

University of Wisconsin-Stevens Point
Department of History
Dr. Nancy-LoPatin-Lummis

History 361
France: Enlightenment, Revolution and Napoleon

MW 9:30-10:45
224 CCC

Office hours:
MW 8-9:15 and by appointment

455 CCC
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Course objective: to critically examine the causes and nature of the French Revolutionary era (1788-1815) and the impact the event has had on modern history in France, its colonies, Europe, and the world.



Course Learning Outcomes:

- Describe and analyze major events and historical trends in the history of France, 1770-1815.
- Summarize, explain and synthesize the content of textbooks and, monographs and primary sources.
- Connect historical knowledge to ideas, specifically on the role of civil liberties in the political world.
- Utilize media such as plays and film to understand and enhance historical knowledge.

As an **Interdisciplinary Studies GEP** course, there are these additional learning outcomes. We are combining learning outcomes from Arts, Humanities and Historical Perspectives categories of the GEP.

Students, therefore, will

- Describe, analyze or critique creative works utilizing knowledge of relevant aesthetic criteria or stylistic forms. (Arts LO2)
- Read closely, think critically, and write effectively about texts...that reflect on perennial questions concerning the human condition (such as...the struggle for justice, equality, and human dignity). (Hum LO1)
- Use primary sources as evidence to answer questions about historical change. (HP LO1)
- Analyze institutional and cultural changes in one or more human societies over time. (HP LO 3)

And students will

- Identify an issue or question related to the interdisciplinary course(s), and describe what each discipline contributes to an understanding of that issue. (IS LO1)
- Explain the benefits of being able to combine these contributions.(IS LO2)

Course readings:

At text rental: Owen Connelly, *The French Revolution and the Napoleonic Era*, Third Edition.

At bookstore for purchase:

Lynn Hunt, ed., *The French Revolution and Human Rights, A Brief Documentary History*, Bedford/St. Martin's

Georg Buchner, *Danton's Death*, Wordpress

Course requirements:

- **Attendance and classroom participation are mandatory. (15%)** I take attendance at every class. If you miss a class, you are responsible for finding out from a classmate what happened in class (including any announcements), hand in any material due, check on deadlines that may have changed and get up to date. Attendance is part of your grade. I will calculate a numerical grade averaged from classes attended /classes held. Excused absences included documented illness, documented car trouble and a university-related event (with documentation). Family vacations, standing up at a wedding, etc., are not excused absences. If you are not in class, you cannot participate. If you do not do the reading, especially the play, you cannot participate. The quality of the class is dependent on **your participation**.

- **Midterm exam of IDs and essays (distributed in advance for preparation) (15%)**
- **An individual and group documentary analysis/presentation** from Hunt, *The French Revolution and Human Rights, A Brief Documentary History* (15% each=30%)*
- **One comparative analysis of theatrical depiction of history using the play *Danton's Death* and the film *Danton*. (15%) More details to follow.**
- **A final exam (25%)**

How grades are determined for essay exams, reviews, primary document papers and group presentations:

A (93-100): demonstrates excellent command of historical knowledge (ideas, names, places, dates, etc.) and an informed interpretation of that information

A- (90-92.9)

B+ (86-89.9)

B (82-85.9): demonstrates a fair/good command of historical knowledge and some interpretation of that information

B- (79-81.9)

C+ (76-78.9)

C (72-75.9): demonstrates a minimal command of historical knowledge

C- (69-71.9)

D+ (66-68.9)

D (62-65.9): demonstrates inaccurate historical knowledge or a general lack of information

D- (60-61.9)

F (60 or less): fails to answer the correct question or/and demonstrates no preparation in content or essay development

Academic Integrity:

This course follows university practice concerning academic misconduct and plagiarism. This means that all work you submit is your work and your work alone. Everything downloaded into D2L will automatically be entered into Turnitin.com, an on-line service that evaluates everything ever posted on the World Wide Web for similarities. The consequences for misrepresenting your work, failing to properly cite sources in your paper, and other breaches of ethics will be taken very seriously. Please see below.

UWSP Community Bill of Rights and Responsibilities:

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx>.

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

Americans with Disabilities Act:

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>.

Our Disability and Assistive Technology Office is located in Albertson Hall on the 6th floor. You can also find more information here:

<http://www4.uwsp.edu/special/disability/>.

***Document Group/Individual Work Explained:**

We will organize groups for work on Lynn Hunt's document collection on the second day of class and work will begin in class on Jan. 29. Each group is assigned a set of primary source documents. The group will divide the documents for research and presentation to the class as a whole. Presentations might take the form of a Prezi, PowerPoint, poster or simply an oral presentation. All members of the group must participate in the presentation. Each member of the group will be responsible for a specific document to write their own historical analysis and submit for a separate grade. I expect the group to do some research on the background of author, thoroughly examine the document, put it in context of the time and explain whatever impact it did or did not have on the revolutionary period. All individual submissions are required to submit a bibliography with at least 5 secondary sources, only 1 of which may be from an internet website. Your textbook is not to be cited as a source on this bibliography, but, of course, you must use for information and background.

Course calendar:

Date	Topic	Required Reading
Jan. 22	Introduction to course	Introductions: Connelly, Hunt
Jan. 24	France in the Ancien Regime	Connelly, chapter 1
Jan. 29	French Enlightenment Group work	Hunt, p. 35-43
Jan. 31	Toleration and Hierarchy Group work	Hunt, p. 44-59
Feb. 5	The Third Estate: grievances and revolution: April to September, 1789 Group work	Connelly, chapter 2; Hunt, p. 60-81
Feb. 7	Defining Citizenship	Connelly, chapter 3 Hunt, p. 82-104
Feb. 12	Presentations from Groups 1, 2 & 3	
Feb. 14	Presentations from Groups 4, 5 & 6	
Feb 19	<u>Race</u> , and <i>Gender</i> in the Republic	Hunt, p. <u>105-116-117-139</u>
Feb. 21	Documentary analysis due in D2L by the start of class	
Feb. 26	War and Religion	Connelly, chapter 4
Feb. 28	France Divided: Politics Midterm exam essays distributed	Connelly, chapter 5
March 5	Catch up and review	
March 7	Midterm Exam	
March 12	“Danton” and distribution of parts for Readers’ Theater	
March 14	“Danton”	
April 2	Readers’ Theater: <i>Danton’s Death</i>	Bucher

April 4	Readers' Theater: <i>Danton's Death</i>	Bucher
April 9	Discussion: theatrical interpretations of George Danton and Maximillian Robespierre	
April 11	War and Napoleon's Rise to Power	Connelly, ch 6 & 7
April 16	Coupe, Concordat and Empire	Connelly, chapter 8
April 18	Napoleonic Diplomacy:	Connelly, chapter 9
April 23	Napoleonic Diplomacy: Prussia, Austria and Russia	Connelly, chapter 10
April 25	Napoleonic Diplomacy: Colonies and a new Dynastic Line	
April 30	Russia and failure	Connelly, chapter 12
May 2	Napoleon and domestic achievements	
May 7	Interpretations of the French Revolution and historical significance Comparative review on representations of Danton "Danton" due in D2L by start of class	
May 9	Interpretations of Napoleonic Legacy Distribution of final exam essays	
May 17	Final Exam, 10:15-12:15	