

**The French Revolution
1774-1799**

HIST 4300
MW 3:30-4:50
BLB 250
Spring 2020

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TEXTBOOKS: William Doyle, *The Origins of the French Revolution*
William Doyle, *Oxford History of the French Revolution*
Christopher Hibbert, *Days of the French Revolution*
R. R. Palmer, *Twelve Who Ruled*

COURSE DESCRIPTION:

The French Revolution of 1789 lasted for almost ten years, and when it ended, the political and social order of France was dramatically changed forever. The increasingly numerous and prosperous wealthy commoners—merchants, manufacturers, and professionals, often called the bourgeoisie (middle-class)—aspired to political power that it did not possess. French peasants, many of whom owned land, had attained an improved standard of living and education and wanted to get rid of the last vestiges of feudalism and manorialism in order to acquire full rights of landowners and to be free from fiscal and labor obligations to the local lord of the manor. Atop the social structure stood the nobility, 1.5% of the French population that enjoyed specific legal and financial rights and privileges. The Revolution ended the absolute rule of the French kings, abolished the feudalism and manorialism of the nobility, and established equality before the law for all French citizens. With the end of noble and clerical privilege, the bourgeoisie (middle-class) gained political power at the expense of the nobility and Catholic Church. While the Great French Revolution of 1789 overturned established institutions in France, it also had serious repercussions throughout Europe, including the start of a war that continued almost non-stop from 1792-1815. This course will examine the era of the French Revolution from 1774-1799. The course will consist of a detailed survey of the political and social developments of the period. It will also examine the French *Ancien Régime* and the changes produced by the French Revolution as well as the impact of the French Revolution outside of France.

COURSE OBJECTIVES:

The purpose of this course is to provide a thorough examination of key aspects of European history from 1774-1799. Students will gain an understanding of absolute monarchy, revolution, social and political upheaval, and total war. Students will gain a thorough understanding as to why the French Revolution was a pivotal epoch in Western Civilization and how it shaped politics in the 19th and 20th centuries.

COURSE REQUIREMENTS:

Examinations. Mastery of the course will be demonstrated by **TWO** non-cumulative exams in the form of a mid-term and a final based on class lectures and the assigned textbooks. Exams will carry a total percentage value, which will be calculated to determine the course grade. The format of the exams will include essay and term identification.

OPTION I:

The mid-term exam will be worth 40% of the overall grade, while the final exam will be worth 60% of the overall grade.

OPTION II:

The mid-term exam will be worth 30% of the overall grade, while the final exam will be worth 50% of the overall grade. The remaining 20% of the overall grade will be earned by completing **ONE Written Assignment** in the form of a critical book review. I strongly encourage students to select Option II.

Grading: The total percentage value of the two exams, the quizzes, and the book review will be calculated to determine the final course grade. Course grades will be determined as follows:
As: 90-100; Bs: 80-89; Cs: 70-79; Ds: 60-69; Fs: 59-0

EXAMINATION & ASSIGNMENT DEADLINES

Mid-Term Examination
Option II Book Review Due
Final Examination

Monday 24 February and Wednesday 26 February
Wednesday, 29 April
Wednesday, 6 May

The Final Exam will begin at 1:30 PM in BLB 050. The Final is **NOT** cumulative.

READINGS:

I expect students to read the following assignments in a manner that keeps pace with lecture. Because of the flexible nature of lecture, a day by day itinerary of reading assignments will not be provided—it is the responsibility of the students to keep up with the readings as they correspond to the material being discussed in class. Moreover, I expect students to demonstrate their mastery of the readings by incorporating information from the course texts in their answers on the mid-term and final examinations. The tentative reading schedule is:

For the Mid-Term, read all of Doyle's *Origins*, Hibbert's Prologue, Chapters 1 & 2, and Chapters 1-7 in Doyle's *History*.

For the Final, read the rest of Doyle's *History*, the rest of Hibbert, and all of Palmer.

Critical Book Review: If you chose OPTION II, you must select your book for the review and I must approve the selection. The book can pertain to any aspect of European history from 1715 to 1799. The written assignment will account for 20% of the overall grade and must be 1,500 words--no less. I want not only your knowledge of what the author has to say, but also the themes of the book. At least half of the paper should be spent identifying and describing the major themes and ideas of the book and answering the following questions: why did the author write the book, what were his/her motives? inspirations? what [if any] cause was he/she championing? The other half of your paper **MUST** consist of **critical analysis**. What did **you** think of the book? How do your views and those of the author compare? Did the author adequately state and defend his position? Evaluate the sources that the author used to support his/her argument. Relate your feelings toward the book - did you like it? do you regret reading it? could you improve it? Feel free to consult academic reviews of the book you have selected but remember to document and cite the information. The paper will be graded one-half content (did you follow directions and write a complete review as specified above), and one-half grammar, spelling, punctuation, and style (did you write well-structured paragraphs and sentences). The paper will be worth 100 points. For proper style and format, consult *The Chicago Manual of Style* or *The Turabian Style Manual*. Students must bring the book to me and get my approval of the book.

All written assignments **MUST** be typed, double-spaced, on standard WHITE paper with DARK ink. Margins must be one inch on all four sides. Spacing between paragraphs **MUST** be double-spaced rather than quadruple-spaced. The font **MUST** be standard and the point **MUST** be 12 for text and 10 for notes and bibliography. **All written assignments MUST be paginated and contain a cover sheet with your name, date, course, and term on it. All written assignments MUST be stapled in the upper left-hand corner.** Do NOT place your paper in any type of binding or plastic cover. For each infraction of the above stipulations five points will be deducted from the paper. All written assignments are due at the beginning of the class hour on the assigned date. An assignment turned in after the class period upon which it is due is considered late unless the student makes prior arrangements with the professor. If the student is absent on the day the written assignment is due, then the absence will be reviewed according to the guidelines listed below to determine whether the absence is excused or unexcused. For each day the assignment is late for an unexcused reason, the grade will drop by one letter grade.

COURTESY:

1. Classroom:

Class will begin promptly at 3:30 PM so please arrive on time. I expect the classroom to maintain an environment and atmosphere conducive to learning at all times. This requires you to refrain from talking and disturbing the class. If you must leave, please exit and re-enter the classroom quietly. If you have to leave early, you should sit near the exit so you do not disturb the class when you exit. If you have a question, you should raise your hand and wait to be recognized. In classroom discussions, please honor the right of others to express their opinion. Any reading of newspapers, magazines, or unrelated material will result in your dismissal for that day. PLEASE TURN-OFF the ringer on your cell phone and refrain from texting. If you are using a laptop pay attention to the discussion rather than Facebook. Do not be late for exams. Tardiness on exam days is not an excuse to postpone the exam. If you arrive late, you will have the duration of the class period to finish the exam: extra time on exams will not be granted. Please treat everyone with kindness, consideration and respect.

2. Email Etiquette:

Here are some simple steps to take to send a respectful email that will not get you on your professor's bad side.

- Use your UNT email. This marks the message as legitimate and not spam. It also gives the professor an idea of who is sending the message. It also saves you from looking uncouth to your professor because of your off-color personal email username. (Using an email address like "bootiephantum1999@mail.com" is not a way to make a positive impression on your professor or anyone else for that matter.)
- Always use subject lines. When filling the subject line, make sure that you mention the class that you are enrolled in and what the email concerns. You do not want it to seem like a randomly generated subject and end up in your professor's spam folder.
- Address your professor directly; do not just launch straight into a request. Examples: "Dear Dr. Smith," "Hello Dr. Jones," "Dr. Zimmerman, I hope you are well...."
- If your UNT email address does not use your full last name (in other words, it uses your initials or some other abbreviation of your name), then make sure your first sentence identifies who you are by name. If your class is large, or taught in multiple sections, you may want to include your class and meeting time as well. Example: "This is Tony Romo from your French History class."
- Be polite: It is not a text message to a friend. Use complete sentences. Do not make demands. Remember to write please and thank you.
- Be succinct: Keep your message short and to the point. Your professor is going to have probably hundreds of email messages to wade through each day. Just get to the point and politely, respectfully, ask your request.
- Make sure you are as clear as possible about what it is you need to ask of your professor without writing a novel.
- Do not use your email to argue and never send an email when angry. You want to be sure that you maintain a professional demeanor.
- Conclude your email with something polite like "Thanks," "Thanks for your time," "See you in class," "Regards," etc. Then re-type your first name.
- Grammar and Spell check. Prior to sending your email, be sure that you proofread your message. You should not write your email as though you are texting your friend. Make sure it contains full sentences, proper grammar, and real spelling. DO NOT USE TEXTING ABBREVIATIONS OR JARGON.
- Do not write in all capital letters. This is generally viewed as SHOUTING.

ATTENDANCE:

Regular attendance is a must in order to pass the exams. Missed exams will only be excused by documented proof as specifically stated by me. I reserve the right to judge each request for a make-up exam individually, and to determine if the supporting documentation is valid. Once I excuse an absence, I will determine when a make-up will be given. See below for what constitutes an excused absence.

1. **Excused.** It is your responsibility to be aware of examination dates. You must notify the professor of any valid, verifiable excuse for missing an exam (in advance, if possible) and present **DOCUMENTATION**. Valid excuses to miss an exam include certain required university activities or an approved UNT activity, illness requiring medical care that can be documented appropriately, an extreme but verifiable personal emergency or a death in the “immediate” family. If you miss an exam, you must, if possible, contact me on the day of the absence. If this is not possible, please contact the professor as soon as possible. Documented proof of the reason for your absence will be required in order to obtain an excused absence. You also will be required to submit a formal request to the professor for a make-up exam. The formal request must be typed, and must state why the student missed the exam, and all supporting documentation must accompany the request. The request must be submitted as soon as the student returns to campus. No make-up exam will be granted unless a formal request is made in writing. It is not my responsibility to make students aware of the need to make-up an exam. All make-up exams will be scheduled by the professor and must be completed before the last day of class. Students who miss an exam due to work, including military personnel, will be asked for verification from their employers in order to be granted an excused absence. I will contact the employer for verification.

2. **Unexcused.** Such reasons include oversleeping, going out of town (other than for a verifiable emergency), other work, unverifiable car problems and illnesses, third-cousin Idabel’s house in Kansas getting smashed by a tornado, etc. Exams cannot be made-up and will be recorded as a “0.”

HONOR:

Cheating is a serious offense. Cheating on exams will be dealt with in accordance with the Student Conduct Code. It is your responsibility to know the definition of plagiarism. Any form of collaboration is strictly prohibited. Collaboration not only includes cheating, but also passively or actively helping another cheat or plagiarize. There is no reason to cheat - all you have to do is study. All instances of academic misconduct (e.g., cheating, plagiarism) will be reported to the University. If a student is found guilty of academic misconduct, he or she could face loss of credit for the work and/or course involved, probation, and/or separation from the university as determined by the proper University authorities.

STUDENT DEVELOPMENT:

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at www.unt.edu/oda. You may also contact them by phone at 940.565.4323. The ODA liaison for the Department of History is Dr. Pomerleau (WH 234, 565-4214).

TROUBLESHOOTING:

I have constructed this course under the assumption that you are interested in learning about the French Revolution. If you are not interested in learning about the French Revolution, then this probably is not the course for you. Also, if you have a habit of attending class on the “every other day plan,” then this class is probably not right for you. However, if you are interested in learning about the French Revolution, and you are accustomed to going to class regularly, you should enjoy this course very much. Please feel free to ask any questions and see, phone, or email me as soon as possible if a problem arises. My office hours are stated above but appointments can be made for alternative times. Lecture will contain many topics and themes so it remains your responsibility to pick up these themes through regular attendance and good note-taking. Study your notes several times a week. Do not wait until the last minute to try and cram weeks of lectures. If you look over your notes a couple of times a week then your studying will amount to little more than a review session. Good note-taking skills are essential. If you have trouble

following the lectures or taking notes, you may consider recording the lecture. However, when you take notes by hand, you are forced to digest what has been said and write down only a fraction of it. You are forced to think while the class is in progress. This is what distinguishes a live lecture from a recorded lecture. Listening means that you can understand the material, not just take it down like a stenographer. It also means that you can ask pertinent questions, answer my questions, and listen intelligently to what classmates say. Each day of class I will provide a list of terms that will serve a two-fold purpose. The main purpose is to assist you with spelling during the lectures. The second purpose is to provide you with a general study outline for the terms that might appear on the exams. In answering term identification, you must, where appropriate, include the Who, What, Where, When, Why, How, and most important, the Significance of each term. Not all of the terms listed on the board will reappear on the exam, but it is a good place to start. Thank you for taking my class and Good Luck!