

BOWIE STATE UNIVERSITY
College of Arts and Sciences
Department of History and Government

History 331
French Revolution and Napoleon
Spring 2011

Instructor: Dr. Mario D. Fenyo

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 Tuesdays
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or by appointment.

I. COURSE DESCRIPTION: This course focuses on the French Revolution and its aftermath. We also introduce the revolution in Haiti and other key turning points in world history, such as the Russian and Chinese revolutions.

II. TEXT (Principal text) Peter McPhee, *The French Revolution, 1789-1799* Oxford University Press, 2002

There will be supplemental readings, including CLR James, *The Black Jacobins*, and various monographs.

Furthermore, all members of the class will be expected to read a newspaper of their choice, on paper or on-line, at least once a week.

III. OBJECTIVES:

a. Critical and Analytical Thinking.

The most basic objective of this course, like that of many other courses in history, is to develop the faculty of critical and analytical thought. Critical thinking, in this context, does not mean to "criticize," but rather to question, to query, to inquire, to delve more deeply into the subject. These faculties we all possess to a greater or lesser extent; in this course we will try to exercise this faculty in order to make better use of it in the future, in everyday life. In practical terms this means to question what you read, including the textbook, and question what you hear, including the words of the instructor.

b. Logical Thinking

This course is also designed to exercise our faculty of logical thinking or reasoning. For instance, we will be concerned with cause and effect relations, as well as with the use of "plain common sense."

c. Social awareness

Another basic objective of this course is to provide the opportunity to reinforce our system of values through the study of moral issues in the past. In other words, in this course we do not avoid value judgments but, rather, try to reconcile the need for impartiality and objectivity with the imperative of being able to distinguish between right and wrong. A sense of values, morals, ethical principles and social responsibility are a basic objectivity for all of us.

d. Other Objectives

The members of the class are expected to become familiar with the main features of revolutions in France, and elsewhere, including the sequence or chronology of events, and the main authors (in English and in translation).

IV. REQUIREMENTS AND RESPONSIBILITIES

Members of the class are expected to:

- a) Read the textbook and all other reading assignments;
- b) Attend all meetings of the class. University regulations stipulate that three or more unexplained absences will result in a lower overall mark granted for the course. Attendance is taken within the first five minutes of each period. Moreover, members of the class are expected to
- c) Participate actively in our classroom discussions;
- d) Take the tests and complete all written assignments, including a term-paper.
- e) the **use of cell-phones in class is prohibited.**

V. EVALUATION

As regards d) above, there will be two tests and the final examination.

Each of the tests will count as 20% of the total mark, the paper and the final examination will count as 30% each. The marks obtained on any quizzes will become a component of the mark for a test or the finals. The final examination will focus on the last part of the course, but questions from earlier tests will be repeated.

The written assignment will consist of a term-paper dealing with any revolution selected by the author, upon consultation with the instructor. The paper should follow the style and format of a "term-paper" and include endnotes or footnotes, a bibliography, etc., as specified in Turabian (Chicago Manual of Style). The paper or report should be between 10 and 16 pages long, typed and double-spaced.

The term-paper will have a thesis statement and well-written topical paragraphs. The rules of proper English usage should be followed.

Plagiarism will result in disqualification. To avoid plagiarism all information must come with references indicated in notes. All material that is paraphrased, as well as direct quotes, must be accompanied by notes. Bear in mind that plagiarism can be traced. More importantly, generally speaking a paper with lots of accompanying notes redounds to the credit of its author, whereas ideas that purport to be original arouse suspicion.

The marking scheme is as follows:

90 to 100 -- A
80 to 89 -- B
70 to 79 -- C
60 to 69 -- D

The final mark is computed according to our linear regression formula, which makes allowance for progress or improvement during the semester.

If the results obtained on the final examination are higher than the result obtained on test 2, and the result obtained on test 2 are higher than the results obtained on test 1, the final mark awarded will correspond more closely to the last mark.

VI. OUTLINE

The following is a tentative outline; the instructor reserves the right to speed up or slow down the pace. There will be handouts culled from relevant works, provided by the instructor at no cost. Some of the lessons will be on-line (Angel), but fair, advance notice will be given each time.

1st week: Discussion of syllabus, including maps

2nd week: Liberal democracies and authoritarian states.

Read: Chapter 9 on the significance of the French revolution. Fenyo's article on authoritarian states. Excerpts from Hannah Arendt *On Revolution*

3rd week: The crisis of the Old Regime.

Read: Chapter two. Excerpts from Censer, *Intellectual History*. Excerpts from de Tocqueville, *The Old Regime and the French Revolution*. from Albert Sorel, *Europe under the Old Regime*, and Georges Lefebvre, *The Coming of the French Revolution*

4th week: The revolution of 1789.

Read: Chapter three. Excerpts from Simon Schama, *Citizens*

5th week: revolution in Haiti

Read CLR James, *Black Jacobins*, to p. 173

TEST 1

6TH Week: The reconstruction of France, 1789-1791

Read: Chapter four

7th week: A second revolution.

Read: Chapter five. Excerpt from Simon Schama, *Citizens*

8th week: The revolution in the balance

Read: Chapter six

9th week: The terror

Read: Chapter seven. CLR James, p. 174 to the end.

TEST 2

10th week: Ending the revolution

Read: Chapter eight

11th week: Aftermath of the revolution. Napoleon

Read: Excerpts from Leo Gershoy, *The French Revolution and Napoleon*

12th week: The Russian revolution.

Read: excerpts from Trotsky and John Reed

13th week: the Chinese revolution

There will be two films shown in class, such as *La nuit de Varennes*, *Danton*, etc.

VII. Bibliography will be distributed separately.

Notes.

1. English Proficiency Exam:

After completing ENGL 101 and 102, Composition and Literature I & II, students must take and pass the Bowie State University English Proficiency Examination. Transfer students who completed their English composition requirements at another university should take the English Proficiency Examination during the first semester of enrollment at the University.

2. ADA Accommodations

Students who have a disability and who would like accommodations should report immediately to Disability Support Services (DSS), located in the Business and Graduate Studies Building or call Dr. Michael S. Hughes, DSS Coordinator at 301-860-4067.

3. Further notes:

Kiernan, The Lords of Human Kind, pp. 1-29. Gollwitzer, Europe in the Age of Imperialism, pp. 61-100. on Western imperialism, also H. Kohn, The Modern World, pp. 121-130.

3rd week:

The turn of the century. Imperialist ventures continued. Gilbert, The End of the European Era, pp. 1-27. Gollwitzer, pp. 115-164. L. Snyder, The New Nationalism, pp. 1-10; 47-57.

4th week:

The long fuse leading to World War I. Arnstein, Britain Yesterday and Today, pp. 193-254. A.J.P. Taylor, Struggle for Mastery in Europe, pp. 511-531.

5th week:

Peace-making and revolution.

Harold Nicholson, "Peacemaking in 1919...", in Versailles Settlement, pp. 17-23. F. Deak, "Hungary and the Treaty of Trianon," also in Versailles Settlement, 93-98.

6th week:

Between the wars. Gilbert, 208-238. A. Bullock, "Hitler and the Origins of WWII" in H. Gatzke, European Diplomacy Between the Wars; G. Kennan on German-Soviet Non-Aggression Pact, in Soviet Foreign Policy, pp. 91-102.

7th week:

World War II. Churchill, The Gathering Storm *(or any other volume of his history of World War II).

8th week:

Who started the Cold War? J. Wolfe, The Rise and Fall of the Soviet Threat; Staughton Lynd, "How the cold War Began," in The Cold War, ed. Graebner, pp. 1-10.

9th week:

Who continued the Cold War? I. Deutscher, "Myths of the Cold War," in D. Horowitz, Containment and Revolution.

10th week:

Diplomacy of the Present. NATO and Warsaw Pact. The diplomatic revolution in Eastern Europe.

11th week:

Europe and the Future. Alvin Toffler, Future Shock.