

**HIS 3942: Practicum, French Revolution
Section 4976**

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Class: MWF, 12:50-1:40
Office hrs: M, W, 2-3:30
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Description: Organized around the French Revolution, this course is designed to introduce students to the discipline of history, to the basic skills required to excel as a major, and to the opportunities you will have within the department and the university as a history major.

Required Books: Mostly we will use primary sources available on the website: <http://chnm.gmu.edu/revolution/> In addition we will read articles and books accessible on line. For book reviews you will choose books of interest to you; you may buy these or use library copies.

Required for all, available for purchase:

Mary Lynn Rampolla, A Pocket Guide to Writing in History (Bedford Books, 8th Edition) ISBN-10: 1-4576-9088-8

Requirements: Students will write several 1-2 page papers, 1 book review, and a short research paper (5-7 pages). Papers should be double-spaced, follow the Chicago Manual of Style, and be handed in as a hard copy. The class participation grade is based on contribution to class discussion and attendance.

Grade Breakdown:

Short papers:	50%	(8 total: you may drop lowest 2 grades)
Book Review:	10%	Due November 23
Research Paper:	20%	First draft due, Nov. 30; Final draft due, Wed., Dec 9
Class Participation	20%	

Attendance is mandatory. You are expected to attend all classes and to arrive on time. Students are allowed 2 absences without penalty, after which the participation grade goes down one fraction of a grade per absence. Six or more absences will result in a failing grade for this class.

Please keep electronic distractions to a minimum. While you may feel perfectly comfortable multi-tasking in class, it is disturbing to the instructor and to those around you. If I notice you texting in class, you will be marked absent.

Come to class prepared to discuss the texts assigned for each day. The readings provide the raw material for all discussions. The more prepared you are before

class, the more you will get out of both lectures and discussions. Class participation is essential. Students can expect a respectful and open atmosphere in which to participate in discussions.

Late work will not be accepted without penalty. Please make every effort to apprise the instructor of adverse circumstances that affect your ability to attend class or complete assignments on time. Official documentation is required to excuse an absence and to schedule make-up assignments.

In writing papers be sure to give proper credit whenever you use words, phrases, ideas, arguments, and conclusions drawn from someone else's work. Failure to give credit by quoting and/or footnoting is plagiarism. All incidents of plagiarism will be reported to the Dean of students and met with sanctions (e.g failing grade for affected assignment, failing grade for the course, etc.). Please review the University's student code of conduct and conflict resolution procedures.

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Course Evaluations: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>

Counseling services: Phone number and contact site for university counseling services and mental health services: 392-1575, <http://www.counseling.ufl.edu/cwc/Default.aspx>

In general we will spend Monday and Wednesday working on the French Revolution, and Friday on History more generally, as a discipline, as a set of skills, as a course of study available to you at UF with very particular resources (the department, the library and its special collections, grants and research opportunities).

Writing assignments marked in bold:

Mon., Aug. 24: Introductions

Over the next week I'd like for you to explore the following website:
<http://chnm.gmu.edu/revolution/>

If you hit "explore" on the home page, you'll see how the authors of the website frame and explain this event. Do a bit of research on Lynn Hunt and Jack Censor, the authors of this website.

Wed, Aug. 26: The French Revolution, a BIG EVENT: says who?

Fri., Aug. 28: Class cancelled: work on your first writing assignment!

Due Monday: Study the website <http://chnm.gmu.edu/revolution/> and especially the broad themes suggested under "explore." **Come to class prepared to explain the chronology within which the authors situate the French Revolution. How far back does one need to go to understand this event? How far forward? How is the event itself defined? How does the chronology change depending upon the questions one asks? Write notes, either by hand, or typed; these will serve as the basis for our discussion.**

Mon. Aug., 31: Discussion of your findings

Wed., Sep. 2: Social Causes of the Revolution
Read the section under "explore": "Social Causes of the Revolution"
We will discuss, line by line, the following two documents: 1) Cahiers de Doleances (under "Divisiveness"); and 2) 4 August Decrees

Fri., Sep. 4: Rampolla, Chapter 1: Why Study History?

Mon., Sep. 7: No class, Labor Day

Wed., Sep. 9: Enlightenment and the social question
Read carefully "The Third Makes a Claim" document by Sieyes, "What is the Third Estate?"

Fri., Sep. 11: Rampolla, Chapter 2: Working with Sources

SIGN UP FOR INDIVIDUAL MEETINGS FOR NEXT WEEK WED and FRI

1) Paper due Monday: in 2 pages analyze one PRIMARY source from the section "Monarchy Embattled"

Mon., Sep. 14: Political Approaches: the Monarchy
Read the section of the website, "Monarchy Embattled"
Read especially carefully: texts linked to first page, establishing the political theory of monarchy, and then be ready to explain how the authors of the website explain the many ways in which the monarchy found itself "embattled" over the 18C. What are the key turning points in the story as set forth in this section?

Wed., Sep. 16: The Queen: Go back through both "Monarchy Embattled" and "Monarchy Falls" and focus specifically on Marie Antoinette.

2-5PM: Individual meetings with Professor and TA.

Fri., Sep. 18: Active Reading of Secondary Sources
Read chapter 3, Rampolla, *Approaching Typical Writing Assignments in History*.
Apply active reading strategies to the following article:
Elizabeth Colwill, Just Another Citoyenne? Marie Antoinette on Trial, 1790-1793, *History Workshop*, No. 28 (Autumn, 1989), pp. 63-87. **Write a one-paragraph summary of the author's main argument and sources.**

2-5PM: Individual meetings with Professor and TA

2) Paper due, Monday, Sep. 21: Write a two-page summary of Colwill's article, being sure to discuss the author's main argument and sources.

Mon., Sep. 21: The French Revolution, the Enlightenment, and Human Rights. Explore this section of the website and come to class prepared to make the case for the Revolution's role in the history of human rights. How far back do the authors of the website suggest that we go to understand this history? How far forward? Which primary sources from the Revolution would you use to make the case for or against the centrality of the French Revolution in the history of human rights? **Be ready to share your hand-written or typed notes, written in preparation for this class.**

Wed., Sep. 23: Rights for whom? Jews? Slaves? Read all documents related to Jews and slaves under "The Enlightenment and Human Rights" and "Slavery and the Haitian Revolution."

Fri., Sep. 25: Chapter 4, Rampolla. Following Conventions of Writing in History.

3) Paper due Mon., Sep. 28: Use one primary document to discuss the radical cultural regeneration at the heart of the French Revolution.

Mon., Sep. 28: The French Revolution's Cultural Project
Explore: War, Terror, and Resistance, page 3, document: "Time Revolutionized" and "The Revolutionary Belief in God"

Wed., Sep. 30: All read: Lynn Hunt, "The Rhetoric of Revolution in France," *History Workshop*, No. 15 (Spring, 1983), pp. 78-94. **Write a one-paragraph summary of the author's main argument and sources.**

Recommended, not required:

Lynn Hunt, "Hercules and the Radical Image in the French Revolution," *Representations*, No. 2 (Spring, 1983), pp. 95-117.

Fri., Oct. 2: Chapter 5, Rampolla. Writing a research paper.

4) Paper due Mon., Oct. 5: In two pages use one primary document to discuss the relationship between violence and the French Revolution.

Mon., Oct. 5: Violence and the French Revolution: The website deals with the violence of the Revolution in two sections, "Paris and the Politics of Insurrection," and "War, Terror, and Resistance." What are the different interpretations of the relationship between violence and the Revolution represented by the sources and text gathered by Hunt and Censor?

Wed., Oct. 7: Timothy Tackett, "Conspiracy Obsession in a Time of Revolution: French Elites and the Origins of the Terror, 1789-1792," *The American Historical Review*, Vol. 105, No. 3 (Jun., 2000), pp. 691-713. **Write a one-paragraph summary of the author's main argument and sources.**

Fri., Oct. 9: Chapter 6, Plagiarism

5) Due Oct. 12: Name three analytical questions that historians have asked about the relationship between women and the French Revolution. Suggest answers to these questions using events and primary sources contained in this section of the website. Format: Question followed by a paragraph-long answer with evidence; question, paragraph; question, paragraph.

Mon., Oct. 12: Women and the French Revolution. Read through this section of the website, and come to class prepared to discuss the different questions historians have asked about the relationship between women and the Revolution (based on the text by Hunt and Censor) and primary documents attesting to different interpretations.

Wed., Oct. 14: A legal history approach to the question. Read one of the following two articles carefully. **Write a one-paragraph summary of the author's main argument and sources.**

Suzanne Desan, "'War between Brothers and Sisters': Inheritance Law and Gender Politics in Revolutionary France," *French Historical Studies*, Vol. 20, No. 4 (Autumn, 1997), pp. 597-634.

Suzanne Desan, "Reconstituting the Social after the Terror: Family, Property and the Law in Popular Politics," *Past & Present*, No. 164 (August, 1999), pp. 81-121.

Fri., Oct. 16: Chapter 7, Quoting and Documenting sources

6) Due Mon., Oct. 19: in 2 pages, analyze one primary document related to Napoleon and the French Revolution.

Mon., Oct. 19: Napoleon: Read the sections of the website that deal with the rise of Napoleon: "War, Terror, and Resistance," and "The Napoleonic Experience."

Wed., Oct. 21: Individual meetings to discuss research papers. You should come to this meeting with ideas about research projects you would like to pursue. The goal of the meeting is to set you on your way in search of primary and secondary sources for your final paper. You will use the exercise on Friday, at the library, to find these sources.

Fri., Oct. 23: Library scavenger hunt

7) Due Mon., Oct. 26: in 2 pages analyze one primary document to discuss the long-term ideological legacies of the French Revolution: Burke, Wollstonecraft, Marx or Tocqueville.

Mon., Oct. 26: Legacies of the French Revolution: explore this section of the website, focusing on the primary texts by Burke, Wollstonecraft, Marx, and Tocqueville.

Wed., Oct. 28: Lynn Hunt, "Forgetting and Remembering: The French Revolution Then and Now," *The American Historical Review*, Vol. 100, No. 4 (Oct., 1995), pp. 1119-1135. **Write a one-paragraph summary of the author's main argument and sources.**

Fri., Oct. 30: **Assignment:** study the UF history department website. What are our strengths and weaknesses? Compare our department to 2 others (1 public, 1 private): Public: University of Wisconsin, Madison; University of California, Berkeley; University of North Carolina, Chapel Hill; Private: Princeton University, Northwestern University; University of Chicago. How does the French Revolution figure in the curriculum? Come to class ready to discuss the different ways in which the French Revolution is taught (here and elsewhere). What other departments cover the topic? **Bring notes to class that will form the basis of our discussion.**

Assignment: by Friday, Nov. 13, you should have interviewed one member of the history department who works in a field of interest to you. Familiarize yourself with their publications before you go to see them. Interview them on their work. Some questions you could ask: Why did they become a historian? How would they characterize their approach to the discipline? Would they describe themselves as social, political, cultural, intellectual, economic, or diplomatic historians? What kinds of sources do they use? What kinds of courses do they teach? Is the French Revolution significant in their thinking about history? If not, is there any event in their field that is comparable to the French Revolution in its significance?

Mon., Nov. 2 The French Revolution from the perspective of the Restoration
Read: Sheryl Kroen, *Politics and Theater: The Crisis of Representation in Restoration France, 1815-1830*. (available as ebook, for free, at the library). If you have trouble

accessing this through the library's website, contact the professor; I can lend out hard copies. Read: Preface, Introduction, and the Introductions to Part I and Part II. Come to class ready to discuss the framing of the problem of the Revolution and its legacy proposed in this book.

Wed., Nov. 4: Read Chapters 1 and 2; Chapters 5 and 6 of *Politics and Theater*. Come to class ready to discuss sources and how they were used.

Fri., Nov. 6: No class, Homecoming

8) In two pages discuss the primary arguments of one of the essays included in the forum from *French Historical Studies* below.

Mon., Nov. 9: Historiographical debates: Come to class prepared to discuss the updates on French Revolutionary historiography presented in the forum, "The French Revolution, 20 Years After the Bicentennial," *French Historical Studies*, Vol. 32, No. 4, 2009.. Read all of the articles in the forum. Write about one of them.

J.B. Shank, "Is it Really Over? The French Revolution Twenty Years After the Bicentennial, 527-530; David Andress, "The Shifting Landscape of Revolutionary Interpretations: A Death of the Past and a Rebirth of History?" 647-653; Laurent Dubois, "An Atlantic Revolution," 655-661; Carla Hesse, "The New Jacobins," 663-670; Lynn Hunt, "The Experience of Revolution," 671-678; Colin Jones, "Twenty Years After," 679-687; Sophia Rosenfeld, "Thinking about Feeling, 1789-1799," 697-706. For students who can read French: Jean Clément-Martin, "Reflections sur les évolutions historiographiques depuis le bicentenaire de la Révolution française," 689-696.

Wed., Nov. 11: No class, Veteran's Day

Fri., Nov. 13: Presentations on faculty members in the history department you have interviewed. Be sure to include: research and teaching areas; what you learned from your interview. Last date for informing the professor/TA of your choice of book for book review due Nov. 23.

Mon., Nov. 16: Oxford Bibliographies Online, Atlantic History, French Revolution. Explore and **write a one-paragraph description and assessment** of this bibliography situating the French Revolution in an Atlantic frame.

Wed., Nov. 18: Presentations, graduate students working on "Atlantic Revolutions"

Fri., Nov. 20: Special Collections: Studying the French Revolution/Atlantic Revolutions at UF

Due Mon., Nov. 23: 2-page book review on a book-length secondary source of your choice related to the French Revolution.

- Mon., Nov. 23: In class assessment of skills learned in this class.
Discussion of book reviews.
- Wed., Nov. 25: No class, Thanksgiving
- Fri., Nov. 27: No class, Thanksgiving
- Mon., Nov. 30: Research Projects: **First draft due
In class workshop**
- Wed., Dec. 2: Individual meetings with Professor
- Fri., Dec. 4: Research Opportunities at UF: presentations by students
After the Revolution: Cambridge, 2015; other study abroad
Senior theses, University Scholars, FLAS and other fellowships
- Mon., Dec. 7: Presentations of research projects
- Wed., Dec. 9: Presentations of research projects
- Fri., Dec. 11: Final, revised research papers due by noon.**