

## Wars of Napoleon 1792-1815

**HIST 5302**  
**MW 3:30-4:50**  
**BLB 050**  
**Spring 2023**

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**Office Hours: 5:00-6:30 W**  
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**TEXTBOOKS:** Thomas Griess, *Atlas for the Wars of Napoleon (West Point Military History Series)*  
Michael V. Leggiere, ed., *Napoleon and the Operational Art of War*

### **COURSE DESCRIPTION:**

This course will examine the period of the “French” and “Napoleonic” wars starting with the Wars of the French Revolution in 1792 and ending with Napoleon Bonaparte’s downfall in 1815. This course will examine the conflicts of the Napoleonic era to demonstrate the evolution of war and warfare. Two-thirds of the course will survey French military dominance in Europe and the changes produced by French hegemony. Consequently, this portion of the course will be devoted to the actual study of war, military campaigns, and battles. The final third of the course will assess the varying influence of strategy, tactics, and technology in the attainment of victory. Thus, the course will examine the evolution of war, the evolution and development of military thought, the art of waging war on the operational, strategic, and tactical levels, and the transformation of war from limited dynastic conflicts to the wars of nations.

### **COURSE OBJECTIVES:**

The purpose of this course is to provide students with a thorough understanding of key aspects of European military, diplomatic, and political history from 1792-1815. Through this course, students will gain thorough knowledge of the “world war” that ensued between 1792 and 1815. Students will understand how the Napoleonic wars physically and politically changed the fabric of Europe. Students will gain a thorough understanding of the intricacies of coalition warfare. Students also will be able to assess the significant developments in warfare in the Napoleonic era to include the causes, conduct, and results of selected conflicts. Finally, students will understand the evolution of military doctrine, organization, and technology from 1792-1815, and understand the effects that reform initiatives during the late eighteenth century and the French Revolution had on military systems.

### **COURSE REQUIREMENTS:**

**Examinations.** Mastery of the course will be demonstrated by **TWO** non-cumulative exams in the form of a midterm and a final based on class lectures and the assigned textbooks. The format of the exams will include essay and term identification.

**Book Reviews.** Graduate Students must complete five reviews of books that are relevant to the course. See below.

**Grading:** 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 calculated by averaging the grades of the five book reviews. The total percentage value of the two exams and the written assignment 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

### **Textbook:**

I expect you to read the assigned text 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 your responsibility to keep up with the readings as they correspond to the material being discussed in class. Moreover, I expect you to demonstrate mastery of the readings by incorporating information from the course texts in your answers on the mid-term and final examinations. The tentative reading schedule is:

For the Mid-Term: Intro, Chapters 1-5 of Leggiere, *Napoleon and the Operational Art*  
For the Final: the remaining chapters of Leggiere

**Reviews:** The book reviews must be 1,500 words each--no less. I must approve the selection. The book can pertain to any aspect of European history from 1763 to 1815. 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*. If you would like a list of approved books and suggested reading, please email me and I will send it to you. If you do not select a book from my list then you 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 you are 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. Please remember this policy as you plan your semester.

## EXAMINATION & ASSIGNMENT DATES

**Mid-Term Exam**

**Monday, 6 March & Wednesday 8 March**

**Book Review:**

**Wednesday, 3 May**

**Final Exam:**

**Wednesday, 10 May**

The Final Exam will be on Wednesday, 10 May from 1330- 1530. The Final Exam is not cumulative.

## COURTESY:

### 1. Class Conduct:

Class will begin promptly at 1530 so please arrive on time. I expect the classroom to maintain an environment and atmosphere for learning at all times. This requires students to refrain from talking and disturbing the class. If you must use the rest room, please exit and re-enter the classroom quietly. Students who have to leave early are asked to sit near the exit so they do not disturb the class when they exit. If a student has a question they are to raise their hand and wait to be recognized. In classroom discussions, please honor the right of others to express their opinion by remaining considerate at all times. Any reading of newspapers, magazines, or unrelated material as well as listening to music will result in that person's dismissal for that day. PLEASE TURN-OFF ALL CELL PHONES and refrain from texting and surfing the web. 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 Jerry Jones 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 the professor. I reserve the right to judge each request for a make-up exam individually, and to determine if the supporting documentation is valid. Once an excuse has been granted, I will determine when a make-up will be given. See below for the conditions that constitute an excused absence.

**1.Excused.** It is your responsibility to be aware of examination dates. You must notify me 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 the day of the absence. If this is not possible, you must contact me as soon as possible. Documented proof of the reason for your absence will be required in order to obtain an excused absence. It is not my responsibility to make students aware of the need to make-up an exam. I will schedule all make-up exams, and all make-ups must be taken within two class days of the student’s return to the university. All make-up exams absolutely 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 excuse. 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, etc. Exams cannot be made-up and will be recorded as a 0.

### **HONOR:**

Cheating is a serious offense and 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. All instances of academic misconduct (e.g., cheating, plagiarism) will be reported to the Office of Student Affairs. 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 university.

Student behavior that interferes with the instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu)

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

### **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. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

### **UNT DIVERSITY, EQUITY, AND INCLUSION MISSION:**

The UNT Department of History believes in a world that is inclusive in approach and where equal opportunities and equitable outcomes exist for all. The History Department is committed to developing and supporting a robustly diverse, equitable, and inclusive curriculum, where all students, faculty, and staff create and feel a sense of belonging. Through our collective and deliberate efforts, the Department of History promotes social justice as an explicit expression of its collective drive toward this ideal. The drive toward diversity, equity, inclusion, belonging, and social justice is an ongoing process that requires the elimination of both unintended/intended and visible/invisible barriers arising from bias, discrimination, racism, and organizational structures that support such attitudes and actions.

### **BOOK REVIEW SELECTION:**

Students frequently ask me to suggest a good book on a certain topic they are interested in for their book review. This is a difficult question for me to answer, for a book I consider to be "good" may in fact bore a student to tears. To assist you in your selection process I have made a list of books, which by no means is comprehensive. After

Jesus Christ, Napoleon Bonaparte has had more written about him than any other historical figure. If you would like a list of books, please email me and I will send it to you. I have categorized the books into the subjects I think interest students the most. As much as possible, I have noted the books that have been published by university presses, which is an indication that the book is a scholarly work. Scholarly works are the best books to select for the review because they contain an argument (thesis) that the author must defend and they are well documented with footnotes or endnotes. If you see a book that sounds interesting look it up on Google Books to read the preview: there will be enough information so that you can determine if you are interested in reading that book. I am not sure how many of the books on my list can be found at Willis Library, but interlibrary loan can probably provide any of them.

### **TROUBLESHOOTING:**

Please feel free to ask any questions and see or phone 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 a couple of 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 studying will amount to little more than a review session. Good note-taking is essential. If you have trouble following the lectures or taking notes, you may consider recording the lecture. 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 appear on the exam, but it is a good place to start when making a study guide. On each exam, there will be essay questions that require information from the assigned readings. I have a reading list from which you can select your books for the Review. Send me an email and I will email the list to you. Good Luck!