

Term Information

Effective Term Autumn 2024
[Previous Value](#) Spring 2018

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding GE Citizenship and 100% DL Status. Also fixing Requirement/Elective Designation and removing prereqs

What is the rationale for the proposed change(s)?

The instructor would like to teach this course online and in the new GE.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area History
Fiscal Unit/Academic Org History - D0557
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3250
Course Title Subjects to Citizens: A History of Revolutionary and Napoleonic Europe
[Previous Value](#) *Revolutionary and Napoleonic Europe, 1750-1815*
Transcript Abbreviation Europe Revolution
[Previous Value](#) *Rev and Nap Europe*
Course Description A history of Revolutionary and Napoleonic Europe from the crisis of the Old Regime and the French Revolution to the end of the Napoleonic Empire. The course also considers changing conceptions of citizenship during the period, from subjects under monarchical rule to citizens of rapidly changing revolutionary and post-revolutionary governments.
[Previous Value](#) *A survey of European but especially French history from the crisis of the Old Regime to the end of the wars of the French Revolution.*
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Greater or equal to 50% at a distance
[Previous Value](#) *Yes, Greater or equal to 50% at a distance*
Grading Basis Letter Grade
Repeatable No
Course Components Lecture

Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	
Previous Value	Prereq or concur: English 1110.xx, or permission of instructor.
Exclusions	
Previous Value	Not open to students with credit for 512.02.
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0103
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Historical Study; Citizenship for a Diverse and Just World
The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

[Required for this unit's degrees, majors, and/or minors](#)
[General Education course:](#)
[Historical Study](#)
[The course is an elective \(for this or other units\) or is a service course for other units](#)

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Read and analyze primary sources and secondary sources (in textual, audio, and visual forms).• Identify and evaluate ongoing conversations among historians about enduring historical questions (historiography). Such as, why did the Revolution begin? why did the Revolution take the course it did? and how did the Revolution change Europe?• Analyze the contemporary significance of studying the Age of Revolutions by responding to films and other course content that explore these themes• N/A Goals
Previous Value	

Content Topic List

- The origins of the French Revolution
- The transformation of the "liberal" constitutional revolution of 1789-90 into the Convention's government by Terror in 1793-94
- The role of religion in the making of the European Counter-Revolution
- Napoleon Bonaparte's ambiguous relation to the Revolution in France and as "exported" to Europe
- Robespierre
- Marie Antoinette
- War of 1812
- Elba
- The Directory
- Levee en Masse

Sought Concurrence

No

Attachments

- 3250 DL Cover Sheet.pdf: DL Cover Sheet
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- 3250 Syllabus SP13 Van Kley (In-Person).pdf: Syllabus - In-Person
(Syllabus. Owner: Getson, Jennifer L.)
- History 3250 Citizenship theme form.pdf: GE Form - Citizenship
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- 3250 Cover Letter 3.19.2024.docx: Cover Letter
(Cover Letter. Owner: Getson, Jennifer L.)
- 3250 Syllabus Citizenship Revised EB, JG 3.19.2024.docx: Syllabus DL Revised
(Syllabus. Owner: Getson, Jennifer L.)

Comments

- Updated Syllabus and cover letter attached. Also changed name and course description. *(by Getson, Jennifer L. on 03/19/2024 11:09 AM)*
- Please see Subcommittee feedback email sent 03/13/2024. *(by Hilty, Michael on 03/13/2024 04:30 PM)*
- Please see feedback email sent 2/6/24. *(by Neff, Jennifer on 02/06/2024 01:34 PM)*

COURSE CHANGE REQUEST
3250 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/19/2024

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	01/09/2024 08:33 AM	Submitted for Approval
Approved	Soland, Birgitte	01/09/2024 11:14 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/17/2024 01:45 PM	College Approval
Revision Requested	Neff, Jennifer	02/06/2024 01:34 PM	ASCCAO Approval
Submitted	Getson, Jennifer L.	02/06/2024 01:35 PM	Submitted for Approval
Approved	Soland, Birgitte	02/06/2024 06:40 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/08/2024 01:35 PM	College Approval
Revision Requested	Hilty, Michael	03/13/2024 04:30 PM	ASCCAO Approval
Submitted	Getson, Jennifer L.	03/19/2024 11:09 AM	Submitted for Approval
Approved	Soland, Birgitte	03/19/2024 03:29 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/19/2024 04:47 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/19/2024 04:47 PM	ASCCAO Approval



March 19, 2024

Thank you for the feedback on the GE Submission for History 3250. The changes have been highlighted in the syllabus,

Contingency: The reviewing faculty would like to see more explanation within the course syllabus for how students will engage with citizenship for each week of the course. They recommend, if it would be helpful, to provide questions that showcase to students how they will engage with the concept of citizenship within the course calendar during each course week.

Contingency: The reviewing faculty concur with their colleagues on the Theme Advisory Group and would like to see citizenship more cohesively woven within the weekly calendar, as this would help solidify the course as fulfilling GEN Theme ELO 1.2.

The following changes address the first two contingencies:

- **An explanation on page 3.**
- **Guiding questions about citizenship have been added to the course schedule (pages 21-28, highlighted in green)**

Contingency: The reviewing faculty ask that it be clearer where students will engage with GEN Theme ELO 2.2 throughout the course syllabus, but especially within the assignment descriptions, as this will strengthen the course in meeting the GEN Theme ELO. Additionally, highlighting the expectation of the ELO in the course syllabus will better signal to students where they can expect to meet this ELO and engage with the Theme as self-reflective learners.

- **Explanations of how the self-reflective components of the assignments have been added to the “This assignment fulfills the GE ELOs” section on pages 9-13, as well as added elaborations on these components of the assignments through some assignment descriptions.**

Contingency: The reviewing faculty ask that the Religious Accommodation statement be updated within the course syllabus. On March 1st, 2024, the Arts and Sciences Curriculum Committee updated the required statement to be in compliance with the new statement, which was provided by the Office of Undergraduate Education and vetted by the Office of Legal Affairs. The newly updated statement has been updated on the syllabus elements page of the ASC Curriculum and Assessment Services website.

- **Added on page 17-18**

Contingency: The reviewing faculty ask that a cover letter be submitted that details all changes made as a result of their feedback.

- **Attached**

Recommendation: The reviewing faculty offer the friendly recommendation to update the course title to include reference to Citizenship. This will both help highlight the concept of Citizenship within the course while also signaling to students that this course will be included within the GEN Theme.

- **We are changing the title to “Subjects to Citizens: A History of Revolutionary and Napoleonic Europe” and are changing the course description to reflect the new title.**

Sincerely,

Jen Getson
Academic Program Coordinator
Department of History



SYLLABUS

HISTORY/3250

Subjects to Citizens: A History of Revolutionary and Napoleonic Europe

Autumn 2023 (full term)

3 credit hours

Online

COURSE OVERVIEW

Instructors

Instructor: Elizabeth Bond, Associate Professor of History

Email address (preferred contact method): bond.282@osu.edu

Office hours: Tuesdays and Wednesdays, 11:15am-12:15pm via Zoom at <https://osu.zoom.us/j/96464341617> passcode: 856853, and by appointment. Please email me to set up an appointment.

Prerequisites

There are no prerequisites for this course.

Course description

Welcome to History 3250. In this course, we study the History of Revolutionary and Napoleonic Europe from the crisis of the Old Regime to the end of the Napoleonic Empire. We will evaluate the continental and global interactions that shaped the course of revolution in France and beyond.

This is an online course that takes a “flipped classroom” approach. I have curated a combination of video, audio, primary source texts, scholarly book chapters and articles, and assignments to guide your learning. This course is designed to encourage student interaction with a rich collection of information. Throughout the semester, I am here to support your process of discovery as you work through the course materials.

In general, students can expect each week to watch two short videos, to read a scholarly article or book excerpt, and to read primary sources relevant to the week's theme. We will also read from a narrative history of the Revolution. I will send weekly announcements to the class via Carmen to communicate with all participants in this course, and I will be available to talk with you individually in office hours and by email.

The course content is organized around three key questions that historians have explored and debated. These are ongoing scholarly conversations, and I invite you to participate in them. First, why did the French Revolution begin in the first place? We will discuss the social, cultural, political, and economic contexts that made the revolution possible. Second, why did the Revolution take the course it did? We will examine the revolutionary processes that led to the period known as the Terror. Finally, what were the European and global impacts of the Revolution and Napoleonic Empire? We will study how the Revolutionary wars and Napoleonic Empire reshaped France and Europe. In all three units we focus on debates concerning citizenship, justice, and rights, for these issues were central to the way the revolutionaries understood their world and imagined their future.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Read and analyze primary sources and secondary sources (in textual, audio, and visual forms).
- Identify and evaluate ongoing conversations among historians about enduring historical questions (historians call such conversations historiography) such as, why did the Revolution begin? why did the Revolution take the course it did? and how did the Revolution change Europe?
- Analyze the contemporary significance of studying the Age of Revolutions by responding to films and other course content that explore these themes.

General education goals and expected learning outcomes

As part of the **Citizenship for a Just and Diverse World GE**, this course is designed to prepare students to be able to meet the following goals:

1. Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore and analyze a range of perspectives on local, national or global citizenship and apply the knowledge, skills and dispositions that constitute citizenship.

4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

And Expected Learning Outcomes:

Successful students are able to:

- 1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.
- 2.1 Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.
- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.
- 3.2 Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
- 4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.
- 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

How the Course will Meet the GE: Citizenship for a Just and Diverse World

Goal 1: Students will develop skill in critical and logical thinking through the analysis of primary sources and the completion of written essays (ELO 1.1). Such study will be advanced because we will read and analyze challenging primary source material and short essays by historians that returns repeatedly to the themes of citizenship, justice, and diversity. Each week we will focus on guiding questions concerning citizenship, which are specified in the Weekly Course Schedule at the end of the syllabus (ELO 1.2).

Goal 2: Students will explore different approaches to the History of the French Revolution, including political history, economic history, religious history, social history, cultural history, and the history of everyday life. (ELO 2.1). Students will be encouraged to reflect on their own learning through class discussion boards, peer review, and essay assignments (ELO 2.2).

Goal 3: Students will explore how the concept of citizenship was understood before the Revolution, at its outset with the writing of the Declaration of the Rights of Man and of Citizen in 1789, and at each subsequent stage of the Revolution, through legislative debates, bills of rights, constitutions, speeches, and correspondence. (ELO 3.1). Students will identify, reflect, and apply such knowledge, skills, and dispositions through the midterm and final essays (ELO 3.2).

Goal 4: Students will read in nearly every week from *Life in Revolutionary France*, and they will write response papers to this book of essays twice. The central aim of this volume and its purpose in the

course is to prompt weekly engagement with the diversity of lived experience, especially as it concerns diversity, equity, and inclusion (4.1). Students will learn about and discuss the ways that debates over justice, rights, and citizenship impinged upon one another. Indeed, the history of the French Revolution is closely connected to advocacy of social change, both from those in power and those who were not. This course examines all of their experiences.

As part of the **Historical Studies legacy GE**, this course is designed to prepare students to be able to meet the following Expected Learning Outcomes:

Goals

1. Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

How the Course will Meet the GE: Historical Studies

Students will develop skill in critical and logical thinking through the analysis of primary sources and the completion of written essays. Students will explore different approaches to the History of the French Revolution, including political history, economic history, religious history, social history, cultural history, and the history of everyday life. Students will be encouraged to reflect on their own learning and its application to contemporary issues through class discussion boards, peer review, and essay assignments.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released each Monday at 12:00am. All assignments are due on the following Monday at 11:59pm, unless otherwise indicated in the syllabus or on Carmen. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

- **Direct Instruction**

Because this is an online course, we must be especially cognizant of encouraging

interaction in order to mitigate the distance of online learning. As such, students should expect direct instruction with the instructor in the following ways:

- Module Introductions
- Video lectures
- Announcements
- Facilitating and responding to discussion board prompts
- Feedback on written assignments
- Online meetings, upon request

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional. They are a great way for students to gain a fuller sense of their own learning, as described in ELO 2.2. Please stop by at the scheduled time or email the instructor if an alternate time is needed.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- Laura Mason and Tracey Rizzo's *The French Revolution: A Document Collection*, Second Edition (Hackett, 2023).
 - This book is available for purchase as a paperback or e-book at the OSU Bookstore, and on the Hackett Publishing website at <https://hackettpublishing.com/the-french-revolution>
 - An e-book is also available via OSU Libraries at <https://library.ohio-state.edu/record=b10734905~S7>
 - the library e-book supports 3 users at a time

- Mette Harder and Jennifer Ngaire Heuer's *Life in Revolutionary France* (Bloomsbury, 2020).
 - This book is available for purchase as a paperback or e-book at the OSU Bookstore, and on the Bloomsbury website at <https://www.bloomsbury.com/us/life-in-revolutionary-france-9781350077294/>
- Jeremy Popkin's *A Short History of the French Revolution*, 7th edition. (Routledge, 2020).
 - This book is available for purchase as a paperback or e-book at the OSU Bookstore, and on the Routledge website at <https://www.routledge.com/A-Short-History-of-the-French-Revolution/Popkin/p/book/9781138557208>
 - An e-book is also available via OSU Libraries at <https://library.ohio-state.edu/record=b9119238~S7>
 - the library e-book supports 3 users at a time

Additional Assigned Reading (available via the Carmen Course Website):

- Rebecca Spang, "The Revolution is Under Way Already," (The Atlantic, April 5, 2020) <https://www.theatlantic.com/ideas/archive/2020/04/revolution-only-getting-started/609463/>
- Patrick Rael, "How to Read a Primary Source," <https://courses.bowdoin.edu/writing-guides/reading/how-to-read-a-primary-source/>

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).

- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	PERCENTAGE OF FINAL GRADE
Discussions	5
Weekly Quizzes	20
Studying Primary Sources, Essay 1	15
Studying Primary Sources, Essay 2	15
Midterm Essay: Book Review	25
Final Essay: Film Response	20
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

Discussions (5% of final grade)

Students participate in discussion in two ways: first, by responding to the discussion prompts posted by the instructor, and second, by responding to the contributions of their peers. By completing the readings and the discussions, students will learn to discuss key issues from this course. Discussion boards also provide an opportunity to foster a classroom community.

To complete each of the discussion boards,

- Please submit your response to the discussion prompts written by the instructor by 11:59 PM on the following Monday to begin the conversation. Submitting the responses even earlier will give everyone an opportunity to engage in discussion.
 - ½ of the discussion grade is assigned by participating in this initial post.
- Then respond to at least one of your colleagues' posts before the discussion board closes on 11:59 PM on the Monday one week later.
 - ½ of the discussion grade is assigned by responding to another student's post.

To access the discussion board,

- Open "Discussion" from the menu on the left of our home page, or click on the "DISCUSS" link in the assigned module.
- Then open the discussion board for that unit.
- Students must post an initial response before they will be able to view peers' posts.
- To reply to someone else's post, scroll down to the bottom of the discussion thread and click "Reply." An open textbox will open.
- Paste or compose your comments or responses into the place holder and click "Post Reply"

**If you would like to subscribe to the discussion so that you are notified by email when new comments are posted, please click the "Subscribe" button on the bar above the "Reply" button.

Assessment of this assignment will be based on completion of both an original response post and responses to one peers' posts. Responses must be clear and thoughtful. The aim is to prompt discussion. Stating that one agrees with someone's statement without explaining why is not enough to earn credit for the response portion of the discussion.

Discussion board assignments are graded complete/incomplete. No partial credit will be assigned.

- These discussion boards are a space to foster our classroom community, so I encourage you to consider checking in on the discussion board before the day it's due. Completing responses during the final hour does not contribute much to a vibrant discussion, and most colleagues in the course will not have the opportunity to read, learn, and comment on posts from the final hour.

The purpose of the discussion board exercise is to encourage intellectual exchange between students, to learn from your peers as they learn from you. It is also a place where I will be able to encourage, facilitate, and respond to conversation, but you should be looking to your fellow students as well as the instructor in terms of engaging in dialogue.

This assignment fulfills the GE ELOs: 1.1 and 1.2 through ongoing discussion with peers, which builds over the course of the semester. It also invites students to fulfill 2.1 and 2.2 by encouraging students to return to similar questions after learning new content. **By asking students to revisit questions before and after learning course content, the discussion boards facilitate self-reflective learning.**

Academic integrity and collaboration: This is an open-note, open-book assignment. Students may refer back to the assigned course materials or to their own notes while posting in the discussion board.

Discussion and Communication Guidelines:

The following are my expectations of how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- *Writing style:* While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation.
- *Tone and civility:* Please maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- *Citing your sources:* When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For assigned online sources, include a link.)
- *Backing up your work:* Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Canvas discussion. Please use accessible word processing software.
- *Communication with your instructor:* You should feel free to communicate directly with the instructor concerning your grade, your performance in the course, etc.

Weekly Quizzes (20% of final grade; the lowest two scores will be dropped)

Description: After completing the assigned reading, lectures, and any supporting videos or listening for the week, each student will complete a quiz. Each quiz will consist of 5 multiple-choice questions. Once you open the quiz you will have 20 minutes and one opportunity to complete it.

The purpose of this exercise is to motivate students to complete the reading, lectures, listening, and other materials assigned in that module, and to review the key takeaways from that week. The questions will therefore assess students' understanding of the readings and other materials, including the assigned listening or videos for that week. Quiz questions are randomly selected from a pool of questions.

Assessment of this assignment is automatic. The student's score will be visible after the assignment deadline. The correct answers will be visible after the quiz ends. (This weekly assignment is available on Carmen on the Monday that module opens. It is due by 11:59pm on the following Monday.) Five points are possible for each quiz. (The correct answers to complete quizzes will be available at 12:00am on Wednesday.)

This assignment fulfills the GE ELOS: 3.1 and 3.2, through regular review of key course content from the lectures and the reading assignments that consider a wide range of perspectives. The quiz is also a weekly way for students to reflect upon their own learning (2.2).

Academic integrity and collaboration: This is an open-note, open-book assignment. Students may refer back to the assigned course materials or to their own notes while they take the quiz. Students may not collaborate with one another on this assignment, including taking quizzes together or sharing quiz questions or answers.

Essays on Studying Primary Sources (30% of final grade, 15% each for two essays)

Description: Each week, we will read primary sources that were made by a person living during the period under study. In week one, we will read a how-to guide for reading and analyzing primary sources using the PAPER acronym (<https://courses.bowdoin.edu/writing-guides/reading/how-to-read-a-primary-source/>). Beginning in week 2, we will read chapters from the edited volume, *Life in Revolutionary France*; each chapter in this volume is paired with a primary source that the historian used to write their chapter.

In a short 3-page paper, students write an evidence-based, analytical essay that responds to the primary source and the book chapter in which it was used. The first page of the essay will evaluate the primary source, using the five categories of the PAPER acronym. The second page will explain the corresponding book chapter's aims and identify how the source fits within the argument. The third page will evaluate the author's treatment of the source, explaining whether the student found the historian's use of the source to be successful, and why or why not.

The purpose of this assignment is to practice two of the historian's essential skills: interpreting a primary source and evaluating the use of primary sources as evidence.

Assessment of this assignment will be based upon the student's response to each of the three prompts, use of evidence, and analysis.

Please note, students will complete this assignment twice. Students may choose which week they would like to complete this assignment, but the assignment is due on the Monday of the week when that source is assigned. (For example, the analysis for "Chapter 10 and source "L'Hydre aristocratique"" is due on Monday, September 11.)

Feedback is a crucial part of learning to write. It is also a key component of one's sense of their own learning. For example, how would I explain what I've learned to someone else? Was my explanation understood by the reader as I intended it to be? Since learning from and giving feedback is a key component, the instructor will provide extensive feedback on your writing assignments. It is expected that students read this feedback and incorporate the suggestions on subsequent writing assignments. Each writing assignment is designed to build upon previous assignments and feedback to improve the skills of writing and analysis throughout the course. Instructor feedback will also provide a model for one's own peer review of the midterm book review, where students will have an opportunity to review their peer's work and provide constructive feedback and suggestions.

The essay must be submitted in a .doc, .docx, or .pdf format via TurnItIn on Carmen. Please see the Carmen course page for the assignment instructions and rubric.

This assignment fulfills the GE ELOS: These essay assignments invite students to fulfill 1.1 and 1.2, as they emphasize thinking about how ideas of citizenship were constructed, unsettled, and debated during this period. It also invites students to fulfill 4.1 and 4.2, as students must consider a variety of lived experiences in each response essay. Moreover, the practice of completing this assignment more

than once fulfills 2.2, as it affords students an opportunity to act as self-reflexive learners by completing a second essay in response to assessment of the first one.

Academic integrity and collaboration: This is an open-note, open-book assignment. Students are encouraged to refer back to the relevant reading and listening from the module that pertains to the source. Students are welcome to discuss their reactions to the primary sources and to other assigned reading with their peers, but the written response must be the student's own original work. "TurnItIn," the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper.

Midterm Essay: Book Review (25% of final grade; 20% for the Book Review, 5% for completion of peer review session)

Description: Students will prepare a book review of 4-6 pages that explains and evaluates a recent scholarly book on a key aspect of the history of the French Revolution. There are a variety of recently published books to choose from, listed in the assignment instructions (all are available as e-books through the OSU Library or as an open-access e-book through the publisher's website). The aim of this assignment is to explore in greater depth one aspect of the French Revolution that is of interest to you, and to practice a key skill for historians—writing a book review.

Assessment of this assignment will be based upon the clarity and argumentation of a book review on one of the books listed in the instructions for this assignment available on Carmen. A successful book review includes three components: a description of the author's project, a synopsis of the book, and a critical evaluation. Students will also complete a peer review for this assignment. The essay must be submitted in a .doc, .docx, or .pdf format via TurnItIn on Carmen. Please see the Carmen course page for the assignment instructions and rubric.

This assignment fulfills the GE ELOS: The midterm essay invites students to complete ELO 2.2 by writing multiple drafts and completing peer reviews that promote reflection, self-assessment, and creative work. In short, the drafting, peer reviewing, and revising stages afford students a self-reflective opportunity to measure their sense of their own learning and their ability to communicate that learning to others. It also invites students to complete 3.2, as they interact with a new scholarly book and with their peers.

Academic integrity and collaboration: This is an open-note, open-book assignment. Students are encouraged to refer back to the relevant reading and listening from the course. Students are encouraged to discuss their reactions to the book their peers, especially in the peer review session. The written response must be the student's own original work. "TurnItIn," the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper.

Final Essay: Film Response (20% of final grade)

Description: Students will prepare a short response of 3-4 pages that considers how a film and a supporting article/book chapter speaks to central course themes of historical studies, especially as they concern the history of the French Revolution. Papers will address how the French Revolution has been

remembered and characterized in one popular cultural work (a film or a video game), and how that source relates to historical scholarship about the French Revolution. Instructions for this assignment include a list of possible films, miniseries, and video games to choose from, and each is paired with a scholarly article that addresses the same themes.

Assessment of this assignment will be based upon the student's synopsis of the argument and use of evidence in the assigned scholarly article/book chapter, analysis of the evidence in the film, and the evaluation of how these sources, and supporting evidence from our course readings, inform one another. Each essay will also prompt students to reflect upon the ethical and social implications of studying history.

The essay must be submitted in a .doc, .docx, or .pdf format via TurnItIn on Carmen. Please see the Carmen course page for the assignment instructions and rubric.

This assignment fulfills the GE ELOS: This final essay invites students to once again revisit 1.1 and 1.2 as they also fulfill 4.1 and 4.2 by thinking about the continuing resonance and significance of the debates about citizenship, diversity, rights, and justice that emerged from the French Revolution. Moreover, this film response is the final assignment for the course. It invites students to be self-reflective about their own learning by inviting students: to analyze the relationship of the popular cultural work to Revolution and citizenship, and to reflect upon what difference the portrayal of citizenship in this work means for historians; in both cases, this assignment underscores 2.2.

Academic integrity and collaboration: This is an open-note, open-book assignment. Students are encouraged to refer back to the relevant reading and listening from the unit that pertains to the film. Students are welcome to discuss their reactions to the film, assigned listening, and assigned reading with their peers, but the written response must be the student's own original work. "TurnItIn," the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper.

Late assignments

All assignments are due on Monday at 11:59pm unless otherwise indicated in the syllabus. Please refer to Carmen for due dates.

Assignments submitted after the due date will be subject to a lowering of the grade by one step in the grading scale below per day (for example, a B paper due on Monday will become a B- if submitted on Tuesday, a C+ if submitted on Wednesday, and so on). Carmen automatically applies these deductions. The late penalty is in place to encourage students to stay on track. Writing assignments and the quizzes on course content build upon one another, so completing them on time is foundational. In addition, receiving papers on time allows the grader to return comments and grades to all students in a timely manner.

- This course offers a one-time, 48-hour extension on an assignment of the student's choice (a quiz, a film response, or a primary source response). Please note the Final Essay is not eligible for extension. If you find during the semester that you need to use this one-time,

no questions asked extension, please use the survey on Carmen to indicate the assignment.

- The graders will make this one-time adjustment to the indicated assignment's late penalty score during the final week of the semester. If you have any questions about your grade, please contact your grader.

The Final Paper for this course is due during finals week. In order to allow the instructor enough time to complete grading of this assignment before posting final grades, the final papers received after 11:59 pm on December 14, the last day of finals week, (and any other assignments turned in after this time without prior permission) will receive an E for the assignment.

Assignment extensions on the Quizzes, Primary Source Essays, and Book Review will be granted in cases of documented emergency. Urgent reasons for extensions include a medical, family, or legal emergency. Please contact me via email (bond.282@osu.edu) as soon as possible if such an emergency applies to you.

- This course follows OSU policy regarding Covid-related accommodation. If you or a member of your household are impacted by Covid-19 this semester, please visit <https://slds.osu.edu/covid-19-info/covid-related-accommodation-requests/> to fill out the university's accommodation request form. We will make appropriate accommodations for your extended absence and recovery.
- If you experience an emergency this semester that necessitates an extended absence, please contact Professor Bond (before November 9) or the lecturer for this course (after November 9) to discuss an Incomplete.

Grading scale

93-100: A
 90-92.9: A-
 87 - 89.9: B+
 83 - 86.9: B
 80 - 82.9: B-
 77 - 79.9: C+
 73 - 76.9: C
 70 - 72.9: C-
 67 - 69.9: D+
 60 - 66.9: D
 Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **10-14 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**. Please expect a longer response time on weekends and holidays.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions or email correspondence as if you were writing a research paper, please remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Please maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into Carmen. I encourage you to save your works in progress often.

Email and Office Hours

Because this is an online class, we will communicate mostly by email. Students can expect at least one email from me every week. (To track our email correspondence, students may find it helpful to create a separate email folder, if possible.)

I encourage students to bear in mind the following general considerations. In academic and professional settings, all emails should have a descriptive subject line that includes the course number (“Question about History 3250 book review”), begin with a respectful salutation (“Prof. Bond”), and conform to standard English with proper punctuation and capitalization. Remember to sign with your first and last name. Providing such information enables me to respond more quickly and fully to your question.

- For an excellent overview of how students can most effectively use email with their professors please see this link: “How to e-mail a professor” <http://mleddy.blogspot.com/2005/01/how-to-e-mail-professor.html>

Offices Hours with Professor Bond are Tuesdays and Wednesdays, 11:15am-12:15pm via Zoom at <https://osu.zoom.us/j/96464341617> passcode: 856853, and by appointment.

A lecturer will take over the correspondence and grading for this course when Professor Bond's maternity leave begins in November. Please watch for this updated contact information via Carmen.

I encourage you to stop by office hours if you have questions about your individual work. Office hours are a great time to talk with me about any aspect of the course and your interests in history. I'm here to support your learning, and I look forward to meeting you!

Academic Misconduct

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Program 60

If you are participating in Program 60, welcome! I invite you to participate in the course as much as you would like, including attending lectures, doing the readings, and participating in class discussions. You are welcome to do as much of the written assignments as you would like, but I am not able to offer individual feedback or grades on these assignments for Program 60 participants. If you would like, I would be happy to write a letter at the end of the term speaking to your overall performance and completion of the course. I encourage you to check in with me during the first two weeks of the semester regarding your plans for participation. Thank you for your interest in this course.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity.

Campus Free Speech policy

Our [Shared Values](#) include a commitment to diversity and innovation. Pursuant to these values, the university promotes a culture of welcoming differences, making connections among people and ideas, and encouraging open-minded exploration, risk-taking, and freedom of expression. As a land-grant institution, the university takes seriously its role in promoting and supporting public discourse. To that end, Ohio State is steadfastly committed to protecting the First Amendment right to free speech and academic freedom on its campuses, and to upholding the university's academic motto — "Education for Citizenship." The [Campus Free Speech policy](#) adopted in May supports this commitment.

Weather or other short-term closing

Unless otherwise announced by the university, online or distance-learning classes will occur as scheduled.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible

to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu. Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

I have highlighted in yellow all relevant readings, and assignments that directly engage with the Citizenship for a Just and Diverse World GE. The rest provide critical historical context.

I have highlighted in green the guiding questions each week to address contingency 1 and contingency 2.

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	8/22-8/28	<p>Unit 1: COLLAPSE OF THE OLD REGIME & ORIGINS OF REVOLUTION</p> <p>Introduction to the Course, The Nature of Revolutions, and The Old Regime in Europe</p> <p><u>Viewing</u>: Weekly Overview Video and Lecture Videos</p> <p><u>Reading</u>: Rael, How to Read a Primary Source, https://courses.bowdoin.edu/writing-guides/reading/how-to-read-a-primary-source/</p> <p>Agmon, THOMAS, A Useful Mnemonic For Reading Historical Scholarship (file in Carmen module)</p> <p>Popkin, Preface</p> <p>Mason & Rizzo, chapter 1, documents 1, 6, & 8</p> <p>Harder and Heuer, Introduction</p> <p><u>Assignments Due Monday, August 28 at 11:59pm</u>: Quiz 1 Discussion Board 1 initial post</p> <p>Guiding Questions: Was there any understanding of “citizenship” in prerevolutionary France? What did it mean to be a “subject”?</p>

2	8/28-9/5	<p>Sources of Change: Society, Economy, the Place of France in the World, and the Enlightenment</p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Videos <u>Reading:</u> Popkin, Chapter 1 Mason & Rizzo, chapter 1, document 5 and 7 Harder and Heuer, chapter 8 and corresponding source, "letters by a woman arrested for prostitution"</p> <p><u>Assignments Due Tuesday, September 5 at 11:59pm:</u> Quiz 2 Discussion Board 1 reply post Primary Source Response, Option 1: on Harder and Heuer, Chapter 8 and source "letters by a woman arrested for prostitution" (reminder: complete this assignment twice this semester.)</p> <p>Guiding Questions: How were power and the state understood in France? Was there any understanding of "citizenship" in prerevolutionary France? What did it mean to be a "subject"? How did people from various backgrounds make and use claims to citizenship in prerevolutionary France?</p>
3	9/5-9/11	<p>The Fiscal Crisis and the Calling of the Estates General</p> <p>Monday, September 6: Labor Day</p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Videos <u>Reading:</u> Popkin, Chapter 2 Mason & Rizzo, chapter 1, document 3, chapter 2, documents 10-13 Harder and Heuer, Chapter 10 and corresponding source, "L'Hydre aristocratique"</p> <p><u>Assignment Due Monday, September 11 at 11:59pm:</u> Quiz 3 Primary Source Response, Option 2: on Harder and Heuer, Chapter 10 and source "L'Hydre aristocratique"</p> <p>Guiding Questions: How were power and the state understood in France? How did fiscal questions about taxation impact the way that French subjects understood their role in society and their relationship to their government? How did the calling of the Estates General and the subsequent elections impact ideas of citizenship and sovereignty? How did ideas about the meaning of citizenship take shape in the early debates in the Estates General?</p>

4	9/11-9/18	<p>The Summer of 1789: Rights, Citizenship, and the Reshaping of France</p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Videos</p> <p><u>Reading:</u> Popkin, Chapter 3 Mason & Rizzo, chapter 3, documents 17, 19, chapter 4, documents 20-24 Harder and Heuer, Chapter 2 and source "Deliberation of the Dames citoyennes," and Chapter 6 and source "Penal Code of 25 September 1791"</p> <p><u>Assignments Due Monday, September 18 at 11:59pm:</u> Quiz 4 Primary Source Response, Option 3 : on Harder and Heuer, Chapter 2 and source "Deliberation of the Dames citoyennes" or Primary Source Response, Option 4: on Harder and Heuer, Chapter 6 and source "Penal Code of 25 September 1791"</p> <p><i>Guiding Questions: What rights did the revolutionaries in the National Constituent Assembly work to guarantee for the citizens of France? What did it mean to be a passive citizen? An active citizen?</i></p>
5	9/18-9/25	<p style="text-align: center;">Book Review</p> <p><u>Viewing:</u> Weekly Overview Video</p> <p><u>Reading:</u> Please read the monograph you selected from the list available in the Book Review assignment instructions.</p> <p><u>Assignment Due Monday, September 25 at 11:59pm:</u> Submit a draft of the Book Review to the Peer Review Portal on Carmen</p>
6	9/25-10/2	<p style="text-align: center;">Book Review & Peer Review</p> <p><u>Viewing:</u> Weekly Overview Video</p> <p><u>Assignments Due Wednesday, September 27 at 11:59:</u> Submit the peer review forms to the two peers assigned via Carmen</p> <p><u>Monday, October 2 at 11:59pm:</u> Book Review Final Draft</p>

7	10/2-10/9	<p style="text-align: center;">UNIT 2: REVOLUTION AND RADICALIZATION</p> <p style="text-align: center;">The King's Flight, Public Opinion, and War</p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Videos <u>Reading:</u> Popkin, chapter 4 Mason & Rizzo, chapter 6, document 34, chapter 7, documents 37-39 Harder and Heuer, Chapter 4 and sources (a) Speech by Henri Grégoire and (b) "Petition of the Jews established in France"</p> <p><u>Assignments Due Monday, October 9 at 11:59pm:</u> Quiz 5 Primary Source Response, Option 5: on Harder and Heuer, Chapter 4 and source (a) Speech by Henri Grégoire or source (b) "Petition of the Jews established in France" (write on Chapter 4 and source a, or Chapter 4 and source b)</p> <p><i>Guiding Questions: How did the relationship between the monarchy and the citizenry change after the king's flight to Varennes? How did the concepts of religious freedom that circulated in Revolutionary France change the way citizenship was understood? What were the impacts of war upon the Revolution, and upon the newfound concept of a "citizen soldier"?</i></p>
8	10/9-10/16	<p style="text-align: center;">The Fall of the Monarchy and the King's Trial</p> <p style="text-align: center;">Autumn Break, Thursday, October 12-Friday October 13</p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Video <u>Reading:</u> Mason & Rizzo, chapter 7, documents 40-42 Harder and Heuer, Chapter 9 and source Lanthenas on freedom, health, and hygiene</p> <p><u>Assignment Due Monday, October 16 at 11:59pm:</u> Quiz 6 Primary Source Response, Option 6: on Harder and Heuer, Chapter 9 and source Lanthenas on freedom, health, and hygiene</p> <p><i>Guiding Questions: What difference did trying Louis XVI as a citizen, rather than as a king have upon his trial? And upon those deputies who presided over the trial? How did debates over the health of the newly formed Republic impinge upon the conceptualization of the health of the citizen?</i></p>

9	10/16-10-23	<p>Citizenship, Civil War, and Political Culture in the Year I</p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Videos</p> <p><u>Reading:</u> Popkin, Chapter 5 Mason & Rizzo, chapter 8, document 44, 47-49, 52 Harder and Heuer, Chapter 1 and source Trial of Thomas Bordas</p> <p><u>Assignments Due Monday, October 23 at 11:59pm:</u> Quiz 7 Primary Source Response, Option 7: on Harder and Heuer, Chapter 1 and source Trial of Thomas Bordas</p> <p>Guiding Questions: 1793 and 1794 were years of intense political experimentation. How did radical equality in language (where everyone was to address one another as citizen or citizenship) and in dress transform revolutionary politics? What did the Civil Wars in France reveal about the limits of republican citizenship in France?</p>
10	10/23-10/30	<p>Rights, Justice, Citizenship, and the Reign of Terror</p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Videos</p> <p><u>Reading:</u> Mason & Rizzo, chapter 9, documents 53, 55, 57, chapter 10, document 64, chapter 11, document 66 Harder and Heuer, Chapter 12 and source Robespierre's speech on Freedom of Worship</p> <p><u>Assignments Due Monday, October 30 at 11:59pm:</u> Quiz 8 Primary Source Response, Option 8 on Harder and Heuer, Chapter 12 and source Robespierre's speech on Freedom of Worship</p> <p>Guiding Questions: What was the meaning of citizenship in 1793 and 1793? How was it articulated in the Convention? What rights did citizens have under the institutions of the Committees and the Revolutionary Tribunals? How did virtue figure in the concept of citizenship under the Terror?</p>

11	10/30-11/6	<p style="text-align: center;">UNIT 3: NAPOLEON & THE END OF REVOLUTION</p> <p style="text-align: center;">The Directory, Sister Republics, and Napoleon in Egypt: Rights, Justice and Citizenship beyond France</p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Video</p> <p><u>Reading:</u> Popkin, Chapter 6 Mason & Rizzo, chapter 12, documents 70, 72, chapter 13, documents 75-77 Harder and Heuer, Chapter 5 and source “undated report on the state of the prisons,” and Chapter 7 and source “Defense Statement by Citizen Bonnet”</p> <p><u>Assignments Due Monday, November 6 at 11:59pm:</u> Quiz 9 Primary Source Response, Option 9 on Harder and Heuer, Chapter 5 and source “undated report on the state of the prisons” <u>or</u> Primary Source Response, Option 10 on Harder and Heuer, Chapter 7 and source “Defense Statement by Citizen Bonnet”</p> <p><i>Guiding Questions: How were power and the state understood as under the Directory, both within France and abroad? How successful were attempts to refashion understandings of “citizenship” in France, in the Sister Republics, in Egypt? Whom did they include and exclude?</i></p>
12	11/6-11/13	<p style="text-align: center;">18 Brumaire, the Consulate, and the Question of Citizenship</p> <p style="text-align: center;">November 10: Veterans Day is Observed</p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Videos</p> <p><u>Reading:</u> Popkin, Chapter 7 Mason & Rizzo, chapter 13, document 79, chapter 15, document 82</p> <p><u>Assignments Due Monday, November 13 at 11:59pm:</u> Quiz 10</p> <p><i>Guiding Questions: The Revolution ended with a military coup d’état. What space for citizenship did the Consulate make? What do historians know about the way that the public responded to this rapid change?</i></p>

13	11/13-11/20	<p>Napoleonic Empire, the Russian Campaign, and Defeat</p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Video</p> <p><u>Reading:</u> Popkin, Chapter 8 Mason & Rizzo, chapter 15, documents 83-84 Harder and Heuer, Chapter 11 and source "Massachusetts Mercury"</p> <p><u>Assignments Due Monday, November 20 at 11:59pm:</u> Quiz 11 Primary Source Response, Option 11 on Harder and Heuer, Chapter 11 and source "Massachusetts Mercury"</p> <p><i>Guiding Questions: Were there citizens under the Napoleonic Empire? How did the Napoleonic Code change the relationship between the state and its citizens? What duties and rights endured?</i></p>
14	11/20-11/27	<p>Visual Culture in Napoleonic Europe: Revolution and Citizenship from the British Perspective</p> <p>Thanksgiving Break: Wednesday, November 22-Friday, November 24</p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Video</p> <p><u>Reading:</u> Primary Sources from the Billy Ireland Cartoon Library, linked via Carmen</p> <p><u>Assignments Due Monday, November 27 at 11:59pm:</u> Quiz 12</p> <p><i>Guiding Questions: As we have seen from the start, citizenship and subjecthood were contested and changing ideas in the Revolutionary era. How did the British perceive and visualize both the revolution and the practices of citizenship in France?</i></p>
15	11/27-12/4	<p>Global Legacies of the French Revolution: Citizenship, Justice, and Rights in Global Perspective</p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Video</p> <p><u>Reading:</u> Popkin, chapter 9 Mason & Rizzo, chapter 15, documents 85-86 Harder and Heuer, chapter 14 and source "the families of revolutionaries" Spang, "The Revolution is Under Way Already"</p> <p><u>Assignments Due Monday, December 4 at 11:59pm:</u> Quiz 13 Discussion Board 2 initial post</p>

		<p>Primary Source Response, Option 12 on Harder and Heuer, chapter 14 and source “the families of revolutionaries”</p> <p><i>Guiding Questions: Guiding Questions: As we have seen from the start, citizenship and subjecthood were contested and changing ideas in the Revolutionary era. How did the lived experience of the Revolution and the legacies of the Revolution’s ideas influence modern citizenship?</i></p>
16	12/4-12/6	<p>The Revolution in Popular Culture</p> <p><u>Viewing</u>: Screen the film you selected from the list in the Final Essay instructions.</p> <p><u>Reading</u>: Please read the article or book chapter that corresponds with the film you selected (see Final Essay assignment instructions for details)</p> <p><u>Assignment Due Monday, December 11 at 11:59pm</u>: Final Essay Film Response</p> <p>Discussion Board 2 response post</p> <p><i>Guiding Questions: Films afford a way to reassess the impact of revolution and citizenship in our present day. What does this film have to say about what citizenship means and who it is for?</i></p>
Finals	12/8-12/14	<p>Final Paper Due: Monday, December 11, 11:59pm via Carmen</p> <p>As the final paper is due during finals week, papers received after 11:59 pm on December 14 (the last day of finals week) will receive an E for this final assignment.</p>

History 3250 Syllabus

1

D. K. Van Kley
Office: Dulles 334; hours: 3:30-5:30 Tues-Thurs.
Phone: 2-6312 ; email: vankley.1
Lecture outlines, etc. on carmen.osu.edu

Spring Semester 2013
Tu.-Th. 11:10-12:30
University Hall 0038

History 3250: Revolutionary Europe, 1770-1815

All students must be officially enrolled in this course by the end of the second full week of the quarter. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of each student.

Course Description

This course is a survey of Europe from the era of the French Revolution from about 1770, when the French "old regime" began to exhibit signs of unraveling from within, to 1815, when Napoleon Bonaparte lost the last of the revolutionary wars. Although the emphasis in this course will necessarily fall on France itself, an effort will be made to place the French Revolution in a European-wide comparative perspective in order to determine what was unique about France such that conditions common to the European Old Regime came to the point of collapse and the project of radically discontinuous "revolution" only there. An attempt will also be made to isolate those conditions that were permanently altered as a result of the Revolution, not only in France but in the rest of Europe and the world. Among these conditions, that of religion will receive special attention. The question will be asked—and perhaps even answered—how the French Revolution gave birth to the first attempt to eradicate Christianity, and thereby refracted Europe's erstwhile religious and political divisions into the modern one between religious "conservatives" and secular "progressives."

With a couple of exceptions, the course format will that of lectures accompanied by outlines and illustrated by prints in the first half of each class session followed by class discussions based on the common readings in the second. Along with faithful attendance and active participation in discussions, the course requirements will consist of two take-home essays on the problem of the origins or causes of the Revolution and the question of why the Revolution should have culminated first in the Terror, and then in the Napoleonic dictatorship. In addition, the course will require two short-answer quizzes as well as well as two two-to-three-page position papers in connection with American and French declarations of rights and a mock trial of the king Louis XVI. The main texts to be used are Keith Baker's edited primary documents entitled The Old Regime and the French Revolution, Jeremy Popkin's A Brief History of the French Revolution, Michael Walzer's Regicide and Revolution, which contains speeches delivered on the occasion of the trial of Louis XVI; Felix Markham's short Napoleon, just for something to read on that subject; and Thomas E. Kaiser and Dale K. Van Kley's From Deficit to Deluge: The Origins of the French Revolution. Since this book has very recently come out, and I

have all the page proofs in my files, I will book the entire book on line on Carmen so that it's clear that I am not trying to line my pockets at the students' expense. Other assigned articles, mainly by me, I will make accessible on Carmen.

Ohio State University now requires each and every faculty member teaching a GEC course to articulate that course's objectives or "learning outcomes" and therefore the reason why this course should qualify as a "general" one. In general, this syllabus states that, aside from conveying a certain amount of information about what happened in Europe between roughly 1560 and 1775, this course aims to inculcate an instinctual grasp of three general points. The first is that people in other and previous centuries organized themselves and perceived "reality" differently from the way we do here and now, and that the reasons why this is so are not because people in the past were less intelligent than we are or that our culture represents "progress" in relation to theirs. The second is that things happen as they do on account of the interaction between an innumerable multiplicity of intentions and the surrounding environment, and that culturally conditioned assumptions are part of this environment. The third and final point is that every situation is a product of a particular and non-replicable history, and that in understanding any such situation, no shortcut eliminates the need for finding out about what went into the making of this situation.

If it were possible to state these objectives in a single sentence, that would read to the effect that some knowledge of and a feeling for the texture of historical change is indispensable to our capacity to make the largest possible sense of what is happening in the world we have inherited and are shaping in our turn; and that, more than any set of pat "answers" conveyed, the value of the study of history lies in enabling us to ask the right questions in order to understand this world.

In order to attain these and other "learning outcomes," the GEC requirements lay down four means or "rationales." These stated means are that courses in historical study require students to examine historical theories and methodologies; to engage with contemporary and historical debates on specific regions, time periods, and themes of the human past; to widen the scope of their awareness of political, economic, and various other kinds of movements by means of reading both primary and secondary sources; and to enable them to carry out comparative analyses of such movements in historical context in a final exam. In the particular context of the era of the French Revolution and its place in late eighteenth and early nineteenth-century Europe, this course proposes to employ these means in the following forms.

By means of a sustained attention to the "causes" of both the French Revolution and the Revolution's turn toward the Terror of 1793-94, first of all, this course requires students to examine the interplay between structural necessity and seemingly random contingency in historical causation, thus engaging rival theories of historical causation and their accompanying methodological approaches to the evidence. Because sharp differences in accounting for the Revolution and the Terror divided "conservative" from "liberal" interpretations of these events from the very outset—second of all—this course engages that debate both in its original historical context and at the present time, renewed as this debate has been since the bi-centennial of the French Revolution in 1989. Indeed, at a certain point, the course stages this debate as one dividing defenders and critics of the American as opposed to French revolutionary conception of

“rights.” Thirdly, the course also analyzes in turn the fiscal, demographic, economic, social, political, intellectual and religious “origins” of the Revolution as well as the very anti-feminist turn it took during the Terror, and all of them with the help of both primary and printed sources, thereby engaging the third of the GEC’s required means. And finally and fourthly, both the midterm and final analytical essays demand that students distinguish those factors that made for revolution in France and France alone in 1789 in comparison to surrounding European states that shared so many characteristics with France. Thus does it also engage in some serious international analysis in a particular context and time—the fourth of the stated means.

This course’s goals also coincide with those specified by the GEC as qualifying for a study in diversity on a global scale, seeing that these goals, like this course’s, are to convey an understanding of the various features of one or more of the world’s nations or peoples other than those of this country and its inhabitants; as well as a recognition of the role of national and international diversity in shaping students’ attitudes as global citizens. What holds for the goals holds good for the means or “rationales.”

Although this course does not pretend to take the whole world as its province, it does indeed attend to all of Europe while making significant contact with the British colonies in North America and Spanish and Portuguese ones in Central and South America. Within these geographical and chronological contexts, as previously stated, this course employs both primary and secondary sources, engages class discussions, stages debates about historical yet ongoing issues, and examines political, economic, social and cultural developments. By challenging the narrative of “secularization” and paying particular attention to the role of religion in the making of both national identities and modern ideologies, this course also “examines ethnically, nationally or religiously framed movements in a socio-cultural and global context”—the fourth of the GEC’s rationales.

Further, the course requires an in-depth final written essay that requires students to analyze how a revolution with apparently liberal and humanitarian beginnings could have bequeathed the legacy, not only of ideological “liberalism,” but also “conservatism,” a possible politics of terror, the techniques of plebiscitary dictatorship, and both universalistic and particularistic nationalisms—the fourth and sixth means. And by emphasizing, finally, that the French Revolution was the first revolution to try to put the past behind it and announce political and moral truths thought fit for the entire world, the course will perforce address the quite burning international issue of whether there are such truths, or whether people must expect to remain culturally diverse and irreducibly particular. It is the French declaration of rights of 1789 and not the American ones that has served as the model for the majority of other such national declarations as well as that of the United Nations promulgated in 1948.

Books Required

- Keith M. Baker, The Old Regime and the French Revolution, at SBX
- Felix Markham, Napoleon, at SBX
- Jeremy Popkin, A Short History of the French Revolution, at SBX
- Michael Walzer, Regicide and Revolution, at SBX (and if available)

Kaiser, Thomas; and Dale K. Van Kley, eds., From Deficit to Deluge: The Origins of the French Revolution, at SBX, or on Carmen as page proofs

Course Requirements, Due Dates, and Grades

Jan. 24: A short multiple-choice quiz on Jeremy Popkin's A Short History of the French Revolution

Feb. 14: An 8-page take-home essay exam on some aspect of the problem of the origins of the French Revolution (a page being defined by a 12 point New Times Roman font with no more than 1-inch margins, top and bottom, left and right)

Feb. 21: A 2-3 page position paper on the relative merits of the American and French declarations of rights

Mar. 05: A short 2-3-page paper on the position in the trial that you have chosen to represent

Mar. 28: In class quiz on Felix Markham, Napoleon.

Apr. 30: Final in class factual exam: in University 038, 10:30-11:45 a.m. The final 8-page take-home essay exam on why the principles of 1789 culminated in the Terror and/or the Napoleonic dictatorship can be handed to me at the same time, or in my office at 334 Dulles by 5:30 p.m.

Regular class attendance: a penalty of half a grade will be imposed for every three class periods of unexcused absence, a class period being defined as each approximately forty-five-minute segment of a one-hour and forty-eight-minute class

Final grade: the two major take-home essays will count for 30% each, the position paper on the trial of the king will be valued at 15%, participation in class discussions will worth another 15%, and the quizzes will constitute the remaining 10%.

Schedule of Topics and Reading Assignments

I The Collapse of the Old Regime (Popkin, A Short History of the French Revolution, 1-34)

January

08: Organization and a Few Reflections on the Subject of "Revolution"

10: **Lecture:** The European Old Regime

Discussion: Causation and "causes" of things in history

15: **Lecture:** The "Old Regime" in France

Discussion of Loyseau, from "A Treatise on Orders," in Baker, The Old Regime and the French Revolution, 13-31

17: **Lecture:** The Fiscal (or Financial) Origins of the French Revolution

Discussion based on reading of Gail Bossenga, "The Financial Origins of the French Revolution Revisited," in From Deficit to Deluge, pp. 37-66.

22: Economic, Demographic, and Social Origins of the Revolution of the French Revolution

Discussion: Jack Goldstone, "The Social Origins of the French Revolution," in From Deficit to Deluge, pp. 66-103.

24: **Lecture:** Political Origins and the Paradox of Politics in an Absolute Monarchy

Discussion based on reading of Baker, The Old Regime "session of the scourging" and "remonstrances of the Cour des aides," 47-70; and John Hardman, "Decision-Making," on carmen; and Thomas Kaiser, "From Fiscal Crisis to Revolution, in From Deficit to Deluge, pp. 139-64.

Multiple-choice quiz on ALL of Popkin, A Short History of the French Revolution

29: **Lecture:** Some Religious Origins of the Revolution

Discussion of Bossuet, "Politics Derived from the Words of Holy Scripture," in Baker, The Old Regime, 31-47; and Van Kley, "The Religious Origins of the French Revolution" in From Deficit to Deluge, pp. 105-38. Also highly recommended is Michael Walzer's introduction in his Regicide and Revolution, 1-46

31: **Lecture:** The Enlightenment and the Intellectual Origins of the Revolution

Discussion of selections of "The Definition of an Encyclopedia," in Baker, The Old Regime and the French Revolution, 71-89; and Keith M. Baker, "Enlightenment Idioms, Old Regime Discourses, and Revolutionary Improvisation," in From Deficit to Deluge, pp. 165-97;

February

05: **Lecture:** The Religious Enlightenment of Jean-Jacques Rousseau

Discussion of selections from Rousseau's The Social Contract, on carmen; and selections from Sieyès's What is the Third Estate, 154-79. **While reading Sieyès's What is the Third Estate, compare its conception of French society to that in Loyseau's Treatise on Orders, 13-31**

II The French Revolution (Popkin, A Short History of the French Revolution, 36-110)

- 07: **Lecture:** "Patriot" Movements Elsewhere, Particularly Belgium and the Dutch Republic

Discussion: The "Patriotism" of the American states' Declarations of Rights, 1776-1780, based on some American declarations of rights, on carmen

- 12: **Lecture:** The "Pre-Revolution," 1787-89

Discussion based on readings in Baker, The Old Regime, the "speech by the controller general Calonne," 124-31; the section on "the Parliamentary Opposition," 135-43; and, in the section on "The Calling of the Estates General," the King's "Order in Council," 143-45, the "Memorandum of the Princes of the Blood," 151-54; and finally, "Regulations for the Convocation of the Estates General," 179-84.

- 14: **Lecture:** From the meeting of the Estates General to the National Assembly related readings consisting of "dispatches from Paris" to the "Decrees of the National Assembly, 10-11 August," in Baker, The Old Regime, 184-231; and John Markoff, "Peasants and their Grievances" from Campbell, The Origins, 239-66, on carmen

Discussion: "Dispatches from Paris" and "Deliberations of the Estates General, in Baker, The Old Regime, 184-208. **First 8-page take-home essay exam due**

- 19: **Lecture:** From the Storming of the Bastille to the March to Versailles

Discussion: "The Abolition of the Feudal Regime," in Baker, The Old Regime, 208-37; and/or revolutionary songs and their lyrics. See "Revolutionary Songs" available on carmen

- 21: **Lecture:** The "Declaration of Rights of Man and the Citizen" and the Constitution of 1789-91

Discussion of American and French declarations of rights based on readings in Baker, The Old Regime, 237-39, 249-62; and "introduction to the second section of the course" and the declarations of rights by the states on carmen, plus Edmund Burke, a fragment from Reflections on the French Revolution.

1-2 page position paper on the relative merits of the American and French declarations of rights due

- 26: **Lecture:** From the Civil Constitution of the Clergy to the flight to Varennes; related readings in Baker, The Old Regime, "The Civil Constitution of the Clergy, 239-42; and

“the king’s declaration on leaving Paris,” plus petitions by clubs and debate in National Assembly, also in Baker, The Old Regime, 269-86; and Dale K. Van Kley, “The Old Regime, Catholic Europe, and the Revolution’s Religious Schism,” on carmen

Discussion of these readings and prints on depicting the deterioration of the image of the clergy and/or more revolutionary songs, in “Revolutionary Songs” on carmen

28: **Lecture:** The Legislative Assembly and the Way to War.

Discussion: “Revolutionary Politics,” in Baker, The Old Regime, 267-86

March

05: **Lecture:** The Fall of the Monarchy and the September Massacres (reading: Roland’s “letter to the king” plus addresses by fédérés and sections, etc. in Baker, The Old Regime, 286-302)

Discussion: Class trial of the king, based on speeches by deputies in Baker, The Old Regime, pp. 302-24; but principally in Michael Walzer, Regicide and Revolution, 47-214. **A 2-3 page paper on the position in the trial that you have chosen to represent is due**

07: **Lecture:** The Revolution at War With its Enemies and Itself: from the Vendée to the Federalist Revolt

Discussion of addresses to and speeches in Convention, in Baker, The Old Regime, 325-30; and Tackett, “The West in France,” in “512.02 on carmen

19: **Lecture:** The “Sans-Culottes” and the Terror

Discussion based on petitions and registers of Paris sections and decrees by and reports to Convention, and Robespierre’s “Report on the Principles of Political Morality” of Feb. 5, 1794, in Baker, The Old Regime, 330-62, 368-84; and “Revolutionary Songs” on carmen. **The focus question for the discussion is whether “virtue” is necessary in order to sustain a republican form of government; and whether, further, Robespierre was right in holding that “terror” was necessary in order to protect and foster “virtue”**

21: **Lecture:** “Dechristianization”: The Religious Face of the Terror

Discussion based on reports on the republican calendar and the Festival of the Supreme Being in Baker, The Old Regime, pp. 362-68, 384-9. **The focus question is whether religious belief is necessary to maintain political freedom—in other words, republican government**

- 26: **Showing** of Andrzej Wajda's "Danton," with Gérard Depardieu as Danton, and based on a play entitled "The Danton Case," by Stanisława Przybyszewska

Discussion of the movie

Possibly helpful reading: Dale K. Van Kley, "Conspiracy Theories and Theories of Conspiracy," published in the on-line journal entitled "H-France," and on carmen

- 28: **Lecture:** The Directory between "Left" and "Right"
Accompanying reading: "Manifesto" by Directors and Babeuf's principles and defense, in Baker, The Old Regime, 392-404

Lecture and discussion: The post-Thermidorian Gallican Church and the Directory's "dry terror"

Reading: Van Kley, "The Project of Catholic Reform in an Era of Anti-Catholic Revolution" and/or "The abbé Grégoire and the quest for a Catholic Republic," both on carmen

III The Napoleonic Episode (Popkin, A Short History of the French Revolution, 111-50; and Felix Markham's Napoleon, entire)

April

- 02: **Lecture:** Napoleon Bonaparte: From the Coup (of 18 Brumaire) to the Concordat (of 1801)

Discussion of Bonaparte's speeches and proclamations and Constitution of the Year VIII, and Address to the Clergy of Milan, in Baker, The Old Regime, pp. 405-15, 423-25; and Felix Markham, Napoleon, 15-102. **Focus question: was Bonaparte a really necessary conclusion to the French Revolution?**

Quiz on Markham, Napoleon, entire book

- 04: **Lecture:** From the Consulate to the Empire in France
Reading: "Napoleonic ideas," in Baker, 416-23

- 09: **Lecture:** From "Sister Republics" to Empire in Europe (the case of one of the Italian States or the case of the German states)
Reading: Markham, Napoleon, 103-50

- 11: **Lecture:** Napoleon and the Papacy
Reading: Bonaparte's letter to Pius VII and to Cardinal Fesch, in Baker, 425-26; and

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Markham, 150-54

- 16: **Lecture and discussion:** The Napoleonic Empire and the Rise of Religious Nationalism: the case of Spain
Reading: Markham, Napoleon, 155-216
- 18: **Lecture:** Napoleon as general at his best and/or worst: Austerlitz and Waterloo
Discussion on Napoleon, for or against, based on Markham, Napoleon, 216-35
- 30: **Final 8-page take-home essay exam on why the principles of 1780 culminated in the Terror and/or the dictatorship of Napoleon, due at my office by 5:00 p.m.**

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.



- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

I have completed and signed off on the preliminary distance learning review for the ***History 3250 Revolutionary and Napoleonic Europe*** approval proposal. This syllabus provides a clear and transparent overview of the course expectations. I have provided feedback comments on the Cover Sheet (and copied below) and signed it. The instructor and the department have the *option to revise* the syllabus in response to feedback before submitting to the ASCC faculty review committee.

I have a few substantive *recommendations* that I think will improve the course design, add clarity to the syllabus, or support a successful review by the faculty curriculum committee.

- This being an asynchronous course, the ASCC panel that reviews the course will want specific indications of meeting the required 3 hours of required weekly Direct Instruction for the class. In the *Workload Estimation* section of the DL Cover Sheet, you mentioned having 1.5 - 2 hours of asynchronous lectures planned for each week. What other direct instruction do you have planned for the course?

I recommend being more explicit about the direct instruction time in the *How This Online Course Works* section of the syllabus, by enumerating the time students will be engaged in each type of activity, on average each week (and which you will be providing direct instruction), to support a speedy approval process. This will also improve transparency and metacognitive reflection as it will give students a better idea how to effectively manage their time to be successful in the course. I believe there are a lot of different ways in which instructors are providing direct instruction in asynchronous courses (I like this succinct resource for exploring how to describe this: <https://www.apsu.edu/academic-course-and-program-development/course-credit-hour-review/direct-indirect-instruction.php>).

- Writing assignments are a substantial portion of the graded component of the course. I was not sure what the phrase instructing students to submit assignments “via the appropriate Carmen dropbox” meant. I recommend using [Turnitin for writing assignment submissions](#) to improve academic integrity in the course.
- You might consider disaggregating the Peer Review Portion of the Midterm Essay assignment to its own assignment category and providing additional details in a description of how this would be facilitated in the course.

The ASC Office of Distance Education strives to be a valuable resource to instructors and departments in the College of Arts and Sciences. In addition to managing the [DL course review](#) process, [hosting ASC Teaching Forums](#), and developing an ever-expanding catalog of [instructor support resources](#), we also provide one-on-one instructional design consultation to ASC instructors interested in redesigning any aspect of their online course. If your department or any of your individual instructors wish to [meet with one of our instructional designers](#) to discuss how we can provide advice, assistance, and support, please do let me know.