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office hours: afternoons by appt.

**AS 100.310 The French Revolution (Sp 2022)**  
**Mo, We 12:00-1:15**

The French Revolution was one of the modern world's first great revolutions. In a single decade, it moved through periods of liberalism, radicalism, reaction and conservatism before falling prey to its own government. Although we no longer assume that the French Revolution offers a template by which to judge or forecast the course of all subsequent revolutions, it remains a vibrant historical moment that helps us better understand regime change, political radicalization and polarization, compromise and negotiation, and social and cultural change.

This course introduces you to the social, political, and cultural history of the French Revolution, posing questions essential to understanding it. How and why did the Revolution begin? Whose interests did it serve? Why did it radicalize? How could the nation bring it to an end? What were its long-term consequences? We will attempt to answer such questions by weighing evidence from the period against scholars' retrospective arguments, discussing hypotheses generated by the texts and producing well-documented arguments.

**Course Requirements**

**Reading:** There will be about 100 pp. of reading per wk. (Except for one week of Tackett, when there will be about 150) Look ahead to more demanding assignments during weeks with shorter assignments to balance your workload. Mark texts and bring hard copy to class for easy reference. I will propose specific questions from week to week but always keep in mind the following general questions: Are you reading a primary or secondary source? Why does that matter? What does the author argue? What kind of evidence do they use? How does this reading build on or complicate issues raised previously? What is your opinion of the author's arguments? Can you marshal evidence to support your interpretation?

**Lectures & Discussion:** Class will be divided between discussion and lecture. We will begin with discussion each day, so bring hard copy of your texts (no computer screens during discussion) and be ready to refer to them. Discussion helps students make sense of new ideas by asking informed questions and sharing opinions based on a growing body of knowledge so participation is vital. Know your materials in advance, be prepared to listen and critically (but politely!) engage what others say.

**A note on attendance:** Attendance is essential to facilitate our work as a collective. Students are allowed two un-excused absences. Under ordinary circumstances, each additional absence will lower your participation grade by 1/3 (from B+ to B, etc).

**Writing:** *Two 5-6 pp. take-home midterms, one 6-8 pp. take-home final; one weekly Blackboard post* that proposes discussion questions based on assigned texts (due by 10 a.m. day of class). **No late papers without prior arrangement.**

**Grades**

Blackboard Posts	10%
Participation	15%
1 <sup>st</sup> Midterm	20%
2 <sup>nd</sup> Midterm	25%
Final Exam	30%

*Students with Disabilities:* In compliance with Johns Hopkins University policy and equal access laws, I am available to discuss appropriate accommodations you may require. Request for accommodations should be made in the first week of the semester. Students are encouraged to register with the Office of Student Disability Services to determine appropriate accommodations. For more info contact the director [410- 516-8075/[studentdisabilityservices@jhu.edu](mailto:studentdisabilityservices@jhu.edu)] and/or visit the disability accommodations webpage: <https://advanced.jhu.edu/student-resources/disability-services/disability-accommodations/>

*Academic Integrity:* Students are expected to comply with University regulations for academic integrity. If you are in doubt about what constitutes academic dishonesty, speak to me before an assignment is due and examine the University web site. Academic dishonesty includes, but is not limited to cheating on an exam or plagiarizing a paper (e.g., taking material from readings without citation, copying another student's paper). Failure to maintain academic integrity will result, at a minimum, in a loss of credit for the assignment in question. Other penalties may also apply. Guidelines for determining academic dishonesty and procedures followed in a suspected incident of academic dishonesty are detailed at <http://ethics.jhu.edu>

*Counseling and Mental Health.* College is a time of major transition, change, and growth that can be both exciting and stressful in the best of times. At times, these challenges may feel overwhelming, making it difficult to manage daily demands. The Counseling Center provides a safe, confidential, nonjudgmental space where students may explore a wide concerns and issues. <https://studentaffairs.jhu.edu/counselingcenter/>

### **Required Texts**

Peter McPhee, *Liberty or Death; the French Revolution*

Timothy Tackett, *When the King Took Flight*

Blackboard Reserves

### **Schedule**

**Mo Jan 24** Introduction

#### **The Old Regime**

**We Jan 26** McPhee, *Liberty or Death* pp 1-22

Charles Loyseau, *A Treatise on Orders (1610) Fr Rev Docs* pp. 16-23

#### **Origins of the French Revolution**

**Mo Jan 31** McPhee, *Liberty or Death* pp.23-57

Diderot from "Encyclopédie;" Voltaire, "Reflections on Religion;" Montesquieu from "Spirit of the Laws;" Rousseau from "Social Contract." Isaac Kramnick (ed) *The Portable Enlightenment* pp. 17-21, 115-19; 405-415, 430-441

**We Feb 2** Jacques Necker, *Preface to the King's Accounts (1781)*; Parlement de Paris, *Remonstrance on the 3<sup>rd</sup> Vingtième (1782) Fr Rev Docs* pp. 29-31  
Lauren R. Clay, "The Bourgeoisie, Capitalism, and the Origins of the French Revolution, *Oxford Handbook of the French Revolution (2013)* pp. 21-35

## **From Reform to Revolution**

**Mo Feb 7** McPhee, *Liberty or Death* pp. 58-80  
[Abbé Sieyès, What is the Third Estate?](#); *Cahiers de Doléances*;  
*Declaration of the National Assembly & Tennis Court Oath*, *French Rev Docs* pp. 51-61

**We Feb 9** William Sewell, "Historical Events as Structural Transformations: Inventing Revolution at the Bastille," *Theory & Society* v. 25 #6 (Dec 96) pp. 841-881

## **Remaking France**

**Mo Feb 14** Peter McPhee, *Living the French Revolution* pp. 35-76  
Rural revolution, *Fr Rev Docs* pp. 67-75, 125-132

**We Feb 16** McPhee, *Liberty or Death* pp. 81-101  
"Legislating an Enlightened Regime," *Fr Rev Docs* pp. 98-124

**Mo Feb 21** McPhee, *Liberty or Death* pp. 102-132  
Municipal Council of Tours vs. Tours Society of Friends; Royal veto; Jacobins; Debate over the Civil Constitution of the Clergy, *Fr Rev Docs* pp. 138-152  
**\*\* Hand out take-home midterm #1**

**We Feb 23** **No class. Midterm due Sat Feb 26 by 6 pm**  
**Send as Word doc to [lmason@jhu.edu](mailto:lmason@jhu.edu)**

## **The Breakdown of the New Regime**

**Mo Feb 28** Timothy Tackett, *When the King Took Flight* pp. 1-76

**We Mar 2** The Birth of Democracy  
Timothy Tackett, *When the King Took Flight* pp. 76-150

**Mo Mar 7** Foreign Relations & the March to War  
Timothy Tackett, *When the King Took Flight* pp. 151-223

## **Republican Revolution, Crisis and Renewal**

**We Mar 8** August Revolution & the King's trial  
McPhee, *Liberty or Death* pp. 142-163  
Speeches on war; the *Marseillaise*; Deposing the king;  
September Massacres, *Fr Rev Docs* pp. 159-167.  
[Morrison & Condorcet, speeches on the king's trial.](#)

**Mo Mar 14** Revolution in the Colonies I  
Laurent Dubois & John Garrigus, *Slave Revolution in the Caribbean* pp. 7-22, 49-54, 57-62, 65-70

**We Mar 16** Revolution in the Colonies II  
Laurent Dubois & John Garrigus, letters from Biassou & Jean-François; Gros in the camps of the insurgents; Olympe de Gouges on *The Slavery of the Blacks*, *Slave Revolution in the Carribean* pp. 99-110  
[Emancipation in Saint Domingue](#)

**\*\* Mar 21-25 Spring Break**

**Mo Mar 28** Popular Revolution  
McPhee, *Liberty or Death* pp. 164-204  
Popular Movements Beyond the Convention, *French Rev Docs* pp. 197-208, 214-218.

**We Mar 30** Federalism & counter-revolution  
*French Rev Docs* pp. 214-218  
[The Vendée War: Counter-Revolutionary Activism](#)  
Olwen Hufton, "In Search of Counter-Revolutionary Women," Gary Kates (ed) *The French Revolution: Recent Debates and New Controversies* 1<sup>st</sup> edition (1998) pp. 302-333  
**\*\* Hand out take-home midterm #2**

**Mo Apr 4** **No class. Midterm due by 6 pm**  
**Send as Word doc to [lmason@jhu.edu](mailto:lmason@jhu.edu)**

**We Apr 6** Improving the Nation  
McPhee, *Liberty or Death* pp. 205-227  
Jean-Pierre Gross, *Fair Shares for All* pp. 64-92  
*French Rev Docs* pp. 238-240

**Mo Apr 11** Remaking the People: the Terror  
Peter McPhee, *Robespierre* pp. 182-203  
*French Rev Docs* pp. 236-243, 254-262  
[Louis-Marie Turreau, For the History of the Vendée War](#)

### **Ending the Revolution**

**We Apr 13** Thermidor  
McPhee, *Liberty or Death* pp. 274-296  
*French Rev Docs* pp. 263-275  
Ronen Steinberg, "Terror on Trial: Accountability, Transitional Justice, and the Affaire Le Bon in Thermidorian France," *French Historical Studies* vol. 39 #3 (August 2016) pp. 419-444

**Mo Apr 18** Instituting the Directory  
McPhee, *Liberty or Death* pp. 297-320  
[Constitution of 1795 & Constitution of 1793](#)

**We Apr 20** The Directory Opposition & Control  
[Gracchus Babeuf, \*The Plebeians' Manifesto\*](#)  
[Marc-Antoine Jullien, \*Some Advice to the Cisalpine Patriots\*](#)  
[Orchestrating Politics from Above](#)

**Mo Apr 25** Napoleon  
McPhee, *Liberty or Death* pp. 321-341  
Rafe Blaufarb, "Napoleon: The Man and his Times," *Napoleon: Symbol for an Age* pp. 1-23  
[Napoleon Closes the Revolution & An Independent Haiti](#)

### **The Meaning of it All**

**We Apr 27** McPhee, *Liberty or Death* pp. 342-370  
Pierre Serna, "Every Revolution is a War of Independence," Suzanne Desan, Lynn Hunt, Wm. Max Nelson (eds) *The French Revolution in Global Perspective* pp. 165-82  
**\*\* Hand out take-home final.**

**Mo May 9** **Finals due @ 5 pm (Early exams accepted and encouraged)**  
**Send as Word doc to [lmason@jhu.edu](mailto:lmason@jhu.edu)**