

**HIST 508-000: Revolutionary France 1750-1815**

Instructor	Day(s)	Time(s)	Maximum Enrollment
Miller	M	1:00 – 4:00 pm	12

**Semester Description:**

This course is designed for students not only in European history, but also in other graduate fields. Students outside the history department would be welcome in this interdisciplinary course. Of course, we will be attentive to the recent historiographical approaches to the Revolutionary era (roughly 1750-1815). We will draw on new work in gender history, art history, trauma studies, and cultural history. Was there really a “Terror?” Can one speak of a “French exception”—meaning the revolution’s violence, warfare and guillotines? How did new concepts of patriotism show up in art and theater? Some of the most exciting developments in the scholarship have positioned the Revolution within a cross-Atlantic context: How are slave revolts in the Caribbean explained? We will be approaching the Revolution not only to understand the “events” that constituted it, but especially to explore the models and methods that scholars have used to explain the Revolution and to place it in an Atlantic context. *Because the course will be adapted to student interests, the students will participate collectively in the creation of the syllabus.*

**Possible Required Textbooks, Articles, and Resources:**

1. Jeremy Popkin, *A Short History of the French Revolution*, 6th edition: (2014).  
(Or latest edition if there is one.)  
ISBN: 9780205968459.
2. We will read a “book a week,” focusing on very recent works that are easily available via ILL or used on Amazon. Possible selections include (the class will participate in making the selections on the first day of class): Spang, *Stuff and Money in the Time of the French Revolution*; Alpaugh, *Non-Violence in the French Revolution*; Crowston, *Credit, Fashion, Sex*; Tackett, *The Coming of the Terror in the French Revolution*; Kwass, *Contraband*. Landes, *Visualizing the Nation: Gender, Representation, and Revolution in Eighteenth-Century France*; Palmer, *Intimate Bonds: Family and Slavery in the French Atlantic*; Spieler, *Empire and Underworld: Captivity in French Guiana*; Linton, *Choosing Terror: Virtue, Friendship, and Authenticity in the French Revolution*; Walton, *Policing Public Opinion in the French Revolution: The Culture of Calumny and the Problem of Free Speech*; Taws, *The Politics of the Provisional: Art and Ephemera in Revolutionary France*; Spary, *Eating the Enlightenment: Food and the Sciences in Paris, 1670-1760*; Padiyar, *Chains: David, Canova, and the Fall of the Public Hero in Postrevolutionary France*.

**Grading:**

Active participation in class discussion; a short analytical writing assignment; class presentations; a final writing assignment. The topics for these assignments will be adapted individually to each student’s interests and fields.