

## SYLLABUS FOR EUH 3452 – THE FRENCH REVOLUTION (FALL 2024)



**CLASS SCHEDULE:** T: 3:00PM–4:55PM/R: 4:05PM–4:55PM in 105 Keene-Flint Hall

Instructor: Professor Anton Matytsin | [matytsina@ufl.edu](mailto:matytsina@ufl.edu)

Office: 230 Keene-Flint Hall

Office Hours: Tuesday: 1:00–2:00PM and Thursday: 1:00–3:00PM, or by appointment

**COURSE DESCRIPTION:** The French Revolution was a watershed moment in the history of the Western world. Many historians believe it was the beginning of modernity, as the Revolution ushered in seismic transformations in political, social, economic, cultural, and intellectual life. These changes included turbulent popular upheavals that precipitated the unraveling of the existing social order, the unprecedented overthrow of a centuries-old monarchy, the rapid mutation of political institutions, the abolition of slavery, and the end of the Christian calendar. French armies exported the ideas and the institutions of the Revolution into neighboring European countries, while political leaders fighting for independence in Haiti and in Latin America appropriated the rhetoric of the French revolutionaries for their own purposes. The Revolution's mythological legacy continued to inspire revolutionaries across the world far into the nineteenth century and beyond, making it an event of truly global significance. This course will begin by looking back at the Old Regime to explore the various factors that contributed to the end of the existing order. The Revolution's singular importance has turned it into a minefield of controversial debates across generations of historians, who have attempted to account for its causes. We will then explore the Revolution in its many stages: from its radical republicanism, to the Reign of Terror, to the eventual rise of Napoleon. We will end the course by considering the Revolution's short- and long-term effects.

### **LEARNING GOALS:**

- (1) Students will become familiar with the major events that occurred before and during the French Revolution. The lectures and secondary sources will offer students context and factual grounding. The primary sources will allow students to have a first-hand experience of the period.
- (2) Students will grapple with the complex, and often contradictory, historical explanations that surround these events. We will compare and contrast the assumptions, approaches, and methodologies of various historians and critically examine the interpretations that they offer. We will not just reflect on the Revolution itself, but on the historiographical debates surrounding it.
- (3) Students will learn to read primary sources in a critical fashion, seeking to understand how and why the texts they encounter were produced and how they were received both by contemporaneous audiences and by modern historians.
- (4) The written assignments will enable students to analyze these primary sources while improving their ability to express ideas and arguments in a clear and convincing fashion.
- (5) The discussions will allow students to actively engage with the readings, their professor, and their peers. Students will be asked to argue a variety of perspectives and defend different points of view.

### **REQUIRED TEXTS:**

- Peter McPhee, *Liberty or Death: The French Revolution* (Yale, 2016) ISBN: 9780300228694
- Jeremy Popkin, *A Concise History of the Haitian Revolution* (Wiley-Blackwell, 2011) ISBN: 9781405198219
- Timothy Tackett, *The Coming of the Terror in the French Revolution* (Belknap, 2015) ISBN: 9780674979895
- Alexis de Tocqueville, *The Ancien Régime and the Revolution* (Penguin Classics, 2008) ISBN: 9780141441641

Note: Readings Marked as (C) are available for download on Canvas

### **ASSIGNMENTS AND EVALUATION:**

Participation and Professionalism: 15%

Mid-Term Papers: 40% (20% each)

Take-home Mid-Term Exam: 20%

Final Paper 25%

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

### **Grading Scale**

A = 100–93 (4.0)    B = 86–83 (3.0)    C = 74–71 (2.0)    D = 62–60 (1.0)

A- = 92–90 (3.67)    B- = 82–79 (2.67)    C- = 70–67 (1.63)    D- = 59–56 (0.67)

B+ = 89–87 (3.33)    C+ = 78–75 (2.33)    D+ = 66–63 (1.33)    F = below 55 (0)

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

Please note that **grades** and percentages **displayed** on **Canvas** are merely **approximations** and do not accurately reflect your final grade. The grade book is there to provide you with grades for your individual assignments. Your **final grade for the course** is **calculated** by taking the **percentage value** of each assignment (in decimals) and **multiplying** it by the **grade point value** you received

on that assignment. They are then added together. A sample grade might look as follows:  $4 \times 0.15 + 3.67 \times 0.1 + 3.33 \times 0.2 + 4 \times 0.1 + 3.67 \times 0.2 + 4 \times 0.25 = 3.767$  (or an A-).

### **Participation and Professionalism (15%):**

A) Attendance: You are expected to attend all scheduled meetings, 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. 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 issues covered.

C) Discussion: 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. Active participation is essential for the success of this course. You will be regularly divided into groups and asked to prepare debate positions for our weekly discussions.

**Midterm Papers (40%):** Students will write two papers on pre-assigned topics. The essays should be roughly **1200-1500 words** in length. They will be based on your readings. You will be provided with prompts well in advance of the deadline. The papers will be due on **September 24<sup>th</sup>** and **November 22<sup>nd</sup>**, respectively. Your essays will be turned in via the Canvas e-learning website and monitored with the Turnitin Anti-Plagiarism Service.

**Mid-Term Exam (20%):** The mid-term examination will take place **in class** on **Thursday, November 7<sup>th</sup>**. You will be given several sets of four related terms. You will pick three of these sets and write three brief essays that define the terms while offering a narrative or an argument.

**Final Paper (25%):** The final paper will take the place of the final exam and will be due at **11:59PM** on **Friday, December 6<sup>th</sup>**. Like the first two papers, it will be based on the course readings. This essay should be **1500-2000 words** in length.

### **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:** Please **use electronic devices** only for the purposes of **taking notes** or **consulting** the **readings**. The improper use of electronic devices can be distracting to both you and your classmates, disrupting the learning experience. The instructor reserves the right to **prohibit** the **USE** of electronic devices in cases where students use them **inappropriately**.

**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 email 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 email 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 1–2PM** and **Thursdays 1–3PM** in Keene-Flint 230; or by appointment. 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. For a full explanation visit: [www.registrar.ufl.edu/catalog/policies/students.html](http://www.registrar.ufl.edu/catalog/policies/students.html). An excellent website that discusses plagiarism, correct citing of references, and correct use of quotations is:

<http://mediasite.video.ufl.edu/mediasite/Viewer/?peid=adaa44500eaf460a84f238e6b9a558f9>.

Unless otherwise instructed, you are **not permitted to use Chat GPT** or any other AI software to generate your essays or other assignments. The use of such software will be considered **equivalent to plagiarism**. Please consult UF guidelines regarding the use of such technologies:

Any assignment demonstrating evidence of **plagiarism** or otherwise **violating** the Academic Honor Code will automatically receive a **failing grade** and be **reported** to the Dean of Students.

#### **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.

#### **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](mailto: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](mailto: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 (AUGUST 22–23): INTRODUCTION**

### Class 1 (Thursday, August 22): Introduction to the Course

## **WEEK 2 (AUGUST 26–30): THE OLD REGIME**

### Class 2 (Tuesday, August 27): The Importance of the Revolution

- Peter McPhee, *Liberty or Death: The French Revolution* (2016), x–xiii
- Alexis de Tocqueville, *The Ancien Régime and the Revolution* (1856), 7–35
- Robert Darnton, “What Was Revolutionary about the French Revolution,” *The New York Review of Books* (19 January 1989), 1–8 (C)

### Class 3 (Thursday, August 29): A Patchwork of Privilege

- McPhee, *Liberty or Death*, 1–22
- Tocqueville, *The Ancien Régime and the Revolution*, 36–45
- Charles Loyseau, *A Treatise on Orders* (1610) (C)
- [Parliamentary Remonstrance against the Third “Twentieth” Tax](#) (1759) (C)
- Anne-Robert-Jacques Turgot, “[Memorandum on Local Government](#)” (1775) (C)

## **WEEK 3 (SEPTEMBER 2–6): THE ENLIGHTENMENT AND INTELLECTUAL ORIGINS**

### Class 4 (Tuesday, September 3): Absolutism and Its Limits

- Tocqueville, *The Ancien Régime and the Revolution*, 45–80
- Jacques-Benigne Bossuet, “[The Nature and Properties of Royal Authority](#)” (1679) (C)
- Jacob-Nicolas Moreau, “[On the Origins of the French Monarchy](#)” (1773) (C)
- Louis-Adrien Le Paige, “[Legislation and Public Police Powers](#)” (1753) (C)
- [Parliamentary Remonstrance against Reforms of Royal Debts](#) (1763) (C)
- [Remonstrances of Parlement of Paris against Turgot’s Six Edicts](#) (1776) (C)

### Class 5 (Thursday, September 5): Intellectual Origins: The Enlightenment

- McPhee, *Liberty or Death*, 23–38
- Tocqueville, *The Ancien Régime and the Revolution*, 140–68
- Denis Diderot et al., *L’Encyclopédie* (1751–72): Sample 1, [Sample 2](#) (C)
- Jean-Jacques Rousseau, *The Social Contract* (1762) (C)
- Voltaire, *Philosophical Dictionary* (1765) (C)

## **WEEK 4 (SEPTEMBER 9–13): INTELLECTUAL AND CULTURAL ORIGINS**

### Class 6 (Tuesday, September 10): Intellectual Origins: Public Opinion

- Anthony La Vopa, “The Birth of Public Opinion,” *The Wilson Quarterly* 15 (1991) 46–55 (C)
- Marisa Linton, “The Intellectual Origins of the French Revolution,” in *The Origins of the French Revolution*, ed. Peter R. Campbell (2005), 139–159 (C)
- Immanuel Kant, “[What Is Enlightenment?](#)” (1784)
- [Anecdotes on the Countess du Barry](#) (1775)
- [Historical Essays on the Life of Marie–Antoinette, of Austria](#) (1783)
- [Memorandum to the Queen Concerning the Diamond Necklace Affair](#) (1786) (C)

Class 7 (Thursday, September 12): Cultural Origins

- Tocqueville, *The Ancien Régime and the Revolution*, 80–112
- Roger Chartier, “The Cultural Origins of the French Revolution,” in *The French Revolution*, ed. Ronald Schechter (2001), 75–105 (C)
- Dale Van Kley, “The Religious Origins of the French Revolution, 1560–1791,” in *The Origins of the French Revolution*, ed. Peter R. Campbell (2005), 160–190 (C)

**WEEK 5 (SEPTEMBER 16–20): THE ECONOMIC CRISIS AND THE PRE-REVOLUTION**

Class 8 (Tuesday, September 17): Economic Origins

- Tocqueville, *The Ancien Régime and the Revolution*, 124–139, 168–185
- Albert Soboul, “The French Revolution in the History of the Contemporary World,” in *The French Revolution: Recent Debates and New Controversies*, ed. Gary Kates (1998), 23–43 (C)
- Sarah Maza, “Luxury, Morality, and Social Change: Why There Was No Middle-Class Consciousness in Pre-Revolutionary France,” *Journal of Modern History* 69 (1997): 199–229 (C)
- Anne-Robert-Jacques Turgot, “[Letter to the King on Finance](#)” (1774) (C)
- Jacques Necker, “[Account to the King](#)” (1781) (C)
- Charles Gravier de Vergennes, “[Memorandum against Necker](#)” (1781) (C)

Class 9 (Thursday, September 19): The Road to the Estates-General

- McPhee, *Liberty or Death*, 39–57
- Timothy Tackett, *The Coming of the Terror in the French Revolution* (2015), 1–38
- Chrétien-François de Lamoignon, “[The Principles of the French Monarchy](#)” (1787) (C)
- Charles Alexandre de Calonne “[Programs of Reform](#)” (1787) (C)
- [Protests of the Third, Fourth, and Fifth Committees of the Assembly of Notables](#) (1787) (C)
- [Louis XVI’s Reply to the Parlement of Paris](#) (1788) (C)

**PAPER ONE DUE FRIDAY SEPTEMBER 20<sup>TH</sup> AT 11:59PM**

**WEEK 6 (SEPTEMBER 23–27): FROM REFORM TO REVOLUTION (1789)**

Class 10 (Tuesday, September 24): Convening the Estates-General

- McPhee, *Liberty or Death*, 58–80
- The *Cabiers de Doléances* (1789): [Sample 1](#), [Sample 2](#), Sample 3 (C)
- [Royal Decree Convoking the Estates-General](#) and the Parliamentary Response (1788) (C)
- [Petition of Women of the Third Estate to the King](#) (1789) (C)
- Emmanuel-Joseph Sieyès, “[What Is the Third Estate?](#)” (1789) (C)

Class 11 (Thursday, September 26): From the Estates-General to the National Assembly

- Tackett, *The Coming of the Terror*, 39–64
- The King Speaks to the National Assembly: [Royal Session of 23 June 1789](#) (C)
- [The Mayor of Paris on the Taking of the Bastille](#) (C)
- [Parisian Riots on 14 July](#) (C)
- [A Conqueror of the Bastille Speaks](#) (C)

## **WEEK 7 (SEPTEMBER 30–OCTOBER 4): THE RADICALIZATION OF THE REVOLUTION**

### Class 12 (Tuesday, October 1): The Great Fear and the Abolition of Feudal Rights

- McPhee, *Liberty or Death*, 81–101
- [Decree of the National Assembly Abolishing the Feudal System](#) (11 August 1789) (C)
- [The Declaration of the Rights of Man and Citizen](#) (26 August 1789) (C)
- Jacques-Guillaume Thouret, “[Report on the Basis of Political Eligibility](#)” (29 September 1789) (C)
- Maximilien Robespierre, “[Speech Denouncing the New Conditions of Eligibility](#)” (22 October 1789) (C)

### Class 13 (Thursday, October 3): The March on Versailles

- McPhee, *Liberty or Death*, 102–118
- Tackett, *The Coming of the Terror*, 64–69
- [The October Days](#) (1789)
- [Stanislaus Maillard Describes the Women’s March](#) (C)
- Nicolas Condorcet, “[On the Admission of Women to the Rights of Citizenship](#)” (1790) (C)
- Olympe de Gouges, *The Declaration of the Rights of Woman* (September 1791) (C)
- [The Abolition of Negro Slavery or Means for Ameliorating Their Lot](#) (1789) (C)
- Society of the Friends of Blacks, “[Address to the National Assembly in Favor of the Abolition of the Slave Trade](#)” (5 February 1790) (C)

## **WEEK 8 (OCTOBER 7–11): A NEW ORDER**

### Class 14 (Tuesday, October 8): The Civil Constitution of the Clergy

- McPhee, *Liberty or Death*, 119–141
- Tackett, *The Coming of the Terror*, 70–95
- [The Civil Constitution of the Clergy](#) (12 July 1790) (C)
- Jean-Paul Marat, *Friend of the People* (29 December 1790; 17 February 1791) (C)
- Edmund Burke, *Reflections on the Revolution in France* (1790)

### Class 15 (Thursday, October 10): The Flight to Varennes

- Tackett, *The Coming of the Terror*, 96–141
- [The King Flees Paris](#) (20 June 1791) (C)
- [The Flight to Varennes](#) (21–23 June 1791) (C)
- [Petitions of the Cordelier and Jacobin Clubs](#) (July 1791) (C)
- [Louis Apologizes](#) (27 June 1791) (C)
- [Louis Accepts the Constitution](#) (14–25 September 1791) (C)
- [Press Reports of the King’s Flight](#): *Révolutions de Paris* and *Père Duchesne* (1791) (C)
- [Marie Antoinette’s View of the Revolution](#) (8 September 1791) (C)

## **WEEK 9 (OCTOBER 14–18): THE FALL OF THE MONARCHY**

### Class 16 (Tuesday, October 15): The Legislative Assembly and the War

- McPhee, *Liberty or Death*, 142–163
- Tackett, *The Coming of the Terror*, 142–171



- [The Padua Circular](#) (5 July 1791) (C)
- [The Declaration of Pillnitz](#) (27 August 1791) (C)
- Jean-Marie Roland, “[Letter to the King](#)” (10 June 1792)
- [Mobilization for War](#) (5 July 1792) (C)

Class 17 (Thursday, October 17): The September Massacres and the Fall of the King

- McPhee, *Liberty or Death*, 164–187
- Tackett, *The Coming of the Terror*, 172–216
- [The Marseillaise](#) (C)
- [Parisian Petitions to Dethrone the King](#) (3 August 1792) (C)
- Michel Azema, [The Attack on the Tuileries](#) (10 August 1792) (C)
- Pierre-Louis Roederer, [The “Second Revolution” of 10 August 1792](#) (C)
- Nicolas-Edme Restif de la Bretonne, [The September Massacres](#) (C)
- John Gideon Millingen, [The Revolutionary Tribunal’s Use of the Guillotine](#) (C)

**WEEK 10 (OCTOBER 21–25): LIBERTY, EQUALITY, FRATERNITY, OR DEATH**

Class 18 (Tuesday, October 22): The Trial of Louis Capet

- Tackett, *The Coming of the Terror*, 217–244
- Louis-Antoine de Saint-Just, [Speech on the King’s Fate](#) (13 November 1792) (C)
- Nicolas Condorcet, [Response to Saint-Just](#) (3 December 1792) (C)
- Jean-Paul Marat, [Journal of the Republic on the King’s Fate](#) (3 December 1792) (C)
- Maximilien Robespierre, [Speech on the King’s Fate](#) (3 December 1792) (C)
- Louis-Antoine de Saint-Just, [Speech at the Trial of the King](#) (27 December 1792) (C)
- Maximilien Robespierre, [Speech at the Trial of the King](#) (28 December 1792) (C)
- Philippe Pinel, [The Execution of the King](#) (21 January 1793)

Class 19 (Thursday, October 24): The Crisis of 1793 and the Vendée

- McPhee, *Liberty or Death*, 188–227
- Tackett, *The Coming of the Terror*, 244–279
- Louis-Marie Prudhomme, [The Coup against the Girondins](#) (31 May–2 June 1793) (C)
- Louis-Sébastien Mercier, [The New Paris](#) (C)
- [The Constitution of Year One](#) (24 June 1793) (C)
- [Decree against Profiteers](#) (July 1793) (C)
- [The Maximum](#) (29 September 1793) (C)
- Choudieu, [Description of the Counterrevolution in the Vendée](#) (25 August 1793) (C)

**WEEK 11 (OCTOBER 28–NOVEMBER 1): THE REVOLUTION DEVOURS ITS CHILDREN**

Class 20 (Tuesday, October 29): Terror Is the Order of the Day

- McPhee, *Liberty or Death*, 228–251
- Tackett, *The Coming of the Terror*, 280–334
- “[Terror Is the Order of the Day](#)” (5 September 1793) (C)
- [The Law of Suspects](#) (17 September 1793) (C)
- [Discussion of Women’s Political Clubs and Their Suppression](#) (29–30 October 1793) (C)

- [The Trial of Olympe de Gouges](#) (2 November 1793) (C)
- Robespierre, “[On the Principles of Political Morality](#)” (5 February 1794) (C)
- [The Revolutionary Calendar](#) (October 1793) (C)
- Optional: Watch [Danton](#) (1983)

Class 21 (Thursday, October 31): The End of Robespierre

- McPhee, *Liberty or Death*, 252–273
- Tackett, *The Coming of the Terror*, 334–349
- Camille Desmoulins, “[The Revolution Devours Its Own](#)” (15 December 1793) (C)
- [The Law of 22 Prairial Year II](#) (10 June 1794) (C)
- [The Eighth of Thermidor](#) (26 July 1792) and [The Ninth of Thermidor](#) (27 July 1794) (C)
- [The Conspiracy against Robespierre](#) (27 July 1794) (C)
- [The Eleventh of Thermidor](#) (29 July 1794) (C)

**WEEK 12 (NOVEMBER 4–8): THE THERMIDORIAN REACTION AND THE DIRECTORY**

Class 22 (Tuesday, November 5): Dismantling the Terror

- McPhee, *Liberty or Death*, 274–296
- Marisa Linton, “[Rethinking the French Revolutionary Terror](#),” *H-France Salon* (2019) 1–9 (C)
- Carla Hesse, “[Terror and the Revolutionary Tribunals](#),” *H-France Salon* (2019) 1–10 (C)
- Dan Edelstein, “What Was the Terror?” in *OHFR*, ed. David Andress (2015), 453–466 (C)
- Nicolas Condorcet, *Sketch for a Historical Picture of the Progress of the Human Mind* (1795) (C)
- Pierre-Toussaint Durand-Maillane, “[Dismantling the Terror](#)” (1794) (C)
- [The Constitution of the Year III](#) (1795) (C)
- [Decree Creating Primary Schools](#) (17 November 1794) (C)

Class 23 (Thursday, November 7): **MID-TERM EXAM**

**WEEK 13 (NOVEMBER 11–15): THE HAITIAN REVOLUTION**

Class 24 (Tuesday, November 12): The Slave Uprising

- Jeremy Popkin, *A Concise History of the Haitian Revolution* (2011), 1–61
- Médéric-Louis-Elie Moreau de Saint-Méry, “[On Voodoo](#)” (1797) (C)
- P. J. Labourie, [The Coffee Planter of Saint-Domingo](#) (1798) (C)
- Viefville des Essars, [On the Emancipation of the Negroes](#) (1790) (C)
- Antoine-Pierre Barnave, “[Speech for the Colonial Committee](#)” (8 March 1790) (C)

Class 25 (Thursday, November 14): The Abolition of Slavery

- Popkin, *A Concise History of the Haitian Revolution*, 62–113
- [Decree Abolishing Slavery in all the Colonies](#) (4 February 1794) (C)
- Marcus Rainsford, [An Historical Account of the Black Empire of Hayti](#) (1805)

## **WEEK 14 (NOVEMBER 18–22): THE RISE OF NAPOLEON**

### Class 26 (Thursday, November 21): From the Directory to the Consulate

- McPhee, *Liberty or Death*, 297–341
- Howard G. Brown, “The New Security State,” in *A Companion to the French Revolution*, ed., Peter McPhee (2014) 343–358 (C)
- Gracchus Babeuf, “[The Doctrine of Babeuf](#)” and [The Trial of Gracchus Babeuf](#) (1796) (C)
- The Coup of 18 Fructidor: [Proclamation of 9 September 1797](#) (C)
- Nicolas-Louis François de Neufchâteau, [Circular on Elections](#) (4 March 1799) (C)

### Class 27 (Tuesday, December 3): Consul for Life and Emperor

- Lynn Hunt and Jack Censer, *The French Revolution and Napoleon* (2017), 149–175 (C)
- Popkin, *A Concise History of the Haitian Revolution*, 114–140
- Napoleon Bonaparte, [Justification of the Coup of 18 Brumaire](#) (10 November 1799) (C)
- [The Council of Five–Hundred Concur](#) (10 November 1799) (C)
- [Making Peace with the Catholic Church](#) (1801–1802) (C)
- Napoleon, [Oath as Consul for Life](#) (4 August 1802) (C)
- Napoleon, [Reasons for Making Himself Emperor](#) (December 1804) (C)
- [The Haitian Declaration of Independence](#) (1 January 1804) (C)
- [The Continental System](#) (1806) (C)
- [The Disintegration of the Holy Roman Empire](#) (1 August 1806) (C)

**PAPER TWO DUE FRIDAY NOVEMBER 22<sup>ND</sup> AT 4:00PM**

## **WEEK 15 (NOVEMBER 25–29): THANKSGIVING BREAK**

## **WEEK 16 (DECEMBER 2–4): CONCLUSIONS**

### Class 28 (Tuesday, December 7): The Rise and Fall of the Napoleonic Empire

- McPhee, *Liberty or Death*, 342–370
- Hunt and Censer, *The French Revolution and Napoleon*, 181–206, 211–218 (C)
- Alexis de Tocqueville, *The Ancien Régime and the Revolution*, 185–207
- David Bell, “Global Conceptual Legacies,” in *The Oxford Handbook of the French Revolution*, ed. David Andress (2015), 642–658 (C)
- [An Ordinary Soldier’s Account](#) (1806) (C)
- Philippe de Ségur, [The Burning of Moscow](#) and [The Effect of the Russian Winter](#) (C)
- Jardin Ainé, [The Battle of Waterloo](#) (June 1815) (C)

**FINAL PAPER DUE WEDNESDAY, DECEMBER 6<sup>TH</sup> AT 11:59PM**