

History 510:333

France, Old Regime and Revolution

Professor Jennifer M. Jones

Spring 2022

Tuesday and Thursday, 3:50-5:10 p.m.

Meets in person (Campbell A4), except for first two weeks of class

Rutgers University

Professor Jones's office: Van Dyck 101

In-person and/or online office hours by appointment

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Purpose of Course

Few events in history have had such a profound impact on Western society and culture and have generated such intense debate among historians as the French Revolution. In this course we will consider the causes, meanings, and consequences of the French Revolution by examining French society and culture in the “long century” between the reign of King Louis XIV (1660) and the end of Napoleon Bonaparte’s

empire (1815). Our sources will range from novels and memoirs to Enlightenment treatises to scandalous revolutionary pamphlets attacking Queen Marie-Antoinette. In addition to primary sources, we will encounter a range of conflicting historical interpretations of the Old Regime and Revolution as we try to make sense of a revolution that, in many historians’ eyes gave birth to the modern world. In addition, the course will introduce the culture of the rich and sparkling century that is fondly known as *le siècle des lumières*.



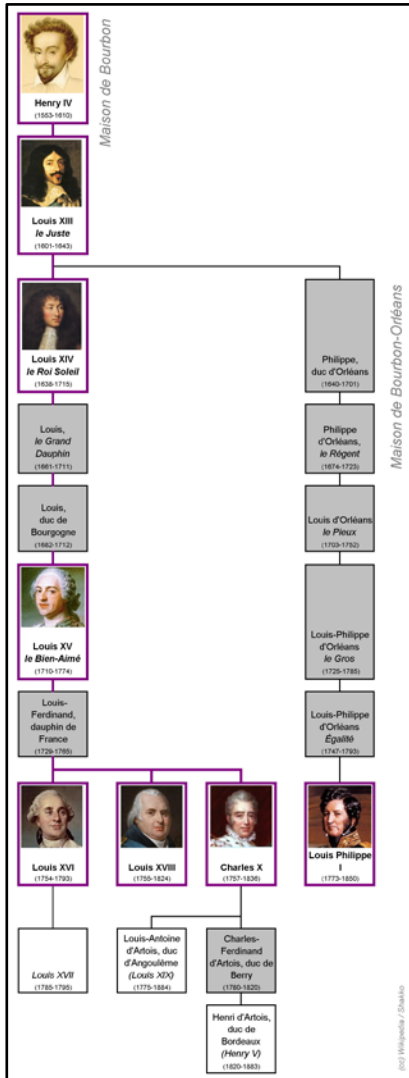
SAS Core Curriculum

This course fulfills the SAS Core goal: Writing and Communication in a Discipline (WCd)



Course Learning Goals

1. Develop a clear understanding of the basic chronology of French history from 1675 to 1815, with a focus on crucial events and turning points.
2. Understand the importance of the key individuals who shaped the politics and culture of eighteenth-century France.
3. Learn about the key institutions of eighteenth-century France: the court, the *parlement*, the Catholic church, the salon, the artisan's workshop, the press, political clubs, the National Assembly, the Committee of Public Safety, the army, etc.
4. Understand the tensions within pre-revolutionary society: class tensions between the aristocracy, bourgeoisie, urban workers, and peasantry; tensions within the aristocracy; and regional tensions between Paris and the provinces.
5. Reflect on a set of classic historical questions such as: What was the relationship between the Enlightenment and the French Revolution? Why did the Revolution keep radicalizing? Was the Terror inevitable? Was the French Revolution necessary to reform French society and politics? What role did the French Revolution play in the revolutions of the Atlantic world? Did Napoleon 'save' or 'end' the Revolution? How was France in 1815 different from France in 1715?
6. Engage with and discuss a range of interpretations of the French Revolution, from Alexis de Tocqueville's in the 19th century to François Furet's in the 20th century.
7. Understand the key vocabulary, terms, and concepts historians use to interpret the Old Regime and Revolution, such as absolutism, the Public Sphere, "desacralization," centralization, radicalization, the gender ideology of Republicanism, Jacobinism, and the Terror.
8. Read and analyze primary sources in translation, including novels, memoirs, newspapers, royal proclamations, political tracts, and eyewitness accounts.
9. Read and analyze secondary historical articles and books written by major historians.
10. Write a major interpretive essay on the causes, meaning, or consequences of the French Revolution.



Books available at the Rutgers University Bookstore

Mme de Lafayette, *The Princesse de Clèves* (Oxford: Oxford University Press, 2009) ISBN 9780199539178. Other editions, including online editions, are acceptable.

Jean-Jacques Rousseau, *The Confessions*, translated by Angela Scholar. (Oxford: Oxford University Press, 2008) ISBN 9780199540037.

Jeremy Popkin, *A Short History of the French Revolution*, 7th edition. (New York: Taylor, 2019) ISBN 9781138557208. The 7th edition is recommended, but any addition will do.

Articles and chapters available as weblinks or pdfs on Canvas

Alexis de Tocqueville, *The Old Regime and the French Revolution*, part I, chapters 1-5; part II, chapter 1; part III, chapter 2

Gail Bossenga, "Society," in William Doyle, *Old Regime France*.

Julian Swann, "The State and Political Culture," in William Doyle, *Old Regime France*.

Julian Swann, "Politics: Louis XV," in William Doyle, *Old Regime France*

Munro Price, "Politics: Louis XVI," in William Doyle, *Old Regime France*

Thomas Kaiser, "Mme de Pompadour"

Robert Darnton, "The Great Cat Massacre"; "What was so Revolutionary about...?"; "Danton and Double-Entendre"

Michael Kwass, "The Global Underground: Smuggling, Rebellion, and the Origins of the French Revolution"

Roger Chartier, "Do Books Make Revolutions?"

Lynn Hunt, "The Many Bodies of Marie Antoinette"; "The Global Financial Origins of 1789"

R. R. Palmer, *The Twelve Who Ruled*, chapters 1-3

François Furet, "On Terror"

Jennifer M. Jones, "Personals and Politics"

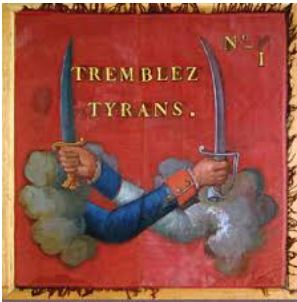
David Bell, *The First Total War*, chapters 4-7, epilogue

Requirements and Grading

- Completion of all assigned reading, including primary sources (approximately 30-40 pages of reading per class)
- Active participation in class meetings and discussions, including group work (10%)
- Five Canvas discussion posts (up to 3 points each; 15 points total) (15%)
- Four online/in-class quizzes (up to 5 points each; 20 points total) (20%)
 - 2/17, 3/8, 4/12, and 4/28
- Three graded in-class assignments (5 points total) 5%
- 5- to 6-page paper on Rousseau's *Confessions* (first six books) (20%)
- Final essay prospectus (5%)
- 10-page, final essay (25%)
- Failure to complete any assignment will result in failure for the course.
- It is expected that you will attend all online classes whether online or in person. Missed classes will significantly affect your performance in the class and your final grade.

Please review these websites before the first day of class

- **The History Department's "Policy on Mutual Responsibilities and Classroom Etiquette":** <https://history.rutgers.edu/undergraduate/academic-policies/52-academics/undergraduate-program/108-policy-on-mutual-responsibilities-and-classroom-e>
- **Disability Services at Rutgers:** <https://ods.rutgers.edu/students/documentation-guidelines>
- **The RU Academic Integrity Policy:** <http://academicintegrity.rutgers.edu>



Weekly Schedule

The professor reserves the right to modify the schedule (e.g., shortening or eliminating assignments) as warranted by the ongoing public health emergency or other unforeseen events.

Week 1 Class meets on Zoom

Tuesday, January 18

Introductions: 18th-century France

Readings

- Alexis de Tocqueville, *The Old Regime and the French Revolution*, Part I, chapters 1-5
- Mme de Lafayette, *The Princesse de Clèves* (begin reading, 153 pages total)
- Study guide/reading questions for *The Princesse de Clèves*.

Thursday, January 20

Peasants and Rural Society

***Discussion post #1 due 1/19**

Readings

- Gail Bossenga, "Society"
- Alexis de Tocqueville, Part II, chapters 1 and 12
- Primary document: "Puss and Boots"

Week 2 Class meets on Zoom

Tuesday, January 25

Absolutism from Louis XIV to Louis XVI

***Discussion post #2 due 1/24**

Readings

- Julian Swann, "The State and Political Culture"
- Primary source documents: Letter from Louis XIV to the Town Officers and People of Marseilles (1664)

- Mme de Lafayette, *Princesse de Clèves* (continue reading)
- Virtual tour of Versailles

Thursday, January 27 Aristocracy and Court Society

Readings

- Mme de Lafayette, *Princesse de Clèves* (continue reading)
- Study guide/ reading questions for *Princesse de Clèves* (on Canvas)
- Preview in-class writing assignment for Tuesday, February 1 (posted under the assignment on Canvas)

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Week 3 Class meets in person, Campbell Hall, room A4

Tuesday, February 1 *Princesse de Clèves*

In-class writing assignment: *Princesse de Clèves*

Readings

- Mme de Lafayette, *Princesse de Clèves* (finish before class)
- Study guide/reading questions for the novel (Canvas)
- Preview in-class writing assignment for Tuesday, February 1 (posted under the assignment on Canvas)

Thursday, February 3 From Rococo to Neoclassicism

***Discussion post #3 due 2/2**

Readings

- Virtual tour of Fragonard and Boucher rooms at the Frick Museum, NYC
- Thomas Kaiser, "Mme de Pompadour"
- Begin reading Rousseau's *Confessions*, books 1-6 (Total # of pages 18-256 in Penguin Classics edition).

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Week 4

Tuesday, February 8 Urban Life in 18th-century France

***Discussion post #4 due 2/7**

Readings

- Robert Darnton, "The Great Cat Massacre"
- Michael Kwass, "The Global Underground: Smuggling, Rebellion, and the Origins of the French Revolution"
- Continue reading Rousseau's *Confessions*; read Book 3 by February 8

Thursday, February 10 The Enlightenment and the Public Sphere

Readings

- Alexis de Tocqueville, Part III, chapters 1 and 3-8
- Jeremy Popkin, *A Short History of the French Revolution*, chapter 1
- Primary source: The *Encyclopédie* of Diderot and d'Alembert, a collaborative translation project
- Continue reading Rousseau's *Confessions*, books 1-6; read Books 4-5 by February 10.

Week 5

Tuesday, February 15 Do Books Make Revolutions?

***Discussion post #5 due 2/14**

Readings

- Roger Chartier, “Do Books Make Revolutions?”

Thursday, February 17 King vs. *Parlementaires* and Desacralization

Quiz 1

***Discussion post #6 due 2/16**

Readings

- Julian Swann, “Politics: Louis XV”
- Tocqueville, Part III, chapter 2
- Primary source: “A Royal Tongue-lashing” (1766)
- Finish reading Rousseau’s *Confessions*; recommended to read book 6 by February 17

Week 6

Tuesday, February 22 Jean-Jacques Rousseau

In-class writing assignment: Rousseau’s *Confessions*

Reading

- Rousseau, *The Confessions*, books 1-6.

Thursday, February 24 Fiscal Crisis and the Diamond Necklace Affair

***Discussion post #7 due 2/23**

Readings

- Munro Price, “Politics: Louis XVI”
- Lynn Hunt, “The Global Financial Origins of 1789”
- Popkin, chapter 2.

Week 7

Tuesday, March 1 Interpreting the Revolution

Rousseau paper due

Readings

- Darnton, “What was so Revolutionary about the French Revolution?”
- BBC video, “Tearing up the Revolution”

Thursday, March 3 From the Estates General to the Rights of Man

***Discussion post #8 due 3/2**

Readings

- Primary source documents: Abbé Sieyès, “What is the Third Estate?”; *Cahiers de Doléances*; The Tennis Court Oath; The séance royale; eye witness accounts of the storming of the Bastille

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Week 8

Tuesday, March 8 The “Bourgeois” & “Liberal” Revolution, 1789-1791

Online quiz 2

Readings

- Popkin, chapter 3
- Primary source documents: Declaration of the Rights of Man and Citizen Civil Constitution of the Clergy (July 12, 1790); The Constitution of 1791

Thursday, March 10 The Fall of the Bourgeois, Liberal Revolution, 1790-1791

Readings

- Popkin, chapter 4
- David A. Bell, *The First Total War*, chapter 4

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Spring Break
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Week 9

Tuesday, March 22 Radicalization & Writing Workshop

Thursday, March 24 Popular Revolution and *Sans Culottes*

Online quiz 3

Readings

- Popkin, chapter 5
- Bell, *The First Total War*, chapter 5

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Week 10

Tuesday, March 29 Making Sense of the Terror

***Discussion post #9 due 3/28**

Readings

- François Furet, "On Terror"
- R. R. Palmer, *Twelve Who Ruled*, chapters 1-3

Thursday, March 31 The Terror -- Discussion

Readings

- Primary source documents: Robespierre, "Report on the Principles of Political Morality"; The Law on Suspects; Law of 22 Prairial Year II

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Week 11

Tuesday, April 5 Film: *Danton*

Thursday, April 7 Film: *Danton*

***Discussion post #10 due 4/6**

Reading

- Robert Darnton, "Danton and Double-Entendre"

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Week 12

Tuesday, April 12 Revolutionary Women

Online quiz 3

***Discussion post #11 due 4/11**

Readings

- Jennifer M. Jones, "Personals and Politics"
- Lynn Hunt, "The Many Bodies of Marie Antoinette"
- Primary documents: Olympe de Gouges, "The Declaration of the Rights of Woman"; National Convention Outlaws Women's Clubs

Thursday, April 14 The French Revolution and the Haitian Revolution

Prospectus for Final Essay due

Readings

- Primary source document: Abbé Grégoire, "Memoir in Favor of the People of Color of Mixed-Race of Saint Domingue (1789)

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Week 13

Tuesday, April 19 *Thermidor and the Directory*

Readings

- Popkin, Chapter 6
- Bell, *The First Total War*, chapter 6

Thursday, April 21 Napoleon: the most absolutist monarch?

Readings

- Popkin, Chapter 7
 - Primary source documents: The Imperial Religious Settlement; The French Civil Code
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Week 14

Tuesday, 26

Napoleon: Bringing the Revolution to Europe?

Readings

- Popkin, chapter 8
- Bell, *The First Total War*, chapters 7 and Epilogue

Thursday, April 28 **France, 1815, a new regime**

Online quiz 4

Readings

- Popkin, chapter 9

Final Essay: Due Thursday, May 5 by 11:59 p.m.

Please submit your paper **as an attachment** in “Word” to the assignments page on our Canvas website. Do not submit a PDF or any other format.

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