

HIST 336

History of France

Spring Term 2018

CRN 36492, Monday, Wednesday 2:00 – 3:20 pm
185 Lillis Hall

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359 McKenzie Hall
Office Hours: Monday, Wednesday, 3:45 – 4:30

Description

This course is an introductory survey of the history of France from the French Revolution and into the first half of the nineteenth century. Emphasis will be placed on events and developments associated with the political history of this period. Certain social will also be addressed in lectures and readings. The course presents a basic framework for understanding major historical transformations, both political and social, in France during this period. It introduces some of the broader themes of French political traditions that continue to shape France today.

Requirements

Students are responsible for reading all of the assigned syllabus readings on time, and for all material presented in class, including lectures and discussions. Assigned readings and the content of in-class lectures and discussions will provide the basis of examinations.

The **course grade** will be determined as follows:

- Short paper (due April 25): 20%
- Mid-term examination (on May 9): 20%
- Research paper (due June 6) : 30%
- Final examination (on June 12): 30%

The instructor will take note of conscientious attendance and participation in class discussion. Distinctly good performance in discussion will be considered in determination of the final grade in the course and may result in an enhanced grade.

Policy regarding incompletes: Incompletes are granted rarely and only for legitimate reason, which normally means significant illness or accident or family crisis. Such incompletes are not granted to students whose failure to complete one or more assignments, or whose repeated failure to attend class, reflects negligence in the course as

a whole. Incompletes, when granted, require a statement signed by the student agreeing to the terms of completion of the incomplete.

Examinations

There will be a **mid-term examination, in class, on Wednesday, May 9**, and a **final examination on Tuesday, June 12, at 2:45 PM** **IMPORTANT NOTE: The final exam may NOT be taken BEFORE this scheduled time.**

The **mid-term examination** will be based on all assigned readings and all lecture and discussion material through Week 5. A study guide will be posted on *Canvas* prior to the exam.

The **final examination**, scheduled for two hours in length, will be based on all assigned readings, lectures and discussions of the entire term, although readings and lectures following the mid-term exam will be emphasized. A study guide will be posted on *Canvas* prior to the exam.

Short Paper (due April 25)

The short paper will be an essay, 3-5 pages in length (900 – 1500 words), on one of the books listed on the bibliography that will be distributed for this assignment. No other books may be substituted for this assignment. Both of the following should be addressed in the essay:

- A one-page summary of the content of the book. The exact form of this summary will vary according to the nature of the book. For example, for a book that develops a clear argument or theme, the summary should articulate that argument or theme. For a book that is largely descriptive, or a biography, the summary should indicate the main topics and the perspective emphasized in treating these topics.
- An elaboration of one feature of the book, such as a sub-theme or a particular scenario, event, issue, etc. having some historical interest, in relation to the history of France studied this term. This elaboration should make clear the nature of that historical interest.

The short paper does not require reference to any sources other than the book used in the assignment.

Research Paper (due June 6)

This paper is the single most important independent writing assignment of the term. The paper will be on a topic determined by the student and pertaining to any aspect of the

history of France from the 18th century through the July Monarchy (1830-1848). The paper must make extensive use of at least **three** scholarly books or **two** scholarly books **plus two articles** from scholarly journals. None of these may be a book or an article that is listed on the syllabus as a required assigned reading. However, one of the books may be the same book used for the short paper assignment.

The paper may make use of any books and articles pertaining to the period and chosen topic, as long as these are scholarly in nature. The instructor should be consulted if there is any question about whether a particular book or article is scholarly in nature. **No online (internet-accessed) sources may be used** for the paper, with one exception: scholarly articles obtained through online scholarly journals, such as those archived in JSTOR, may be used. A bibliography of recommended (not required) titles of books pertaining to various topics will be provided as an aid to locating sources for this paper.

Each of the books and articles used for the research paper must be listed in a bibliography included with the paper. The bibliography should provide the following details on each book and article used for the paper:

- **For books:** complete name of author, complete title and subtitle (if any), place and date of publication, name of publisher, and Knight Library call number, or other identification of the source and location of the book or article
- **For articles:** complete name of author or authors of the article, complete title of the article, title of the scholarly journal, details on the issue of the journal in which the article appears (eg month and year, volume, number), and the pages of the journal in which the article appears.

The minimum length of the paper is 10 pages (double-spaced, 12-point type), or about 3000 words. The paper is due on **Wednesday, June 6**

Course Materials

The following are available for purchase at the University of Oregon bookstore:

- Jeremy D. Popkin, A Short History of the French Revolution, 6th Edition
- Honoré de Balzac Père Goriot

In addition, several additional assigned readings are located on the *Canvas* site for the course.

Canvas Site

The *Canvas* website has all of the necessary postings for the course. The course syllabus, study guides for examinations, specifications and bibliographies for the course papers,

and assigned readings not available for purchase are posted in the **Assignments** section of *Canvas*. Power points for lectures will be posted in the **Files** section.

Learning Objectives

Learning objectives are intended to facilitate your learning process. They should not be interpreted as defining the full extent of your learning experience or as substituting for objectives that you, individually, set for yourself in this course, as a mature student learner. Also, such objectives should not be used as guides for undertaking specific requirements for the course. Each of these requirements (exams, papers) has guidelines and directives that pertain to the particular required assignment.

History, like any other specialized subject field, requires discipline, no less than music, neuroscience, or architecture. That means that you should expect to invest appropriate time and effort in this course. But history repays many times over those who devote themselves to this investment. If you work hard in this course, you will end the term knowing something about the various topics listed on this syllabus, at a greater than superficial level and beyond acquiring mere information. You can also expect the following tangible benefits, all applicable in a wide range of occupations and careers:

- the habit of asking critical questions
- improved reading, writing, and analytical skills
- practice in thinking about the complexity of human experience, and how this complexity shapes, for future generations, the kind of world handed over to them

In this course, specific learning objectives include:

- Acquiring a deep knowledge of institutions, ideas, issues, events, and relationships that contributed to the French Revolution as causes and that were involved in the revolutionary process in its several stages
- Acquiring the above with respect to the reactions to the Revolution and the constitution of new regimes in the period following the revolutionary era
- Developing a familiarity with key historical actors in the period studied in this course, and how their interactions with other actors as well as with historical context shaped the events and the transformations addressed
- Developing a critical perspective on the nature of political complexity by immersion in institutions, mind-sets, power relationships, and cultural assumptions, of a period, a country, and a set of traditions unfamiliar in today's world.

Assigned Readings

References:

French Revolution: Jeremy D. Popkin, A Short History of the French Revolution, 6th Edition

Père Goriot: Honoré de Balzac, Père Goriot

Canvas: Reading posted on *Canvas* website for the course

Week 1: April 2 & 4 – Introduction, Old Regime France

- **French Revolution**, chapter 1

Week 2: April 9 & 11 – Old Regime Society and the Enlightenment

- Gail Bossenga, on Privilege, Clergy, Nobility in William Doyle, Old Regime France (*Canvas*)
- Sheridan, on Peasants and Lords (*Canvas*)
- Alexis de Tocqueville, “Feudal Rights” in The Old Regime and the French Revolution (*Canvas*)
- Margaret C. Jacob, on the philosophes and Rousseau, in The Enlightenment: A Brief History with Documents (*Canvas*)

Week 3: April 16 & 18 – Collapse of the Monarchy, 1789

- **French Revolution**, chapter 2
- Abbé Sièyes, What Is the Third Estate? (*Canvas*)
- David Garrioch, “The Everyday Lives of Parisian Women and the October Days of 1789” (*Canvas*)

Week 4: April 23 & 25 – The Liberal Revolution, 1789-1792

- **French Revolution**, chapters 3 and 4
- “Petition of the Jews of Paris, Alsace and Lorraine to the National Assembly” and “Decree of the National Assembly” (1791) in Lynn Hunt, ed., The French Revolution and Human Rights (*Canvas*)
- Society of the Friends of Blacks to the National Assembly for Abolition of Slave Trade, in Hunt (*Canvas*)
- Condorcet, “On the Admission of Women to the Rights of Citizenship,” in Hunt (*Canvas*)
- Olympe de Gouges, “The Declaration of the Rights of Women,” in Hunt (*Canvas*)
- Wednesday, April 25: SHORT PAPER DUE

Week 5: April 30 & May 2 – The Radical Revolution

- **French Revolution**, chapter 5
- Darlene G. Levy and Harriet Applewhite, “Women, Radicalization, and the Fall of the French Monarchy” (*Canvas*)
- R. R. Palmer, Twelve Who Ruled, chapter VII, “Doom at Lyons” (*Canvas*)

Week 6: May 7 & 9 – The Rise of Napoleon

- **French Revolution**, chapters 6 and 7
- **Wednesday, May 9: MID-TERM EXAMINATION**

Week 7: May 14 & 16 – The Napoleonic Empire and the Haitian Revolution

- **French Revolution**, chapter 8

Week 8: May 21 & 23 - Bourbon Restoration 1815 – 1830

- **Père Goriot**
- Gordon Wright, “The Bourbon Experiment, 1814 – 1830,” in France in Modern Times (*Canvas*)

Week 9: May 30 – The Revolution of 1830

- David Pinkney, “Days of Revolution, July 28 and 29,” in The French Revolution of 1830 (*Canvas*)

Week 10: June 4 & 6 – After 1830: The Social Question

- **Wednesday, June 6: RESEARCH PAPER DUE**

FINAL EXAMINATION: Tuesday, June 12, 2:45 – 4:45 PM