

HIS 3942 (SPRING 2021) HISTORY PRACTICUM: THE AGE OF REVOLUTIONS



CLASS SCHEDULE: T: 11:45AM–1:40PM/R: 12:40PM–1:40PM in CBD 210 and on Zoom

Professor Anton Matytsin

Office: 230 Keene-Flint Hall

Office Hours: Tuesdays: 2:00–4:00PM; Thursdays: 2:00–3:00PM; or by appointment; via Zoom

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COURSE DESCRIPTION: What is history? What do professional historians do? What skills and tools do historians need to successfully research and write? What makes for a good historical question? What constitutes reliable evidence? This course will introduce students to the basic goals of historical study and help them develop skills necessary to become productive researchers, critical readers, and effective writers.

The course will operate on two levels. First, as other history courses, it will be organized a central theme. This semester, we will be exploring a period known as the Age of Revolutions, stretching from the 1770s to 1840s. It was a period during which radical citizens and reforming governments transformed social orders, reshaped ruling structures, and rethought the very foundations of political power. We will focus in particular on the French Revolution, the Haitian Revolution, and the Revolutions of 1848 around Europe. The turbulent nature of these events provides us with a broad range of primary sources and a variety of historical interpretations, making it a particularly fascinating and fruitful period to study. Second, while students examine these events, they will also develop skills that will make them successful history majors. These include identifying relevant primary sources; critically evaluating evidence; understanding different historical interpretations and historiographical debates; posing productive research questions; and perfecting research and writing skills. Students will thus come away from the course with an improved understand of the Age of Revolutions the tools necessary to excel in other history classes they will take in the department.

COURSE OBJECTIVES:

- (1) Students will develop a basic understanding of the Age of Revolutions, and the complex events that shaped the modern world
- (2) Students will learn to read primary texts and secondary sources in a critical fashion, with an eye to understanding how and why those texts were produced
- (3) Students will practice the basics of historical research and writing, including a) devising research questions; b) evaluating primary and secondary sources; c) conducting library-based and online research; d) developing essential writing skills

CONDUCT OF COURSES:

Because of the COVID-19 pandemic and UF Regulations, this course will be conducted in a synchronous hybrid format with students attending both in person and online. Only those students who registered for the in-person section will be able to attend meetings in person, and they are required to adhere to UF's rules regarding masks and social distancing. Students registered for the online sections will attend class via Zoom. In order to facilitate discussion, we will all meet on Zoom for one of the three instruction hours (usually on Thursdays). Lectures will be recorded for those who are experiencing technical difficulties; however, all students are expected to attend all scheduled meetings and participate in discussions.

REQUIRED TEXTS:

- Wim Klooster, *Revolutions in the Atlantic World: A Comparative History*, 2nd ed. (NUP Press, 2018) ISBN: 9781479857173
- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 10th Edition (Boston: Bedford/St. Martin's, 2020) ISBN: 9781319244415 (8th and 9th editions would also work)
- Articles, chapters, and documents available electronically on Canvas marked as [C]

RECOMMENDED ANCILLARY RESOURCE:

- Patrick Rael, *Reading, Writing, and Researching for History: A Guide for College Students* (Brunswick, ME: Bowdoin College, 2004) [available @ <https://courses.bowdoin.edu/writing-guides/>]

ASSIGNMENTS AND EVALUATION:

Participation and Professionalism (10%)

Weekly Exercises (60% = 12x5%)

Annotated Bibliography (10%)

Final Prospectus (20%)

Note: You must complete all assignments in order to pass the course.

Grading Scale:

A = 100–93 B = 86–83 C = 74–71 D = 62–60

A- = 92–90 B- = 82–79 C- = 70–67 D- = 59–56

B+ = 89–87 C+ = 78–75 D+ = 66–63 F = below 55

For more information see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Participation and Professionalism (10%):

A) Attendance: You are expected to attend all scheduled meetings (via Zoom or in person), complete all the assigned readings, participate in discussion, and behave in a respectable and collegial manner. You will be permitted **two absences** over the course of the term; every unexcused absence thereafter will **lower your participation grade by one third**. It is also important to arrive to class on time. Punctuality is a show of respect for your instructor and classmates, and it is important not just in class but in a job and your eventual career. Given the unusual circumstances caused by the COVID-19 pandemic, accommodations will be provided to any student who needs to miss class meetings for medical reasons. Guidelines for excused absences can be found here:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>

B) Readings: Please come to each lecture class having completed the assigned readings for that day. “To complete the readings” means allowing yourself sufficient time both to read through the assigned materials and to think about them. Please bring all assigned readings to class on the day for which the reading has been assigned. It is your responsibility to contact me if you have difficulty locating the reading assignments. We will not always talk about all of the readings directly. However, these texts were selected to provide you with a foundation for the material and topics covered.

(C) Participation in discussions: The success of the course depends in large part on the students’ active participation. Bear in mind that “active participation” means asking good questions as well as proposing good answers. You are strongly encouraged to bring questions about the readings to class. If one of you had questions or difficulties, others certainly did as well. You are expected to behave in a respectable and collegial manner. **I strongly encourage** those of you attending via Zoom **to enable the video** during our meetings, unless you ardently prefer not to or there are technological reasons for which you are not able to. Presence on video goes a long way in reducing the disconnect inherent in videoconferencing, while making the meetings more accessible and more engaging.

Weekly Exercises (60% total/ 5% each): Over the course of the semester, you will complete a series of exercises, most on your own but some in groups in class. These exercises are targeted toward the development and honing of skills you need to succeed in the major and as life-long historical thinkers. You will receive specific instruction for each exercise in advance, and most of the assignments will be due on Fridays by 4PM on Canvas.

Annotated Bibliography (10%): As part of the work towards the final project, students will write an annotated bibliography that includes at least three relevant books, three articles, and three primary sources. Students will provide a brief summary of the arguments, the context, and the relevance of these sources in relation to their research projects. The annotated bibliographies should be between 1000 and 1500 words. The annotated bibliography will be due on **Friday, April 16th**.

Research Paper Prospectus (20%): For the final project, students will write a formal research proposal. The prospectus should introduce the topic, outline the central research questions, discuss the methodology (or approach), review the relevant literature, and explain the project’s intervention into the historiography. The prospectus will be due on **Tuesday, April 27th by 9:30AM**.

COURSE POLICIES AND EXPECTATIONS:

Extensions and Late Penalties: The penalty for turning in late assignments is one letter grade (A to B, B to C, and C to D) for each day that the assignment is late. Assignments that are over three

days late will not be accepted and will automatically receive an F. Extensions will only be granted in case of extenuating circumstances, such as documented medical emergencies. **Please note that you must complete all of the assignments in order to pass the course.**

Classroom Etiquette: You will be interacting with your classmates via discussion posts and in our live Zoom sessions. Please engage each other collegially and with respect. You are welcome and encouraged to disagree with your peers, but please do so graciously, by focusing on ideas and not by posing *ad hominem* arguments. As mentioned above, I strongly encourage you to have the video turned on during class discussions.

Diversity and Inclusiveness in the Classroom: An open, inclusive environment in the classroom is key to our collective success and is something that the university and I value enormously. I hold myself and each student responsible for fostering a productive learning environment that supports and encourages diversity and inclusiveness. Diversity can include, but is not limited to, race, ethnicity, gender, religion, age, disability, sexual orientation, nationality, and immigration status. Diversity also entails different perspectives, philosophies, and life experiences. I believe that by hearing and learning from a variety of sources and viewpoints, each of us will gain competence in communication, critical thinking, and cultural understanding, as well as an awareness of our implicit biases and how they shape our interactions with others and the world. This will make us better scholars, better citizens, and better people.

Contact: The University of Florida requires that you use your UF Gatorlink account for university related e-mail communication. Please see <http://www.it.ufl.edu/policies/#email> to read more on this policy. It is important to check Canvas and your UF e-mail accounts regularly. I will do my best to respond to all course-related emails within 24 hours on weekdays and 48 hours on weekends and during breaks. Please note that if you contact me about an assignment at the last minute, I may not have time to respond. Like most UF faculty, I treat e-mail as a formal means of communication. Your e-mails should be written with a basic greeting (i.e. *Dear, Hello, Hi*, then my name), body, and salutation (i.e. *Thank you, Sincerely, Best*, then your name). Proper grammar is expected.

Office Hours: My office hours are Tuesdays, 2:00–4:00PM, Thursdays 2:00PM-3:00PM, or by appointment. Office hours will be held via Zoom. You are highly encouraged to attend office hours at least once during the semester. I would like to get to know each of you individually.

STATEMENT REGARDING ACADEMIC HONESTY:

Students are expected to uphold the [Academic Honor Code](#) of the University of Florida. The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and responsibility on the part of the University community. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” A useful website that discusses plagiarism, correct citing of references, and correct use of quotations is: <http://mediasite.video.ufl.edu/mediasite/Viewer/?peid=adaa44500eaf460a84f238e6b9a558f9>.

COURSE EVALUATIONS:

Students are expected to provide feedback on the quality of instruction in this course by completing [online evaluations](#). 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.

COLLEGE POLICY ON ZOOM PRESENCE: University policy gives students the right to opt out of audio and video participation in classroom Zoom sessions that are being recorded. Also in non-recorded classroom Zoom sessions, it is best practice not to require students to have their camera and audio on, since they may face a number of challenges – technical or otherwise – that make this kind of participation difficult or undesirable. For this reason, instructors should consider allowing alternative forms of participation, such as chat and blog entries or, when necessary, audio-only presence. In the rare case where an instructor deems both audio and video participation to be necessary (as in foreign language classrooms), this must be approved by the unit chair/director and by the college, and this requirement must be explicitly disclosed in the course syllabus.

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Please note that **class periods dedicated to discussion will not be recorded. I strongly encourage** those of you attending via Zoom **to enable the video** during our discussions.

UNIVERSITY RESOURCES:

Disability Accommodations: Students requesting accommodation should first register with the Dean of Students Office so that you have documentation for all your courses. For more information about services available to University of Florida students: Dean of Students Office Disability Resource Center, 202 Peabody Hall or 0020 Reid Hall Phone: (352) 392-1261/(352) 392-8570 or at: <http://www.dso.ufl.edu/drc/>

UF Counseling and Academic Resources: On-campus services are available for students having personal problems or lacking clear career and academic goals. They include:

1. U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.
2. University Counseling Center, 301 Peabody Hall, (352) 392-1575,
3. Student Mental Health, Student Health Care Center, (352) 392-1171
4. Sexual Assault Recovery Services (SARS), Student Health Care Center, (352) 392-1161
5. Career Resource Center, Reitz Union, (352) 392-1601 <http://www.crc.ufl.edu/>
6. E-learning technical support: (352) 392-4357/ email: Learningsupport@ufl.edu <https://lss.at.ufl.edu/help.shtml>.
7. Library Support, <http://cms.uflib.ufl.edu/ask>
8. Writing Studio, 302 Tigert Hall, (352) 846-1138 <http://writing.ufl.edu/writing-studio/>

WEEK 1 (JANUARY 11–15): INTRODUCTION

Class 1 (Tuesday January 12): Introduction to the Course

- The first meeting will take place on Zoom for all students

Class 2 (Thursday, January 14): Why (and How To) Study History?

- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 1–8
- Sam Wineburg, “Historical Thinking and Other Unnatural Acts,” 488–499 [C]

Exercise 1 (Historical Thinking) due Friday, January 15 at 4PM

WEEK 2 (JANUARY 18–22): THE AGE OF REVOLUTIONS

Class 3 (Tuesday, January 19): Introduction to the Historical Profession

- Rampolla, *A Pocket Guide to Writing in History*, 19–34, 111–118
- J. H. Hexter, “The Historian and His Day,” 219–233 [C]
- Carlo Ginzburg, “Checking the Evidence: The Judge and the Historian,” 79–92 [C]

Class 4 (Thursday, January 21): The Age of Revolutions

- Wim Klooster, *Revolutions in the Atlantic World: A Comparative History*, 1–11

Exercise 2 (Note Taking) due Friday, January 22 at 4PM

WEEK 3 (JANUARY 25–29): SCALE AND NARRATIVE

Class 5 (Tuesday, January 26): Explaining the Age of Revolutions

- Eric Hobsbawm, *Age of Revolution, 1789–1848*, 1–4 [C]
- R. R. Palmer, *The Age of Democratic Revolution* (along with David Armitage’s foreword to the new edition), xv–xxi, 5–21 [C]

Class 6 (Thursday, January 28): The American Revolution in Global Context

- Klooster, *Revolutions in the Atlantic World*, 12–30
- Watch Lecture by David Armitage, “[The Declaration of Independence in Global Context](#)”

Exercise 3 (Reading for Argument) due Friday, January 29 at 4pm

WEEK 4 (FEBRUARY 1–5): DOCUMENTING REVOLUTION

Class 7 (Tuesday, February 2): Declaring Independence

- Rampolla, *A Pocket Guide to Writing in History*, 9–18
- Thomas Paine, *Common Sense* [C]
- The Declaration of Independence [C]
- Thomas Hutchinson, *Strictures Upon the Declaration of the Congress at Philadelphia* [C]

Class 8 (Thursday, February 4): The Revolutionary War

- Rampolla, *A Pocket Guide to Writing in History*, 34–38
- Klooster, *Revolutions in the Atlantic World*, 30–48

Exercise 4 (Primary Source Analysis) due Friday, February 5 at 4PM

WEEK 5 (FEBRUARY 8–12): DOCUMENTING REVOLUTION PART II

Class 9 (Tuesday, February 9): Library Session

- Rampolla, *A Pocket Guide to Writing in History*, 93–101
- Browse primary sources in the following databases:
 - Age of Revolutions: <https://revolution.chnm.org/>
 - Library of Congress: American Revolution Digital Collections: <https://guides.loc.gov/american-revolution/digital-collections>
 - Primary Documents in American History: <https://www.loc.gov/rr/program/bib/ourdocs/newnation.html>

Class 10 (Thursday, February 11): Special Collections Session

- Robert Darnton, “What Is the History of Books?” 65–82 [C]
- Ann Blair, “Reading Strategies for Coping with Information Overload, ca. 1550–1700,” 11–28 [C]

Exercise 5 (Library and Online Scavenger Hunt) due Friday, February 12 at 4PM

WEEK 6 (FEBRUARY 15–19): THE COMING OF THE FRENCH REVOLUTION

Class 11 (Tuesday, February 16): The Origins of the Revolution

- Klooster, *Revolutions in the Atlantic World*, 49–62
- *The Declaration of the Rights of Man and Citizen* (1789) [C]

Class 12 (Thursday, February 18): Debates about Origins

- Gary Kates, *The French Revolution: Recent Debates & New Controversies*, 1–17 [C]
- Groups will be assigned different chapters in Kates, *The French Revolution* and other sources
 - Albert Soboul, “The French Revolution in the History of the Contemporary World,” 23–40 [C]
 - Colin Lucas, “Nobles Bourgeois and the Origins of the Revolution,” 44–61 [C]
 - François Furet, “The French Revolution Revisited,” 71–90 [C]
 - Colin Jones, “Bourgeois Revolution Revivified,” 157–181 [C]
 - Roger Chartier, “The Cultural Origins of the French Revolution,” 75–105 [C]
 - Jack R. Censer, “Intellectual History and the Causes of the French Revolution,” 545–552 [C]

Exercise 6 (Group Historiography Summaries) to be presented in class on Feb. 18

WEEK 7 (FEBRUARY 22–26): THE RADICALIZATION OF THE REVOLUTION

Class 13 (Tuesday, February 23): The Downfall of the Monarchy

- Klooster, *Revolutions in the Atlantic World*, 62–84
- [Petitions of the Cordelier and Jacobin Clubs](#) [C]
- [Press Reports of the King's Flight](#) in *Révolutions de Paris* and *Père Duchesne* [C]

Thursday, February 25: NO CLASS (Recharge Day)

WEEK 8 (MARCH 1–5): CONTEMPORARY REACTIONS AND SPEECHES

Class 14 (Tuesday, March 2): Critics and Defenders

- Edmund Burke, [Reflections on the Revolution in France](#) [C]
- Thomas Paine, *Rights of Man*, 1–20 [C]

Class 15 (Thursday, March 4): Examining Historical Speeches

- Louis-Antoine de Saint-Just, “One Cannot Reign Innocently” [C]
- Nicolas Condorcet, [Response to Saint-Just](#) [C]
- Maximilien Robespierre, [Speech on the King's Fate](#) [C]
- Robespierre, [On the Principles of Political Morality](#) [C]

Exercise 7 (Comparative Primary Source Analysis) due Friday, March 5 at 4PM

WEEK 9 (MARCH 8–12): DEBATING THE TERROR

Class 16 (Tuesday, March 9): Explaining Revolutionary Violence

- Dan Edelstein, “What Was the Terror?” 453–466 [C]
- Timothy Tackett, *The Coming of the Terror in the French Revolution*, 1–12, 340–349 [C]
- Marisa Linton, “[Rethinking the French Revolutionary Terror](#),” 1–9 [C]
- Carla Hesse, “[Terror and the Revolutionary Tribunals](#),” 1–10 [C]

Class 17 (Thursday, March 11): Thinking Historiographically

- Rampolla, *A Pocket Guide to Writing in History*, 43–48
- Klooster, *Revolutions in the Atlantic World*, 84–90

Exercise 8 (Historiographical Overview) due Friday, March 12 at 4PM

WEEK 10 (MARCH 15–19): INTERPRETING VISUAL SOURCES

Class 18 (Tuesday, March 16): Painting the Revolution

- Rampolla, *A Pocket Guide to Writing in History*, 38–40
- David L. Dowd, “Art as National Propaganda in the French Revolution,” 332–346 [C]
- Pick two visual sources (from different databases) to discuss in class:
 - [French Revolution Images](#)

- [Library of Congress British Cartoons Collection](#)
- [Yale University Library British Eighteenth Century Studies Electronic Resources](#)
- [Paris Museum Collections](#)
- [Jacques Louis David Paintings via WikiArt](#)
- Begin *Watching La Revolution Française* ([Part I](#))

Class 19 (Thursday, March 18): Representations in Film

- Rampolla, *A Pocket Guide to Writing in History*, 48–51
- Finish Watching *La Revolution Française* ([Part II](#))

Exercise 9 (Interpreting Visual Sources) due Friday, March 19 at 4PM

WEEK 11 (MARCH 22–26): THE HAITIAN REVOLUTION

Class 20 (Tuesday, March 23): The Slave Uprising

- Rampolla, *A Pocket Guide to Writing in History*, 55–65
- Klooster, *Revolutions in the Atlantic World*, 91–116
- Médéric-Louis-Elie Moreau de Saint-Méry, “[On Voodoo](#)” [C]
- Viefville des Essars, *On the Emancipation of the Negroes* [C]
- Antoine-Pierre Barnave, “[Speech for the Colonial Committee](#)” [C]

Class 21 (Thursday, March 25): From Emancipation to Independence

- Rampolla, *A Pocket Guide to Writing in History*, 107–110
- Klooster, *Revolutions in the Atlantic World*, 116–125
- David Geggus “The Caribbean in the Age of Revolution,” 83–100 [C]
- [Decree Abolishing Slavery in all the Colonies](#) [C]
- [The Haitian Declaration of Independence](#) [C]

Exercise 10 (Research Topics) due Friday, March 26 at 4PM

WEEK 12 (MARCH 29–APRIL 2): REVOLUTIONS IN LATIN AMERICA

Class 22 (Tuesday, March 30): Digital Sources and their Limits

- Rampolla, *A Pocket Guide to Writing in History*, 101–105
- Dan Cohen and Roy Rosenzweig, “[Introduction: Promises and Perils of Digital History](#)” [C]

Class 23 (Thursday, April 1): Revolution in Latin America

- Klooster, *Revolutions in the Atlantic World*, 126–151
- Jeremy Adelman, “Iberian Passages: Continuity and Change in the South Atlantic,” 59–82 [C]

Exercise 11 (Short Encyclopedia Article) due Friday, April 2 at 4PM

WEEK 13 (APRIL 5–9): THE REVOLUTIONARY ATLANTIC

Class 24 (Tuesday, April 6): Source Citation Bootcamp

- Rampolla, *A Pocket Guide to Writing in History*, 119–133 (consult 134–163 as appropriate)
- Klooster, *Revolutions in the Atlantic World*, 151–168

Class 25 (Thursday, April 8): Comparative and Global History

- Klooster, *Revolutions in the Atlantic World*, 169–187
- David Armitage and Sanjay Subrahmanyam, *The Age of Revolutions in Global Context, c.1760–1840*, xii–xxxii [C]
- Lynn Hunt, “The French Revolution in Global Context,” 20–36 [C]
- David A. Bell, “Global Conceptual Legacies,” 642–658 [C]

Exercise 12 (Citations) due Friday, April 9 at 4PM

WEEK 14 (APRIL 12–16): THE REVOLUTIONS OF 1848

Class 26 (Tuesday, April 13): Concluding the Age of Revolution

- Rampolla, *A Pocket Guide to Writing in History*, 65–77
- Hobsbawm, *Age of Revolution, 1789–1848*, 297–308 [C]
- Roger Price, *The Revolutions of 1848*, 1–42. 95–100 [C]

Class 27 (Thursday, April 15): Writing Workshop

- Rampolla, *A Pocket Guide to Writing in History*, 67–88

Annotated Bibliography due Friday, April 16 at 4PM

WEEK 15 (APRIL 19–21): CONCLUSIONS

Class 28 (Tuesday, April 20): Student Presentations

FINAL PROSPECTUS DUE TUESDAY, APRIL 27 BY 9:30AM