Were the French revolutionary and Napoleonic wars a first example of “total war”? And what impact did this protracted conflict have on such a pivotal moment in the history of France, Europe, indeed “the modern era” itself? This course offers a detailed examination of the quarter-century of semi-continuous warfare that tore the European continent apart from 1792 to 1815. In order to address these two central questions, it considers these wars from a variety of angles, paying attention both to the battlefield and the home front. Topics covered include: changes in battlefield tactics; repercussions on international relations; new cultures of conflict; terror, civil war, and colonial conquest; the soldiers’ experience; practices of mass mobilization; the militarization of society, bureaucratization, technology and the war economy. Using both historians’ works and contemporary impressions, we will seek to both grasp the revolutionary and Napoleonic wars as an object of study, and in turn assess how crucial this conflict is to our broader understanding of the birth of modernity.

The courses goals are:

- To introduce you to the history and historiography of the revolutionary and Napoleonic wars, paying special attention to various recent attempts at conceptualizing these as a first example of total war.
- To raise your awareness of the “varieties of history,” of the many different ways of conducting historical research and of reconstructing the past.
- To familiarize you with the skills and tasks of the historian.

Course requirements:

There are four course requirements for the course, each counting towards your final grade (according to the indicated percentages):

- Participation (20% grade)
- 1 oral presentation and research packet on weekly readings (20%)
- 2 book reviews (20%)
- 1 historiographical or research essay (40%)

This is a discussion seminar, so participation is obviously crucial to its success as well as your own. Please come to class prepared to ask questions, listen, and engage actively with other people’s ideas.

Each week one or two students will introduce the required readings with an oral presentation and a research packet that will be circulated after class. Your presentation should be short (10-15mins) and to the point. You should briefly summarize the gist of the book(s) (content, sources, thesis statement); situate it with regard to the historiography it addresses (or doesn’t!); tell us something about its author and his or her other research; introduce reactions to the book, for example from reviewers. You should also raise 3 key points or questions that you think should frame our discussion, and be prepared to act as a discussion leader and moderator to make sure these are addressed during the class. These questions, as
well as a critical bibliography (including other relevant books, articles, and reviews and a sentence or two on what they say), must be emailed to me and the rest of the class the day before we meet (by Wednesday evening).

The 2 book reviews can be on any book on the syllabus (required and suggested further readings), except for those ones listed for the week in which you give your oral presentation. They should be roughly 1000 words in length and you should follow standard formats for book reviews in major historical journals (for example The American Historical Review or The Journal of Modern History). A book review should cover the following points: What kind of a book is this (monograph, survey, essay, edited collection etc)? What question(s) does it address? What is (are) its main argument(s)? How does it formulate its point(s) (sources, theory, narrative strategies etc)? What is compelling about the book, what is not, and what might it have neglected (other sources, questions etc)? Book reviews must be handed in at the beginning of class on the day in which that book is listed on the syllabus.

Your final, 4000-word essay should be either a historiographical review essay on a sub-topic form the course syllabus, or a short research piece based on some primary evidence that you can access. The historiographical essay must surmise the state of research in a particular field by analysing 4-6 pertinent books or substantive articles and drawing some general themes from these. You should provide more or less detailed analyses of each work looked at following the guidelines for individual book reviews above. You should also identify the key issues and questions in the field (and how these may have evolved over time), seeking to distil from the sources some general ideas about the state or research in that particular area (think about questions of method, changing trends and questions asked etc). You must only opt for the research essay if you find and are willing to spend considerable time working through a corpus of primary sources. These may be found in both edited volumes and in online resources listed in the syllabus.

In either case, you must consult with me before deciding your topic and type of essay. You should do so in advance of a short prospectus (1 page) and annotated bibliography that I expect to have emailed to me by Monday 31st October, 5 pm. The final deadline for submitting your essay (hardcopy in my mailbox in the history dept) will be Tuesday 13rd December, 5pm.

Readings and other resources:

The following required books are available for purchase in the bookstore and online:
D. A. Bell, The First Total War: Napoleon’s Europe and the Birth of Warfare as We Know It (2007)
R. Chickering and S. Förster, eds., War in an Age of Revolution, 1775-1815 (2010)
J. R. Cole, Napoleon’s Egypt : invading the Middle East (2007)

The following required books are available free of charge as online e-books (some copies are also available for purchase at the bookstore):

Other weekly readings are available online (eg. articles) or in a DC library.
You will find a wealth of information and primary sources on various online sites, including the following:

Some edited collections of primary sources:


Class schedule and readings (note: some readings may change)

<table>
<thead>
<tr>
<th>Wk 1 (09/01)</th>
<th>Introduction</th>
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On the French Revolution and Napoleon in general (+ many, many more...):

- *Liberty, Equality, Fraternity: Exploring the French Revolution*
- G. Rudé, *Revolutionary Europe, 1783-1815* (1964)

### PART I TOTAL WAR

#### Wk 2 (09/08) The total war thesis

**Required reading**

- D. Bell, *The First Total War: Napoleon’s Europe and the Birth of Warfare as We Know It* (2007)

**Suggested further reading**

- Some more classical narratives and syntheses of the wars of 1792-1815:
  - ———, *Napoleon’s Wars: An International History, 1803-1815* (2009)

#### Wk 3 (09/15) Assessing the total war thesis

**Required reading**


**Suggested further reading**

- See readings for week 2, and for critical evaluation of the concept of “total war”:

#### Wk 4 (09/22) Contemporary views

**Required reading**

- Extracts from the Count de Guibert, in B. Heuser, *The Strategy Makers: Thoughts on War and Society from Machiavelli to Clausewitz* (2010) [ggbooks](https://ggbooks.com) and e-res

**Suggested further reading**

- *Clausewitz* website (including on *Clausewitz-Jomini* interaction)
- B. Heuser, “Guibert: Prophet of Total War?” in Chickering, *War in an Age of Revolution*
## PART II
### THE FACE OF BATTLE

#### Wk 5 (09/29)

**Required reading**


**Suggested further reading**

- W. Kruse, “Revolutionary France and the Meaning of Levee en Masse,” in Chickering, ed., *War in an Age of Revolution*

#### Wk 6 (10/06)

**Arts of warfare**

**Required reading**


**Suggested further reading**

### Wk 7 (10/13)

**The view from below**

**Required reading**

**Suggested further reading**
- J. Walter, *The Diary of a Napoleonic Foot Soldier* (1991)

### PART III

#### CIVIL WAR

### WK 8 (10/20)

**War and terror**

**Required reading**

**Suggested further reading**
- P. Dwyer, “‘It Still Makes Me Shudder’: Memories of Massacres and Atrocities during the Revolutionary and Napoleonic Wars,” *War in History* 16:4 (2009)
- C. Tilly, *The Vendée* (1964)

### WK 9 (10/27)

**War, state, and society**

**Required reading**

**Suggested further reading**
<table>
<thead>
<tr>
<th>WK 10 (11/03)</th>
<th>Technology and economy</th>
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<tbody>
<tr>
<td></td>
<td>A. Forrest, “The Logistics of Revolutionary War in France,” in Chickering, ed., <em>War in an Age of Revolution</em></td>
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<thead>
<tr>
<th>WK 11 (11/10)</th>
<th>Home fronts: mothers and partisans</th>
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<tr>
<td><strong>Required reading</strong></td>
<td>M. Broers, “Revolts and Repression in Napoleonic Italy, 1796-1814,”</td>
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<tr>
<td></td>
<td>M. Favret, “War and Everyday Life in Britain,”</td>
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<td>K. Hagemann, “The Military and Masculinity: Gendering the History of the Revolution and Napoleonic War, 1792-1815,”</td>
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<td></td>
<td>J. L. Tone, “Partisan Warfare in Spain and Total War,”</td>
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<tr>
<td></td>
<td>all in Chickering, ed., <em>War in an Age of Revolution</em></td>
</tr>
<tr>
<td><strong>Suggested further reading</strong></td>
<td>L. Bergeron, <em>France under Napoleon</em> (1981)</td>
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<tr>
<th>PART IV</th>
<th>WORLD WAR</th>
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<tr>
<td>WK 12 (11/17)</td>
<td>First World War?</td>
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<tr>
<td><strong>Required reading</strong></td>
<td>J. Black, “Naval Power in the Revolutionary Era,”</td>
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<td></td>
<td>S. Förster, “The First World War: Global Dimensions of Warfare,”</td>
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<tr>
<td></td>
<td>in Chickering, ed., <em>War in an Age of Revolution</em></td>
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<tr>
<td>WK 13 (11/24)</td>
<td>No class (Thanksgiving)</td>
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<tr>
<td>WK 14 (***</td>
<td>Imperialism</td>
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<tr>
<td></td>
<td>———, <em>Napoleon's Integration of Europe</em> (1993)</td>
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<tr>
<td>WK 15 (12/08)</td>
<td>International relations</td>
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