp. 144-64.


Felix Markham, Napoleon (London, 1963), ch. 10.
Week 12

The Fall of Napoleon

The problem

Although the empire continued to grow until about 1811, there was a marked decline in Napoleon’s military success from about 1808 onwards. Among the causes are his two greatest strategic mistakes — the Spanish and Russian campaigns. Both were brought about by his obsession with enforcing the Continental Blockade. Also, by the time Napoleon had reached the age of forty his physique and character had changed considerably. Although he was still a hard worker, he had become tired and sick. He was still in possession of his intellectual skills and had a prodigious memory, but power had transformed him. As First Consul he had listened to people and taken their advice, but as the Empire progressed and as some of the more capable men in his entourage were either killed or left him, his egoism and an over exaggerated confidence in his own abilities led him to make some disastrous decisions. He tolerated criticism less and less, believed that he was always right.

Seminar theme

How significant was the role played by guerrillas in bringing about the defeat of the French in Spain?

What possessed Napoleon to take on Russia and think that he could win? The only other person to have invaded Russia was Hitler. Can a comparison be made between Napoleon and Hitler in their desire for European/world domination?

Why did Napoleon return from Elba? Why did the allies allow the restoration of the Bourbon monarchy? What was the logic behind the new division of Europe in 1814-15.

How much did France and Europe change in the years 1799 to 1815 under Napoleon’s rule? What impact did Napoleon have on France and Europe?

The Spanish Guerrillas

Owen Connelly, Blundering to Glory (Wilmington, Del., 1987), ch. 7.


Felix Markham, Napoleon (London, 1963), ch. 11.


The Invasion of Russia

Owen Connelly, Blundering to Glory (Wilmington, Del., 1987), ch. 10.


**The Hundred Days**

Seminars this week will be devoted to preparation for the trial.
Week 14

Napoleon on Trial

The object of this exercise is to put into practise what you should have learnt during the semester. You will put the French Revolution and Napoleon on trial. Half the class will take the ‘defence’ side, arguing that the Revolution was a great achievement that brought democracy, and modernity, to the rest of Europe and the world. The other half will take the ‘prosecution’ side, arguing that the Revolution was a waste of time and that more people suffered than benefited from “Liberty, Equality, Fraternity, which ring like empty phrases in the face of so much destruction and loss of life. Students will act out the roles of witnesses, prosecution, defence, etc.

Each class member will research his or her role and be prepared to perform ‘in character’ during the re-enactment.

You will have to do some research in the library to obtain the necessary background on your ‘character’. You should be prepared to look for additional sources on your own.

ATTENDANCE AT THE TRIAL IS OBLIGATORY!!!

Students missing the day of the trial will have to complete a substantial research paper.

For the Trial — Please Note

1. Each class member will research his/her role and be prepared to perform ‘in character’ during the re-enactment.

2. Each side must call all its witnesses. It is not necessary, however, that each witness be cross examined. When being questioned, the witnesses MUST
   a) Keep to the facts. This is a trial so no speechifying or flowery rhetoric will be tolerated.
   b) Not invent material. If the court finds that the witness does not know his/her material, he/she may be asked to stand down, eventually incurring a loss of points.
   c) Not put on a phoney French or other accent.

3. When advocates are conducting questioning they MUST:
   a) Ask direct questions in order to receive direct answers. Do not ask leading questions.
   b) Not badger the witness.

4. Each side may bring notes, books, journals, articles, etc. to the trial and may have them available at the lead advocate’s table. No notes will be allowed on the witness stand although advocates may bring notes to the podium if they desire.
Witnesses

You may choose to represent any historical character (after consultation with the course coordinator), but here is a list of suggestions:

FOR THE PROSECUTION:
  Condorcet — scientist and revolutionary
  Alexander I of Russia — Tsar of Russia
  The marquise de La Tour du Pin — noble
  Louis XVI — King of France
  Marie-Antoinette — Queen of France
  Jacques Necker — Louis XVI’s finance minister
  The Pope (Pius VI and VII)
  Frederick William III — King of Prussia
  Talleyrand-Perigord, Charles Maurice de — Napoleon's Foreign Minister
  Wellington — British general
  A soldier
  A (German or Spanish or Italian) peasant

FOR THE DEFENCE:
  Napoleon Bonaparte — Emperor of France
  Georges Danton — deputy, revolutionary
  David, Jacques-Louis — artist
  Joseph Fouché — revolutionary, minister of Police
  Olympe de Gouges — feminist revolutionary
  Jean-Paul Marat — extreme left-wing revolutionary
  Jacques Ménétra — a Parisian worker
  Count Mirabeau — noble, revolutionary
  The abbé Sieyès — deputy, revolutionary
  Maximilien Robespierre — member of Committee of Public Safety
  A soldier
  A peasant
## Issues to Consider

<table>
<thead>
<tr>
<th>PROSECUTION</th>
<th>DEFENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Constitution of the Clergy</td>
<td>Concordat</td>
</tr>
<tr>
<td>Imprisonment and execution of opponents</td>
<td>Code Napoleon</td>
</tr>
<tr>
<td>War with Britain in 1803</td>
<td>Treaty of Amiens</td>
</tr>
<tr>
<td>Censorship</td>
<td>Tax reform</td>
</tr>
<tr>
<td>Conscription</td>
<td>Efficient government</td>
</tr>
<tr>
<td>Condition of poor</td>
<td>Careers open to men with talent</td>
</tr>
<tr>
<td>Condition of the working classes</td>
<td>Emancipation of Jews</td>
</tr>
<tr>
<td>Peoples of Europe were exploited and oppressed</td>
<td>Constitutions/Liberalism to Europe</td>
</tr>
<tr>
<td>Constant war (atrocities, death toll)</td>
<td>Abolition of feudalism in conquered areas</td>
</tr>
<tr>
<td>Destruction of France's economy</td>
<td>Religious toleration</td>
</tr>
<tr>
<td>Invasion of Spain, Russia</td>
<td>Condition of the peasantry</td>
</tr>
<tr>
<td>Stance towards women</td>
<td>Promoted Science</td>
</tr>
<tr>
<td>No creativity in the arts</td>
<td>Louvre/Opera</td>
</tr>
<tr>
<td>Immoral foreign policy</td>
<td>Restored order</td>
</tr>
<tr>
<td>Nationalism</td>
<td>Process to unify Germany/Italy (sort of)</td>
</tr>
<tr>
<td>The Revolution was a waste of time (France would have become a modern, democratic state eventually)</td>
<td>The Revolution became a beacon of hope for the oppressed peoples of the world</td>
</tr>
</tbody>
</table>
Trial Format

INSTRUCTIONS FROM THE TRIBUNAL

OPENING ARGUMENTS:
  Prosecution
  Defence

CASE FOR THE PROSECUTION:
  Examination
  Cross-Examination
  Re-direct

RECESS FOR LUNCH

CALL TO SESSION

CASE FOR THE DEFENCE:
  Examination
  Cross-Examination
  Re-direct

CLOSING ARGUMENTS:
  Prosecution
  Defence

DELIBERATION

VERDICT

ADJOURNMENT TO GODFREY TANNER BAR
Trial Rules

Since I do not want the focus of this exercise to be on the ‘procedure’ of the trial, there are some ground rules that should be observed.

A. Grounds for Objection
   1. Germane: The question is beyond the bounds of due consideration, immaterial to the case at hand. Particularly pertinent during cross-examination when witness is asked to answer questions/address issues not raised in examination.
   2. Hearsay: A matter to which the witness was not a direct witness.
   3. Badgering: Abusive conduct intended to coerce statements evidencing a reckless disregard for the truth or the dignity of the witness or the court.

B. Sanctions
   1. Warning
   2. Silencing of witness/lawyer
   3. Citation of contempt and removal to the gallery
   4. Expulsion — leading to a deduction of points from your mark

C. Requests to approach the bench should only be done in extreme cases

D. Requests for recess — Each side may request one 5-minute recess.
Major Essay Topics

Make sure you read this before you begin

The Major Essay is the most important work you will have to submit this semester. It is worth 40% of the total mark. You should, therefore, take the preparation of the essay very seriously, allow plenty of time to carry out the research, and submit a thoughtful and well-organized piece of work. Given that you have so many weeks to write it in, we will expect a work of the highest standard and will mark it accordingly.

This essay should be regarded as a research essay, that is, one of the criteria on which you will be judged will be your ability to find relevant material. Your research will inevitably take you to the library, where you will find as much material as possible. Hopefully the library orientation exercise that you completed in the early part of the year will hold you in good stead. If you haven’t been on one and are lost, then book your name in for a guided tour as soon as possible. If you are still experiencing difficulties finding the material you need, consult the library staff or your tutor.

Submission deadline — 5 p.m., Friday, Week 10.

Please Note

1. I will be suitably impressed, and inclined to raise your grade, if you incorporate materials not on the reading list.
2. Where possible, primary sources must be included in the essay.
3. The minimum requirement for the bibliography is six books and two articles.
4. You should consult the section ‘Writing a History Essay’ in the Liberal Arts undergraduate handbook for the correct way to format your essay. This is particularly important for the footnotes and the bibliography.
5. Remember, this essay counts for 40% of your grade. If you need an extension, ask the course coordinator, who will then decide if you have a suitable excuse. Work commitments are not taken into consideration. Late essays are penalised 10% per week or part thereof.
1. The Nobility

Why and in what proportions, did the members of the nobility emigrate in 1789-95? How extensively did the nobility suffer as a result of the Revolution?

Primary source

Secondary sources

2. Working Women

Why did the working women of town and country participate in the Revolution? Do you agree with the last paragraph in Olwen Hufton’s article?

Secondary sources

3. Art and the Revolution

To what extent may Jacques-Louis David’s artistic work be understood as political propaganda?

Secondary sources
J. Lindsay, *Death of the Hero* (London, 1960), chs. 5-8.
A. Schnapper, *David* (New York, 1982), ch. 4.
4. The Poor

How did the destitute survive before the French Revolution? In what ways did the Revolution improve or worsen their situation?

Secondary sources
C. Fairchilds, *Poverty and Charity in Aix-en-Provence* (Baltimore, 1976), chs. 1, 4-7, and conclusion.

5. The Jews

What measures did revolutionary assemblies take in the years 1789-95 to ensure equality for Jews? To what extent had they been emancipated by 1795?

Secondary sources

6. The Peasantry

Why did the Peasantry revolt in the summer of 1789? To what extent had their grievances been met by 1799?

Primary source

Secondary sources
7. Slavery
Why was slavery abolished? Why did Napoleon reintroduce it in 1802?

Secondary sources
Sue Peabody, “There Are No Slaves In France”: The Political Culture of Race and Slavery in the Ancien Regime ( )

8. The Revolution and the Church
Why did the Civil Constitution of the Clergy antagonise so many parish priests? What effects had the Revolution had on the Church and its clergy by 1795?

Primary sources

Secondary sources
J. McManners, The French Revolution and the Church (London, 1969), chs. 2-12. ch. 5 is especially good.
Michelle Voelle, The Revolution Against the Church: from reason to the Supreme Being (Columbus, 1991), chs. 1-6.

9. Urban Working Class
Compare the ideology of the Parisian workers in 1789, 1793 and 1795. How would you account for the apparent changes?

Primary sources

Secondary sources
10. Feminism

What demands for Women’s rights were made in Paris in 1789-94 and by whom? Who opposed these demands and why?

Primary sources

D. G. Levy, et al., *Women in Revolutionary Paris*, ch. 2 (nos. 2, 3, 4 and 10), ch. 3 (nos. 5 and 6), ch. 4 (nos. 7, 8, 13, 19, 20 and 21).

Secondary sources


R. B. Rose, *The Enragés*, chs. 5-6.


11. The Terror

What were the aims of the Terror? Was the revolutionary violence of 1793-1794 essentially a direct and proportionate response to the threat of counter-revolution?

Primary source


Secondary sources


12. The Army and Warfare

What were the major changes in the structure and composition of the French army in the years 1789-95? Were these changes the major reason why revolutionary armies were successful in 1792-95?

Primary source


Secondary sources

Alan Forrest, *The Soldiers of the French Revolution* (Durham, 1990), Chs, 1-3 and conclusion.


J. Lynn, *The Bayonets of the Republic* (Urbana, 1984), chs. 3, 8, 9 and conclusion.


13. Robespierre

How satisfactory is Wajda’s depiction of Robespierre and his role in *Danton*?

**Primary source**


**Secondary sources**


14. Gender and Sexuality

To what extent did the French Revolution cause changes in attitudes towards gender roles and sexuality? Are the continuities more important than the changes?

**Primary source**


**Secondary sources**

15. Napoleon

Was Napoleon the heir to the French Revolution? (Discuss also in terms of exporting the Revolution to the rest of Europe.)

Secondary sources


David Jordan, Malcom Crook, Napoleon comes to power: Decomcracy and dictatorship in revolutionary France, 1795-1804. (Cardiff, 1998).


16. Napoleon and the Church

Why did Napoleon negotiate a Concordat with the Catholic Church?

Secondary sources


Martyn Lyons, Napoleon Bonaparte (London, 1994), ch. 7.


Frank J. Coppa, Controversial Concordats: The Vatican’s Relations with Napoleon, Mussolini, and Hitler (London, 1999).


17. The *notables*

What was the relationship of the *notables* to the Napoleonic regime? Why did Napoleon create a new nobility in 1808? Did the French elites support the regime or finally betray it?

Secondary sources


18. Conscription

To what extent did conscription penetrate the lives of ordinary men in France and Europe? Why did responses to it vary from open revolt to submissive acceptance? (Take into account the methods used to evade conscription, the government’s steps to repress opposition.)

Secondary sources


E. Arnold, ‘Some observations on the French opposition to Napoleonic conscription, 1804-1806’.


A. Grab, ‘State power, brigandage and rural resistance in Napoleonic Italy’, *European History Quarterly* 25 (1995),

Instructions for Referencing


1. **Use underlining, not an italic typeface, to indicate italics.**

2. **The entire paper**, including all extracts (block quotations) within the text, all notes, and all appendixes, tables, and figure legends, **must be double spaced**. Allow wide margins of about four centimetres on all sides. Wide margins and a full double space between lines are needed to provide room for comments.

3. **Page numbers** should appear in the top right-hand corner of each page, and the first page of text should be numbered page 2.

4. **Block quotations should generally be restricted to quoted material of more than 100 words.** Shorter quotations should usually be run into the text. **Quotation marks should always be double**, not single; single quotation marks may be used only to set off quotations within quotations. **Periods and commas at the end of quotations should always appear inside, not outside, the closing quotation mark.**

5. **Notes** must be provided in the paper in the form of footnotes. They should be typed with full double spacing and in the same font size used for the text, and they should begin on a separate page following the text. Footnotes placed at the end of the paper are not acceptable. For examples of note style, see below.

**Note Style**

**Journal article:** Author’s name; article title in quotation marks; journal title in full, underlined; volume number; year of issue; inclusive page numbers of article; specific page(s) cited, if applicable.

Example:

Subsequent citations:

**Book:** Author’s name (or editor’s name, if no author); book title, underlined; city of publication; year of publication; specific page(s) cited, if applicable. (Note: publishers’ names are not included.)

Examples:

Subsequent citations:

**Other examples**

**Book in a series:**
Subsequent citations:

**Translated book:**

Subsequent citations:

**Multivolume work:**

Subsequent citations:

**Chapter in an edited book:**

Subsequent citations:

For more detailed information on note forms, see *The Chicago Manual of Style*, 15th ed., chap. 17.