San José State University
College of Social Sciences/Department of History
History 211 (24853)

ADVANCED COLLOQUIUM: FRENCH REVOLUTION

SPRING 2016

Instructor: Dr. Mary Pickering
Office Location: DMH 218
Telephone: (408) 924-5516
Email: Mary.Pickering@sjsu.edu
Office Hours: Wednesdays, 1:30-3:30, and by appt.
Class Days/Time: Mondays, 6:00-8:45
Classroom: DMH 165
Units: 4 Units

“It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us . . .”

Charles Dickens, *A Tale of Two Cities*

“At least they can’t stop our heads from kissing in the basket.”

Georges Danton to his fellow victim before being guillotined in 1794

**Faculty Web Page and Messages**
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on Canvas. You are responsible for regularly checking your emails to get updates and/or course materials from me. Please correspond with me through email, not via Canvas.
Course Description

This course offers students an in-depth examination of one of the most exciting and controversial occurrences in history, the French Revolution. This event has attracted the attention of many brilliant historians, whose innovative approach to the past has profoundly influenced the entire historical profession. Students will have the opportunity to read the works of the leading historians of the Revolution of the past fifty years. They will gain not only insights into the major debates surrounding this period but an introduction to many of the new topics that are being explored by historians today: the body, language, gender, and the public sphere, and the problems of representation. We will end the course with a brief look at Napoleon Bonaparte and the Haitian Revolution.

Course Goals and Course Learning Objectives (CLOs)

After successfully completing the course, students will be able to:

1. explain the causes of the French Revolution
2. discuss the reasons why the Revolution took a bloody turn
3. elaborate on the significance and influence of the Revolution
4. spell out the different ways in which historians cover significant events in the past
5. analyze primary and secondary sources as well as visual imagery
6. display good oral communication skills.

Required Texts/Readings

Required reading for all students:


The texts are available for purchase at the Spartan University Bookstore.

**Library Liaison**

Nyle Monday is the library liaison for History students. Contact him at 408-808-2041 or Nyle.Monday@sjsu.edu.

**Classroom Protocol**

It is important that students attend class regularly. Be polite. Turn off cell phones. Do not use your laptop. Roaming the internet during class disturbs students next to you and ultimately hurts your own grade in the course. Laptops also disrupt the flow of ideas during a seminar. If you must have your laptop open to take notes or consult texts, please ask my permission.

**Course Workload, Assignments, and Assessment of Student Learning**

This course is a four-unit, graded course, satisfying GWAR (Graduation Writing Assessment Requirement). To meet this requirement, all papers must be individual projects.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with one of the hours used for lecture) for instruction or preparation/studying or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus. (See SJSU Academic Senate Policy S12-3.)

Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments. Careful time management will be required to keep up with readings and assignments in an intensive course such as this one.

This class is a seminar for graduate students. By signing up for this course, each of you has made a commitment to attend the class regularly, read the assignments on time, and participate actively in discussion. In order for the course to succeed, you must fulfill these requirements. Please let me know in advance if an emergency will oblige you to skip class. Class participation will count heavily--20%--in the final grade. I will assess you based on the number of times you speak up in class and the quality of your comments. If you do not participate at all, you will receive a C. Participation from time to time is equivalent to a B. If you participate in every class discussion, you will receive an A. Your participation must indicate that you have read and/or watched the material under discussion. Oral communication is one of the learning objectives. Indeed, this component of the course satisfies CLO# 6.
In addition to participating in class discussions around a common reading, you must do the following assignments:

1. Write a three-page paper evaluating the origins of the French Revolution. It must have footnotes and a bibliography, following the guidelines of Turabian (The Chicago Manual of Style). This paper is due March 14. This assignment satisfies CLO#1.

2. You must present two primary documents to the class and explain their context and significance. They can be taken from two books on reserve:


   Please write a two-to-three page analytical essay and photocopy it and the document(s) to enable everyone to discuss your findings. The paper will be due the week whose readings most pertain to the topic you have addressed. It must have footnotes and a bibliography, following the guidelines of Turabian (The Chicago Manual of Style). You must hand in the paper the day you present the documents. This assignment satisfies CLO#5 and #6.

3. You must present two images that you analyze in a two-to-three page paper with footnotes and a bibliography, following the guidelines of Turabian (The Chicago Manual of Style). Please photocopy the images for the class and your paper. This paper is due whenever we touch on a topic related to your images. The Hunt/Censer book and website have images. Also see http://frda.stanford.edu/en/about . This assignment satisfies CLO#5 and #6.

4. You must write fifteen-page historiographical essay on any topic that appeals to you. For example, you could write a paper on Lynn Hunt=s or François Furet=s contribution to the historiography of the French Revolution. You could write a critique of intellectual historians= approach to the French Revolution. You could compare and contrast several social historians. The paper must have footnotes and a bibliography, following Turabian (The Chicago Manual of Style). This assignment fulfills CLO# 2, CLO#3, CLO#4 and CLO#5. It is due May 25 at 10:00 am via Canvas.

To do well on the papers, you will have to display good writing skills. You must begin with an introductory paragraph, which sets forth a central argument. This argument should reflect your insights into the material. The rest of the paper should include facts supporting this argument. Finally, you must end with a conclusion, which summarizes the argument and adds, hopefully, something provocative. Excellent grammar, perfect spelling, and clarity of writing style are essential for success. In reading your papers, I will pay special attention to the quality and extent of your research and your ability to put your subject into the historical context.
Qualities of an “A” Assignment

Content and Organization
- fulfills all the requirements of the assignment
- presents a recognizable, strong thesis or argument
- contains unified paragraphs that support recognizable topic sentences
- makes sure that the topic sentence of each paragraph relates to the thesis or argument in some way
- presents accurate information, with generalizations supported by facts, examples, or analysis
- displays original thought
- defines terms if necessary
- is clearly organized with an appropriate essay structure
- has an effective introduction and conclusion
- contains effective transitions between sentences and between paragraphs

Clarity and Correctness
- uses sentences that are easy to understand on a first reading
- includes a variety of sentence constructions
- has no serious errors of diction, syntax, grammar, punctuation, or spelling
- shows evidence of careful editing

Qualities of a “B” Assignment

Content and Organization
- fulfills most of the requirements of assignment
- presents accurate information, with generalizations supported by facts, examples, or analysis
- argues logically
- defines terms if necessary
- has a recognizable thesis or subject line but the argument is not original or striking
- has an appropriate organization
- contains unified paragraphs that support recognizable topic sentences
- has an appropriate introduction and conclusion
- contains transitions

Clarity and Organization
- uses sentences that are easy to understand on a first reading
- includes a variety of sentence constructions
- has very few errors of diction, syntax, grammar, punctuation, or spelling. The errors do not prevent comprehension.
- shows evidence of editing.

Qualities of a “C” Assignment

Content and Organization
- fulfills the main parts of the assignment
- supports generalizations with some detail
- defines terms if necessary
- has a barely recognizable thesis or subject line
- uses appropriate organization
- contains unified paragraphs with topic sentences
- has an introduction and conclusion

Clarity and Correctness
- uses understandable sentences
- shows some variety in sentence construction
- has a few errors of diction, syntax, grammar, punctuation, or spelling. Errors occasionally prevent comprehension
- shows an understanding of the conventions of written English

Qualities of a “D” or “F” Assignment

Content and Organization
- fails to fulfill main parts of the assignment
- provides scant information and little support
- fails to provide much of a thesis or subject line
- has poor organization
- contains only a few paragraphs with topic sentences

Clarity and Correctness
- has many sentences that are not understandable upon first reading
- shows little variety in sentence construction
- has many errors of diction, syntax, grammar, punctuation, or spelling. The errors often prevent comprehension

We will meet periodically throughout the semester to discuss your progress, especially on the large paper. You may call me, visit me during my office hours, or make an appointment to see me if you are experiencing difficulties of any sort.

Grading Policy

Final grades will be based on the following:

Class Discussion on the Common Reading: 25%
3 Short papers: 15% each
1 long, fifteen-page paper: 30%

Grades are calculated according to the following percentages:
A: 93-100; A-: 90-92; B+: 87-89; B: 83-86; B-: 80-82; C+: 77-79; C: 73-76; C-: 70-72;
D+: 67-69; D: 63-66; D-: 60-62; F: anything below 60. A student earning a grade below 60% will not pass the course.

Late Papers

A late paper will be marked down unless you talk to me before it is due. Ten points will be subtracted for every class period that it is late. After two weeks, late papers will not be accepted.
Incompletes

SJSU mandates that a grade of Incomplete be granted only when a student has satisfactorily completed a substantial portion of the course requirements and is unable to complete the course because of an accident, illness, or some other event beyond the student's control.

UNIVERSITY POLICIES

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S90–5 at [http://www.sjsu.edu/senate/docs/S90-5.pdf](http://www.sjsu.edu/senate/docs/S90-5.pdf) and SJSU current semester’s Policies and Procedures, at [http://info.sjsu.edu/static/catalog/policies.html](http://info.sjsu.edu/static/catalog/policies.html).

In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at [http://info.sjsu.edu/static/catalog/policies.html](http://info.sjsu.edu/static/catalog/policies.html). Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop Policy is available at [http://www.sjsu.edu/aars/policies/latedrops/policy/](http://www.sjsu.edu/aars/policies/latedrops/policy/). Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at [http://www.sjsu.edu/advising/](http://www.sjsu.edu/advising/).

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, [http://www.sjsu.edu/senate/docs/S12-7.pdf](http://www.sjsu.edu/senate/docs/S12-7.pdf), requires students to obtain instructor’s permission to record the course. Both audio and video recordings require prior permission. In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well. For this course, written permission must be obtained from the instructor and guests, who will grant it for the entire semester if they see fit.

Such permission allows the recordings to be used for students’ private, study purposes only. The recordings are the intellectual property of the instructor; students have not been given any rights to reproduce or distribute the material.

In addition, course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. Students may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.
Academic Integrity
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on quizzes or exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests or quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. They also demonstrate a lack of respect for oneself, fellow students, and the course instructor and can ruin the university’s reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity.

If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

Cheating:
At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:
1. copying in part or in whole, from another’s test or other evaluation instrument
2. submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy
3. submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy
4. altering or interfering with grading or grading instructions
5. sitting for an examination by a surrogate, or as a surrogate
6. committing any other act in academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

Plagiarism:
To prevent breaches of academic integrity, you are required to submit your papers electronically to TURNITIN.COM through CANVAS. It will be checked for plagiarism. At SJSU plagiarism is the act of representing the work of another as one’s own (without giving
appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements.

Plagiarism at SJSU includes but is not limited to:
1. the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another=s work, without giving appropriate credit, and representing the product as one=s own work;
2. the act of representing another=s artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one=s own.

Violators of the Academic Integrity Policy will receive a zero on the test or paper and will risk failing the course. AGAIN, faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. Disciplinary action could result in suspension or expulsion from San José State University.

The policy on academic integrity can be found at http://sa.sjsu.edu/student_conduct.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Accommodation to Students’ Religious Holidays
San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf. http://www.sjsu.edu/at/asc/
**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. The url is http://www.sjsu.edu/at/asc/. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. If you need to stream movies, you can use computers on campus. A wide variety of audio-visual equipment is available for student checkout from Media Services, located in the IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

**SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

**SJSU Counseling Services**

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual,
couple, or group basis. To schedule an appointment or learn more information, visit the Counseling and Psychological Services website at http://www.sjsu.edu/counseling

**Relevant Journals**

- American Historical Review
- Historical Reflections
- History and Memory
- History and Theory
- History of European Ideas
- Journal of the History of Ideas
- Journal of Modern History
- Representations
### History 211: The French Revolution

**Spring Semester, 2016**

**Course Schedule**

_This schedule is subject to change with fair notice via in-class announcement, email, or a post on the instructor’s web site. You are responsible for keeping track of announcements and assignments given in class._

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Feb.1</td>
<td><strong>INTRODUCTION TO THE COURSE</strong>&lt;br&gt;Movie: <em>Dangerous Liaisons</em></td>
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| 4    | Feb. 22 | **URBAN CULTURE AND CONSUMERISM: WORKERS AND THE BOURGEOISIE**  
| 5    | Feb. 29 | **ON THE PROBLEM OF THE ENLIGHTENMENT AND THE INTELLECTUAL ORIGINS OF THE REVOLUTION**  
Margaret C. Jacob, ed. *The Enlightenment: A Brief History With Documents* (Boston, 2001), 114-37 (Voltaire), 156-76 (Diderot), |
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<td></td>
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<td>177-201 (Rousseau).</td>
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<td>6</td>
<td>March 7</td>
<td><strong>CULTURAL AND RELIGIOUS ORIGINS OF THE</strong></td>
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<td><strong>REVOLUTION</strong></td>
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<td>7</td>
<td>March 14</td>
<td><strong>THE CONSTITUTIONAL MONARCHY, 1789-1792</strong></td>
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<td><strong>MOVIE: Nuits de Varennes</strong></td>
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<td><strong>PAPER IS DUE - on the origins of the French Revolution.</strong></td>
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<td>8</td>
<td>March 21</td>
<td><strong>A MAKING OF A REVOLUTIONARY</strong></td>
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<td>9</td>
<td>March 28</td>
<td><strong>SPRING RECESS – NO CLASS</strong></td>
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<td>10</td>
<td>April 4</td>
<td><strong>VIOLENCE AND THE TERROR</strong></td>
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<td>11</td>
<td>April 11</td>
<td><strong>POLITICAL CULTURE AND RELIGION</strong></td>
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<td></td>
<td></td>
<td>Mona Ozouf, Festivals and the French Revolution, trans. Alan Sheridan (Cambridge, Mass.: Harvard University Press,</td>
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<tr>
<td>13</td>
<td>April 25</td>
<td><strong>GENDER AND FAMILY DYNAMICS</strong></td>
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<td></td>
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<td>Mary Sheriff, AThe Portrait of the Queen, @ in <em>Marie Antoinette: Writings on the Body of a Queen</em> (New York: Routledge, 2003), 45-73.</td>
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<tr>
<td>14</td>
<td>May 2</td>
<td><strong>AFTER 1794: FROM THERMIDOR TO NAPOLEON</strong></td>
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<td></td>
<td></td>
<td>Paul Hanson, <em>Contesting the French Revolution</em>, 154-204.</td>
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Timothy Tackett, AThe West in France in 1789: The Religious Factor in the Origins of the Counter-Revolution, @ *Journal of Modern History*, 54:4 (Dec. 1982), 715-745. JSTOR


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<td>xi-xii, 32-45, 49-53, 224-65.</td>
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<tr>
<td>15</td>
<td>May 9</td>
<td><strong>THE TRIUMPH OF NAPOLEON: THE FRENCH ARMIES</strong></td>
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<td></td>
<td>David Bell, <em>The First Total War: Napoleon's Europe and the Birth of Warfare as We Know</em> (Boston: Houghton Mifflin, 2007)</td>
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<tr>
<td>16</td>
<td>May 15</td>
<td><strong>THE SIGNIFICANCE AND GLOBAL EFFECTS OF THE FRENCH REVOLUTION</strong></td>
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<td>Week</td>
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<tr>
<td>17</td>
<td>May 25</td>
<td><strong>SUBMIT FINAL PAPER TO CANVAS BY 10:00 AM</strong></td>
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