

The University of Western Ontario
Department of History
Hist 3429F
2013-2014 (Fall Term)

REVOLUTIONARY and NAPOLEONIC EUROPE

COURSE DIRECTOR: Prof. P. C. REYNARD (LH 1221; preynard@uwo.ca)

OFFICE HOURS: Tuesday 14:00 to 16:00 or by appointment

MEETINGS: Monday 16:30 - 18:30, StvH 2166

This seminar analyses the transformative forces unleashed upon Europe by the French Revolution, examining a quarter century of radical proclamations, unprecedented initiatives, recurrent conflicts, and often surprisingly novel reactions. Our key focus will be the relations between France and its neighbours - placing these fiery decades in a trans-national context to better understand the state of Europe in the first half of the nineteenth century.

REQUIREMENTS - MARKING:

Students are expected to have read all assigned texts before our meetings. Our weekly discussions will be facilitated and enriched by the required and systematic posting of comments on our course web-site before each meeting.

Class Participation	15%
Weekly Postings - Discussion	15%
Book Presentation (oral and written)	15%
Final Essay	30%
Final Exam	25%

Class participation means regular attendance and meaningful interventions in our discussions.

Readings:

SPERBER Jonathan, *Revolutionary Europe 1780-1850* (New York: Longman, Pearson, 2000).

Required purchase - available at our Book-store.

All other readings will be available on our course-web site
or through our library (on-line and/or on the shelves).

Students may also refer to the excellent survey available on-line through our libraries: DOYLE William, *The Oxford history of the French Revolution* (Oxford: Oxford U. P., 2002). Alternatively, you may also turn to the relevant essays edited by Pamela PILMBEAM in her *Themes in Modern European History 1780-1830* (London, Routledge, 1995), also available on-line through our library system. Finally, anyone interested in this period will profit from the now classic perspective of Eric HOBSEBAWM, *The Age of Revolution, 1789-1848* (1962 - several editions, many copies in our libraries).

IMPORTANT:

- * Demands for extensions (or special arrangements of any kind) must be directed first to the Academic Counseling Office of your faculty as early as possible. They will forward a recommendation to me, and you can then make your case to me.
- * To get credit for your Final Essay, you have to send an electronic copy to Turnitin **and** give a printed copy to me. No paper will be graded unless both copies are received. Submit your paper to Turnitin through the course web-site.
- * A late assignment must be delivered to me or to the History office (Late Paper Box). An electronic copy must also go to Turnitin. Details of late penalties:
 - .. A Final Essay will be penalised 3 points per day, including week-ends, after the 2 Dec. 2013 deadline; No Final Essay will be accepted beyond 3 days before Exam day.
 - .. The written copy of your Book Presentation must be submitted on the day of your oral presentation - late submissions will be penalised 5 points per day, including week-ends. No grade can be entered until I have a paper copy.

PLAGIARISM: Students must write their assignments in their own words. When students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and with proper references such as footnotes or citations. Plagiarism is a major academic offence (see Academic Calendar). All papers will be submitted for textual similarity review to the plagiarism detection software under license to the University (Turnitin). They will be included as source documents in the reference database.

APPEALS: Should you wish to appeal a grade, first draft a written statement outlining the reasons for your request, then talk to me. An appealed mark may be lowered, left unchanged, or raised. Further steps are possible, should you still feel unfairly treated, after these initial stages have been taken. (*All of these matters are presented in details in the Academic Calendar*)

SCHEDULE OF MEETINGS AND READINGS

1. Introduction - Mon. 09 Sept. 2013

Overview of the course. Administrative imperatives and details; schedule of assignments, expectations, etc.

Note: Next week, we will schedule the Book Presentations. Go through the list of titles listed under the weekly Book Presentation sections and choose one of interest to you.

2. Pre-revolutionary Context - I - Mon. 16 Sept.

We will start our course with a survey of European society before the Revolution, to map out the key tensions - keeping in mind our transnational focus, and remembering that we are not looking at this time for answers, but rather for questions - the key questions facing people at the time - and also the key questions that we will address throughout this term.

Read - Post - Discuss:

SPERBER J., *Revolutionary Europe*: Introduction and first part of ch. 1, "Europe at the End of the Old Regime", pp. 1-36.

JOURDAN Annie, "The "Alien Origins" of the French Revolution: American, Scottish, Genevan, and Dutch Influences", *Proceedings of the Western Society for French History*, v. 35, 2007: 185-205.

What are the essential, most important questions facing European societies around 1780?

What essential distinctions existed between various parts of Europe?

Post your comments before class (Monday before noon at the latest) on the relevant forum of our course web-site. Read the comments of other students to prepare your class participation - Same procedure each week.

+ Scheduling Book Presentations.

3. Pre-Revolutionary Context - II - Mon. 23 Sept.

Read - Post - Discuss:

SPERBER J., *Revolutionary Europe*: second part of ch. 1, "Europe at the End of the Old Regime", pp. 36-57.

BOSSENGA Gail, "Origins of the French Revolution", *History Compass*, v. 5, n. 4, 2007: 1294-1337.

Again - What are the essential, most important questions facing European societies around 1780? What important distinctions existed between various parts of Europe?

AND: What are the key historical debates among historians regarding the origins of the French Revolution?

Book Presentation:

BOUTON Cynthia A., *The Flour War: Gender, Class, and Community in Late Ancien Régime French Society* (University Park: Pennsylvania State U. P., 1993).

4. Revolutionary Dynamics - I - Mon. 30 Sept.

Our survey of the events of the Revolution will look first at the French context and then at the European echo of what transpired in France over the 1790s.

Read - Post - Discuss:

SPERBER J., *Revolutionary Europe*: ch. 2, "A Decade of Revolution: France, 1789-99", pp. 58-109.

TACKETT Timothy, "Conspiracy Obsession in a Time of Revolution: French Elites and the Origins of the Terror, 1789-1792", *American Historical Review*, v. 105, n 3, 2000: 690-713.

Map out the questions raised by the evolution of events in France from 1789 through the 1790s - Pay particular attention to how these events may relate to, or even simply matter to France's European neighbours.

Book Presentation:

MERRICK Jeffrey, *The Desacralization of the French Monarchy in the Eighteenth Century* (Baton Rouge: Louisiana State U. P., 1990).

TACKETT Timothy, *Becoming a Revolutionary: The Deputies of the French National Assembly and the Emergence of a Revolutionary Culture (1789-1790)* (Princeton, N.J.: Princeton U. P., 1996).

5. Revolutionary Dynamics - II - Mon. 07 October

Read - Post - Discuss:

SPERBER J., *Revolutionary Europe*: ch. 3, "The French Revolution and Europe", pp. 110-145.
 HUNT Lynn, David LANSKY, and Paul HANSON, "The Failure of the Liberal Republic in France, 1795-1799: The Road to Brumaire," *Journal of Modern History*, v. 51, n. 4, 1979: 734-59.

What are the key stages in the "internationalisation" or "Europeanisation" of the Revolution?

Book Presentations:

ANDRESS David, *Massacre at the Champ de Mars: Popular Dissent and Political Culture in the French Revolution* (Rochester, NY: Royal Historical Society - Boydell Press, 2000).
 PALMER R. R., *Twelve who Ruled; The Year of the Terror in the French Revolution* (New York: Atheneum, 1966).

Monday 14 October: Thanksgiving - no meeting.**6. Napoleonic Europe - I - Mon. 21 Oct.**

Over two weeks we will try to expose the main contours of Napoleon's bid for imperial power over Europe.

Read - Post - Discuss:

SPERBER J., *Revolutionary Europe*: first part of ch. 4, "Napoleon's Europe", pp. 147-177.
 FORREST Alan, "Propaganda and the Legitimation of Power in Napoleonic France", *French History*, v. 18, n. 4, 2004: 426-444.
 DWYER Philip, "Napoleon Bonaparte as Hero and Saviour: Image, Rhetoric and Behaviour in the Construction of a Legend", *French History*, v. 18, n. 4, 2004: 379-403.

What are the elements of Napoleon's remarkable successes?

Book Presentation:

GOUGH Hugh, *The Terror in the French Revolution* (New York: Palgrave Macmillan, 2010).
 KENNEDY Michael, *The Jacobin Clubs in the French Revolution, 1793-1795* (New York; Oxford: Berghahn Books, 2000).

7. Napoleonic Europe - II - Mon. 28 Oct.

Read - Post - Discuss:

SPERBER J., *Revolutionary Europe*: second part of ch. 4, "Napoleon's Europe", pp. 177-207.
 BLANNING T.C.W., "The French Revolution and German Modernization", *Central European History*, v. 22, n. 2, 1989: 109-129.
 JOURDAN Annie, "The Netherlands in the constellation of the eighteenth-century Western revolutions", *European Review of History*, v. 18, n. 2, 2011: 199-225.

Distinguish between local and "imported" factors of change in regions most affected by French occupation?

Book Presentations:

RAPPORT Michael, *Nationality and Citizenship in Revolutionary France: The Treatment of Foreigners 1789-1799* (Toronto: Oxford U. P., 2000).

FORREST Alan, *Napoleon's Men: The Soldiers of the Revolution and Empire* (London: Hambledon and London, 2002).

8. Europe in the First Half of the Nineteenth Century - Social and Economic Conditions -

Mon. 04 November

The remaining part of our course will examine social and economic transformations, the evolution of political life, international relations, and recurrent challenges to the order established after a quarter century of revolutions and wars.

Read - Post - Discuss:

SPERBER J., *Revolutionary Europe*: ch. 5, "Social and Economic Change, 1780-1850", pp. 208-263.

BROERS Michael, "Cultural Imperialism in a European Context? Political Culture and Cultural Politics in Napoleonic Italy", *Past & present*, v. 170, n. 1, 2001: 153-181.

In all these areas, this week and through our remaining postings and discussions, look for signs of change brought by the upheavals of the previous 25 years, evidence of stability or trouble, as well as similarities and differences among various regions of Europe.

Book Presentations:

GODINEAU Dominique, *The Women of Paris and Their French Revolution* (Berkeley: University of California Press, 1998).

BROWN Howard G., *Ending the French Revolution: Violence, Justice, and Repression from the Terror to Napoleon* (Charlottesville: University of Virginia Press, 2006).

LYONS Martyn, *Napoleon Bonaparte and the Legacy of the French Revolution* (New York: St. Martin's Press, 1994).

9. Europe in the First Half of the Nineteenth Century - Political Life - Mon. 11 Nov.

Read - Post - Discuss:

SPERBER J., *Revolutionary Europe*: ch. 6, "The Shapes of Public Life, 1815-50", pp. 265-322.

BREUILLY John, "The Response to Napoleon and German Nationalism", in *The Bee and the Eagle: Napoleonic France and the End of the Holy Roman Empire, 1806*, eds. Alan Forrest and Peter H. Wilson (New York: Palgrave Macmillan, 2009), pp. 256-283.

Book Presentations:

McPHEE Peter, *Robespierre: A Revolutionary Life* (New Haven: Yale U. P., 2012).

DWYER Philip, *Napoleon: The Path to Power, 1769-1799* (New Haven: Yale U. Pr., 2008).

10. The Age of Restoration - Mon. 18 Nov.

Read - Post - Discuss:

SPERBER J., *Revolutionary Europe*: ch. 7, "In the Shadow of the Past, 1815-32", pp. 323-362.

JOOR Johan, "A Very Rebellious Disposition': Dutch Experience and Popular Protest under the Napoleonic Regime (1806-1813)", in *Soldiers, Citizens and Civilians: Experiences and Perceptions of the Revolutionary and Napoleonic Wars, 1790-1820*, eds. Alan Forrest, Karen

Hagemann, and Jane Randall (New York : Palgrave Macmillan, 2009), pp. 181-204.

Book-presentations:

HANLEY Wayne, *The Genesis of Napoleonic Propaganda, 1796 to 1799* (New York: Columbia U. P., 2008, 2002).

GRAB Alexander I., *Napoleon and the transformation of Europe* (New York: Palgrave Macmillan, 2003).

11. Europe at mid-nineteenth Century - Mon. 25 Nov.

Read - Post - Discuss:

SPERBER J., *Revolutionary Europe*: ch. 8, "Old Certainties and New Vistas, 1830-51", pp. 363-421.

PLANERT Ute, "From Collaboration to Resistance: Politics, Experience, and Memory of the Revolutionary and Napoleonic Wars in Southern Germany", *Central European History*, v. 39, n. 4, 2006: 676-705.

Book Presentations:

BLANNING T. C. W., *The French Revolution in Germany: Occupation and Resistance in the Rhineland, 1792-1802* (New York: Oxford U. P., 1983).

12. Last Words - Mon. 2 December **Final Essay due today.**

Late papers penalised 3 pts./day - no paper accepted after 3 days before Dec. Exam.

Read - Post - Discuss:

SPERBER J., *Revolutionary Europe*: ch. 9, "The Age of Revolution in European History", pp. 422-431.

Book Presentation:

DWYER Philipp, *Talleyrand* (Longman, London, 2002).

WOOLF Stuart J., *Napoleon's Integration of Europe* (New York: Routledge, 1991).

FINAL EXAM: TBA - Dec. 2013

SUPPORT SERVICES

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

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PLAGIARISM

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently.

Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca