Europe, 1750 – 1815: The Enlightenment & the French Revolution
Hist. 3315
Dr. Sandrine Sanos
T 4:20pm-6:50pm (BH 207)

Office: FC 268
Office Hours: by appointment during these hours
W 1:30pm-4:00pm, Th 1:30pm-4:30pm
Phone: x2466
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Course Description
The 1789 French Revolution has been perceived as one of the foundational events of the modern era: it signaled the demise of the “Ancien Régime,” changed the map of Europe, initiated for many the birth of the notion of “rights” as well as some of the crucial principles of modern politics and law: universal suffrage, civil equality, direct democracy, ideological dictatorship, nationalism, human rights, and the idea of citizenship within and beyond national borders.

The French Revolution has therefore been subject of much speculation, comments, celebration and criticism and has endured both as an “idea” and as a “set of historical events.” This course will examine this moment in the larger context of the Enlightenment and will explore its origins, underpinnings, and interpretations by confronting principles, theory, and practice. This course therefore focuses on a set of writings from the Enlightenment philosophes, intellectual and cultural developments of the 18th century, to the ways the Revolution has been interpreted.

We will ask whether and how:
. the Enlightenment can be seen as the precursor or origin of the Revolution
. revolutionary principles could sustain implementation
. notions of rights and equality articulated and tried to overcome difference and exclusion
. the French Revolution has emerged as “historical object”

Student Learning Outcomes
- Remember information & knowledge about the past (by reading & taking notes on historical studies and original sources)
- read, understand, and analyze original sources (documents from the past)
- reflect on issues of continuity and change (as guides to understanding events & phenomena in the past)
- write critically and historically in a wide range of assignments

Course Readings
BOOKS ARE AVAILABLE AT THE CAMPUS BOOKSTORE
A COPY OF EACH WILL BE ON RESERVE AT THE LIBRARY

All other required readings will be available as electronic reserves at the library

Course Requirements and Guidelines

Class participation:
PARTICIPATION IN CLASS IS CRUCIAL.
An upper-level history class involves small and large-group class discussion.
Engaging with the material, being prepared for class and participating in class are essential for productive discussions: you will be expected to have done the reading.
You are expected to bring the reading to class (textbook, book, online document): you will be assessed for your participation.
you will be expected to make substantial class contributions during our discussions. If large class discussions are intimidating, we will have opportunity for smaller group discussion.
Participation must include:
-evidence of reading done
-comments in class offering thoughts & analysis of the material
-making connections with issues brought up in lectures and during class discussion.

***do not be afraid to ask questions in class, if you need clarification, or want more insights or information. That also constitutes participation as it shows you are actively engaged in issues raised by the readings.

Course Etiquette
The classroom should be a pleasant, exciting, and rewarding experience:
Students are expected to be respectful of each other in demeanor, tone, and behavior.
Rude or inconsiderate behavior and remarks will not be tolerated.
Please turn off your cell phones BEFORE CLASS.
Please do not send text messages, check or use your phones DURING CLASS.
If students engage in ANY of the above, I will ask you to leave class and this may affect your participation grade (I will count you as absent if you use your cellphone in class).

Students are expected to come to class on time: this is a sign of respect towards your peers and myself.
Any substantial lateness will be counted as an absence—unless documented or justified. If you anticipate being late on a regular basis (because of work, family commitments, etc.), please come and inform me at the beginning of class.
Email Etiquette
1. If you cannot ask during of after class, never hesitate to email me. I will make every effort to answer as quickly as possible.
2. Emails are professional correspondence, which means they should include:
   - a subject heading (indicating what your email is about)
   - proper address (“Dear Dr. X" or “Dear Prof. X”)
   - explain and ask your question
   - always include the usual forms of politeness (sign your name)

The rule is simple: behave on email as you would in person
3. The same rules apply if you send me an assignment over email: the email should include a subject-heading, a sentence explaining what you are sending me, and your name
4. I will not respond to email after 6pm. Please do not expect an immediate response over the weekend.

Class Attendance:
Students are expected to attend ALL class sessions: attendance is part of your participation grade.
If you expect to be absent on a regular basis, I advise you to drop the class.
Students are allowed ONE UNJUSTIFIED ABSENCE.
More than one unjustified absence will result in an F for your participation grade.
More than 4 unjustified absences (two weeks of classes) will result in an F for the entire course.
(remember that this will affect in-class writing which is also assessed)
All absences must be documented in order to be justified.

It is your responsibility to make sure you keep up with the work done when absent.
Please be aware that irregular attendance usually makes it difficult to do well in this class.
If you cannot come to class, or will be unprepared due to unforeseen events, it is best to contact me as soon and early as possible, preferably by email.

A policy of honesty is usually the wisest in communicating with me.

Academic Affairs:

Students with Disability and Veterans: The Americans with Disability Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office: (361) 825-5816, or and visit the office: Corpus Christi Hall, Room 116.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services for assistance.

**Academic Advisement:**
Academic advisors are available to assist students with course selection, degree plans, and other academic matters.
Each college has an academic advising center, staffed by full-time, professional advisors.
In our college, the undergraduate advisor is Linda Miller (825-3466, linda.miller@tamucc.edu).
The graduate advisor is Rachelle Stanley (825-3466, Rachelle.stanley@tamucc.edu). Both are located on the second floor of Driftwood.
Students who have yet to declare a major are advised by the Academic Advising Transition Center. For more information please call (361) 825-5931 or log on to http://www.tamucc.edu/~aac.

**Grade Appeal Process:**
Students who feel they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course.
A student with a complaint about a grade is encouraged to first discuss the matter with the instructor.
For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website: cla.tamucc.edu/students/studentinfo.html. For assistance and guidance in the grade appeal process, students may contact the CLA Associate Dean, Dr. Mark Hartlaub.

**Assignments**

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15% (discussion, workshop, class presence)</td>
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<tr>
<td>Presentation</td>
<td>20% (in pairs: the grade will be for the pair presenting)</td>
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<tr>
<td>Write-ups &amp; quizzes</td>
<td>20%</td>
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<tr>
<td>Essay #1</td>
<td>20%</td>
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<tr>
<td>Essay #2</td>
<td>25%</td>
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1. **Write-up & Quizzes:**
   You will have to regularly write in class: answer questions, provide summaries, respond to handouts, etc. Expect to write every class session.
   This grade will be calculated as an average of all your graded in-class writing.

2. **Essays:**
   You will be asked to write two historical essays responding to a particular question.
   In the essays, you should demonstrate:
   - your ability to critically engage the readings
- use of both primary and secondary sources
- your ability to reflect on the issues discussed, and offer an original argument.

**Deadlines:**
Extensions will be granted at least 48 hours in advance.
Any late paper will be graded a full-letter grade down for every day late.
No paper will be accepted 4 days after the deadline, unless an extension has been arranged.
In trying to manage your time and work, a policy of honesty is usually the wisest in communicating with me.

3. **Presentation in Pairs:**
You will be asked to present ONE OR SEVERAL primary document and give information about the author and the text that may be useful for our discussion. This means that you should research the author & the context.
(PLEASE CONSULT THE OXFORD UNIVERSITY PRESS ENLIGHTENMENT ENCYCLOPEDIA IN THE LIBRARY)

**Presentations Guidelines:**
This presentation should present a synthesis of the information you gathered about the author & the historical context.
It must be between 10 and 15 minutes (no less than 10 minutes and no more than 15 minutes!) to leave time for discussion.
You must also prepare 4-5 questions designed to lead & direct discussion.
Criteria for assessment will include: clarity, organization of ideas, knowledge of the text, usefulness of the information for our discussion.
You are required to come and meet with me the week before your presentation to review your 15 minutes presentation as well as the questions for class.
This is a collaborative exercise: you must both work on the presentation and the questions and, on the day of the presentation, both of you must present.
(if one student does all the work, if there is evidence that you have not worked together with respect and collaboratively, your grade may be affected)

**Course Outline**

**Week 1**

Sept. 01  Introduction & Overview of the syllabus:
*Origins of the French Revolution & the Meaning of the “Enlightenment”*
Lecture: *The 18th century World*
Presentation pairs will be assigned.
Week 2

Sept. 09  \textit{Reason}  
\underline{Reading & Presentation}: Kant, pp. 1-7, D'Alembert, pp. 7-17, Dumarsais, pp. 21-22  

\textit{Science}  
\underline{Lecture & Reading}: Locke, pp. 185-87, Condorcet, pp. 64-69  
\textit{(recommended reading: Bacon, pp. 39-42)}

Week 3

Sept. 16  \textit{Religion}  
\underline{Lecture & Reading}: Bayle, pp. 76-81, Montesquieu, pp. 106-09, Voltaire, pp. 115-33

Week 4

Sept. 23  \textit{Politics, Citizenship, and Difference}  
\underline{Lecture & Reading}: Diderot, pp. 265-74, Voltaire, pp. 416-24, Rousseau, pp. 430-41, Voltaire-Pinto debate (electronic reserve), Diderot, pp. 265-74

Week 5

Sept. 30  \textit{Race, Freedom, and Slavery}  
\underline{Lecture & Reading}: Raynal, Condorcet, Grégoire, Society of the Friends of Blacks (electronic reserves)

Week 6

Oct. 07  NO CLASS

Week 7

Oct. 14  \textit{The Origins of the French Revolution}  
\underline{Lecture & Reading}: Darnton, “The High Enlightenment and the Low-Life of Literature in Pre-Revolutionary France, Chartier on public opinion (pp. 30-37), Chartier, “The Cultural Origins of the French Revolution” (electronic reserves)
Week 8

Oct. 21  *How the French Revolution Came About (I)*
Lecture and Reading: Sieyes, “What is the Third Estate,” Sewell, chapter (electronic reserves)

Oct. 23  Essay #1 to hand in by 2pm, in my office

Week 9

Oct. 28  *How the French Revolution Came About (II)*
Lecture & Reading: Bryant (electronic reserve) & “Declaration of Rights of Man & Citizen,” pp. 446-72

Week 10

Nov. 04  *St-Domingue: Slavery & Revolution*
Reading: Dubois (read entire book)

Week 11

Nov. 11  After 1791: The Meaning of Rights & Political Discourse
Lecture & Reading: women’s petition & citizenship for Jews, Hunt, “The Rhetoric of Revolution” & “Symbolic Forms of Political Practice” (electronic reserves)

Week 12

Nov. 18  *The Terror*
Lecture & Reading: revolutionary documents, Ozouf article (electronic reserves)

Week 13

Nov. 25  *The Terror*
Film Showing: *Danton* (Andrzej Wajda, 1983)

Week 14
Dec. 02  
*Legacies of the French Revolution*
LAST CLASS

Dec. 04  
ESSAY #2 (FINAL ESSAY) TO HAND IN, IN MY OFFICE, BY 2PM.