"In an essay on the mythical nature of historiography, Levi-Strauss remarks on the astonishment that a visitor from another planet would feel if confronted by the thousands of histories written about the French Revolution." [Hayden White, "The Historical Text as Literary Artifact"]

The French Revolution was an event of world historical importance and its historiography has been influential across regions and time periods. The course will be divided into approximate historiographical phases: the classic historiography of the French Revolution; revisionism of the last decade or more; the French Revolution as a global phenomenon (regions to include Haiti, early America, West Africa and India, Latin America); French Revolution scholarship now; student projects on specific aspects of historiography and the French Revolution in the context of individual region/thematic interests.

Requirements:

Reading:

I have not ordered books, so you should order them yourselves online, new or used, or use the library e-book copies or pdfs I will put on Canvas. 

VERY IMPORTANT: Don't come to class and tell me you haven't done the reading because you couldn't get the books. Plan ahead, collaborate with each other, etc.

Everyone will read the main reading(s) each week. Each person will also choose three topics over the course of the semester and read an item from the supplementary list. He/she will give a report to the class on that reading that will include summarizing its subject and argument, identifying its methodology, assessing its strengths and weaknesses, and linking it to the main reading of that week.

Writing: figuring out the historiographical puzzle

One of the most difficult challenges in historiography is to not only grasp the material but to draw it all together. The writing in this class is geared to facilitate your mastery of this process.
1. **The pieces**: Each of you will write a very short report to be distributed to the class via Canvas before class (one page if you single space and write succinctly should be fine) on each of the three supplemental readings you choose. (See above for guidelines). In this way we can cover more ground in discussion and everyone can build up a far more extensive bibliographic file than we can create simply though readings we all do.

2. **How do the pieces fit together?** To this end, most weeks (see syllabus) one or two students will serve as our historiographical puzzle maven.
This student will prepare a brief paper (3-4 pages) on the discussion of that week (including supplements as well as common readings), post that to the class via Canvas before the next class, and start the next week’s session with a 5 minute presentation of their review for their class.
Turn the paper in to me before class, and prepare comments for class – don’t read your paper word for word. In the written and oral reports, the weekly puzzle mavens should concentrate on key analytical points and address links or breaks with historiographical patterns.
Focus will be on material we read in class this semester (and hopefully on perspectives you might have from knowledge of historiographies of other regions, classes etc.)

3. **Finding your big picture**: Each of you will pick a particular topic/theme/approach and write a historiography paper.

**Workflow management:**

If you are not yet using a work flow management platform or reference manager, here’s your opportunity. After consultation with Prof. Frazier about embedding new tools in graduate students’ toolboxes sooner rather than later, I agreed to require everyone to use some kind of work flow management tool for their readings in this class.
If you already use a digital platform, let me know which one and use that.
Our default is zotero – and I will be keeping you company by committing to my shift to zotero for secondary scholarship management.
[https://www.zotero.org/](https://www.zotero.org/)
For a very good tutorial on how to make the most of zotero, see:
[https://universitytalk.org/zotero/](https://universitytalk.org/zotero/)
**Class Schedule**

**Holiday reading:** WILLIAM DOYLE, THE OXFORD HISTORY OF THE FRENCH REVOLUTION (2ND EDITION)

**1/22**  *A quick primer on classic historiography:*


Doyle, *Oxford History*, “The Revolution and its Historians” (Appendix on historiography)

**1/29:**

**Maven: Classic Historiography**

**Topic: Gender, Family and the Revolution**

Suzanne Desan, *The Family on Trial in Revolutionary France* (Berkeley, 2006)


Supplements:
* Clare Crowston, *Credit, Fashion, Sex: Economies of Regard in Old Regime France* (Durham, NC, 2013)
* Masculinity and Revolution (Four articles):
  #1 Nancy Christie, “‘He is the Master of His House’: Families and Political Authority in Counterrevolutionary Montreal,” *William and Mary Quarterly* (April 2013); #2 ch. 1 "Masculinity in politics and war in the age of democratic revolutions, 1750-1850," In


**2/5**

**Maven: Gender, Family and Revolution**

**Topic: Violence and the Revolution:**

RR Palmer, *Twelve Who Ruled*

Supplements:

* Tim Tackett, *When the King Took Flight* (Harvard, 2003) OR
* _______. *The Coming of the Terror in the French Revolution* (Cambridge, 2015)
* David Bell, *The First Total War: Napoleon’s Warfare and the Birth of Warfare as we know it*

**2/12**

**Maven: Violence and the Revolution**

**Topic: Human Rights, Emotions, and the Revolution**

Lynn Hunt’s introduction to *The French Revolution and Human Rights* (2016 - 2nd edition);
K C Miel, “The Recent History of Human Rights,” *AHR* (2004);
Hunt *Inventing Human Rights* (pdfs of key chapters here: https://warwick.ac.uk/fac/soc/sociology/staff/robertfine/home/teachingmaterial/humanrights/pdfreadings/)

Supplements:
Maven: Human Rights, Emotions, and the Revolution

Topic: Atlantic Revolutions
Look at the website: https://ageofrevolutions.com/

Supplements:
* Ashli White, Encountering Revolution: Haiti and the Making of the Early Republic (Baltimore, 2010)
* Rashauna Johnson, Slavery’s Metropolis: Unfree Labor in New Orleans during the Age of Revolutions (Cambridge, 2016)
* Janet Polasky, Revolutions without Borders: the Call to Liberty in the Atlantic World (New Haven, 2015)
* Lloyd Kramer, Lafayette in Two Worlds: Public Cultures and Personal Identities in an Age of Revolutions (Chapel Hill, 1996)
* Nathan Perl-Rosensthal, Citizen Sailors: Becoming American in the Age of Revolution (Cambridge, MA, 2014)
* Francois Furstenberg, When the United States Spoke French: Five Refugees Who Shaped A Nation (New York, 2014)

Maven: Atlantic Revolutions

Topic: Haiti, the Caribbean, Latin America and the Iberian Atlantic:
Paul Cohen, Cul de sac; patrimony, capitalism and slavery in French Saint Domingue (Chicago, 2017) (Available through the PCL as an e-book)
Rafe Blaufarb, “The Western Question: the geopolitics of Latin American Independence,” AHR 112:3 (June 2007)
Supplements:

* Jeremy Popkin, You are all free: the Haitian Rev and the Abolition of Slavery (Cambridge, 2004)  
* Lauren Dubois, Avengers of the New World: The Story of the Haitian Revolution OR  
* _______. A Colony of Citizens: Revolution and Slave Emancipation in the French Caribbean, 1787-1804 (Chapel Hill, 2004)  
* Miranda Spieler, Empire and the World: Captivity in French Guinea (Harvard, 2012)

3/5 Historiography paper topic proposals – title and preliminary bibliography

3/12 SPRING BREAK

3/19  
Maven: Haiti, the Caribbean and the Iberian Atlantic

**Topic: Beyond the Atlantic:**  
David Bell, “Questioning the Global Turn: The Case of the French Revolution,” French Historical Studies, 37:1 (Winter 2014);  

Supplements:  
* Lorelle Semley, To Be Free and French: Citizenship in France’s Atlantic Empire (Cambridge, 2017)  
* Peter McPhee, Liberty or Death: The French Revolution (New Haven, 2016)

3/26  
Maven: Beyond the Atlantic  
**Topic: Paper progress reports.**

4/2 Prof Anne Verjus CRNS – IHS talk followed by her visit to our class  
“The Empire of the Nairs, by James Lawrence (1793): A forgotten feminist Utopia in a Global context”
4/9 (No Maven)

Topic: Other Revolutions – Consumption and the world at home.


Supplements:

* Three articles on the politics of consumption:
  #2 Clare Crowston, “The queen and her dressmaker: Rose Bertin, Marie Antoinette and the gender politics of consumption,” *Gender and History* 14:1 (April, 2002), 92-116

4/16
Maven: Consumption and the world at home

Topic: Where are we with the French Revolution now?

A report from FSU (Alex Taft) and
Class divides into thirds – one third for each of:

4/23 Historiography papers workshop

4/30 Historiography papers workshop