The French Revolution of 1798-1799 overthrew the French monarchy, spawned an international war, and transformed the cultural and political landscape of the 18th-century Atlantic world. The slave revolution of 1791 that erupted in the French Caribbean colony of Saint Domingue (now Haiti) was equally far-reaching: it led to the abolition of slavery in the French colonies in 1794 and to the establishment of the first black republic: the independent nation of Haiti in 1804.

The reverberations of these two great revolutions were felt around the globe, and continue to inspire heated debate. This course examines those revolutionary years when global collisions of states, empires, peoples, and ideologies challenged virtually every form of hierarchy.
In this course, we’ll study not only how these revolutions unfolded, but also how they are remembered. Since the 18th century, the struggle to shape historical memory has found expression in textbooks and oral traditions, monuments and museums, spiritual practice and processes of memorialization. That process continues today.

Approaching history as memory practice, this course highlights the ways that representations of revolution by historians, novelists, filmmakers, artists, and politicians take shape within specific social and cultural contexts, and intervene in political debates. Equally significant, we will attend to the practices of silencing and forgetting that occur the making of archives, the writing of history, in museum curation, and in bicentennial celebrations. In the process, we’ll explore the transformations wrought by revolution, and the reasons that these revolutions continue to excite such controversy even today.

**Sites and Day Trips**

Studying in Paris offers an unparalleled opportunity to explore revolutionary histories through experiential learning. The class is designed to take full advantage of these possibilities as you visit historical monuments, buildings, objects, and exhibits that highlight the history of the French Revolution.

- Visit revolutionary sites in Paris such as Les Invalides, the Bastille, the Palais-Royal, the Conciergerie, and the “revolutionary 6th” arrondissement;
- Take a walking tour: “Black History in and Around the Luxembourg Gardens.”
- Descend into the Catacombs;
- Explore revolutionary art and history at the Louvre and Musée Carnavalet and the new History of Slavery Museum;
- Travel to Versailles and visit the palace of Louis XVI and Marie-Antoinette;
- Take an expedition to the Memorial to the Abolition of Slavery in Nantes--once the hub of France’s slave trade.
- Conclude the semester with a visit to the Museum of Immigration
Academic Learning Outcomes and Objectives

— Develop understanding of:

GAIN A DEEPER UNDERSTANDING OF:
- the historical dynamics of the French and Haitian Revolutions;
- the ethical issues involved in revolutionary change;
- the emergence of modern discourses of human rights;
- history as a memory practice with ethical implications;
- the relationship between the two revolutions in global context;
- the processes that shape a nation’s collective memory;

DEVELOP SKILLS IN:
- skills in critical reading, writing, speaking, and analysis of primary and secondary historical sources
- ability to evaluate the ethical content of political arguments

Study Abroad Learning Outcomes and Objectives

DEVELOP:
- familiarity with the diverse cultures that define the meanings of Paris as a global city;
- heightened awareness of the cultural and political histories that have variously united and divided peoples residing in U.S., France, and Haiti;
- historical knowledge of slavery, colonialism, revolution, expansion, and migration as they have shaped the formation of both U.S. and French nations;
- capacity to reflect upon your own place-based assumptions, and to use that awareness to negotiate travel in France independently, with sensitivity to disparate viewpoints and cultures encountered.

ASSIGNMENTS

<table>
<thead>
<tr>
<th>Field Journal (25%)</th>
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<tr>
<td>Revolutionary Controversies Research Paper (7-8 pages) (20%)</td>
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<tr>
<td>Presentation: 10-minute research presentation (15%-see presentation rubric on handout)</td>
</tr>
<tr>
<td>Weekly Reading Responses and four reading quizzes (20%)</td>
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<tr>
<td>Informed participation in class activities and seminar facilitation (20%)</td>
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Field Journal
You’ll attend three group field trips (dates and times to be announced once we know the class schedule), as well as three other site visits of your choice over the course of the semester. The journal provides a place to record and reflect upon these visits, to think about connections between classroom and on-site learning, and to explore questions raised by the visit.
Weekly Reading responses and quizzes
Please post your reading responses on the Laulima discussion board at the beginning of each week 24 hours before class begins. Your response should be a full, single-spaced paragraph addressing what you found most significant about the reading, the thesis of scholarly articles, and a couple of questions that you’d like to discuss in class. The reading responses will help inspire class discussion. Four quizzes on the readings and activities; NO FINAL EXAM.

Participation and seminar facilitation
This course invites your participation. Here you’ll have the chance to analyze primary sources, engage with ethical issues, debate historical controversies, interpret revolutionary images, visit historical sites, and experiment with different genres of writing. Informed and respectful participation in all aspects of the course is essential.

POLICIES

Attendance
Since this class is based on discussion and classes are logically sequenced, attendance is required. If you must miss class due to illness or emergency, please notify me by email prior to class. You are permitted up to two absences for illness or emergencies without consequence to your grade. Each additional absence will lower your grade; two late arrivals equals one absence. Extended absences require documentation.

Special Needs
If you require accommodations, before you leave UHM please 1) contact the KOKUA Program (V/T) at 956-7511 or 956-7612 in room 013 of the QLCSS; then 2) speak with me privately. I will be happy to work with you to meet access needs related to documented disability.

Electronic Devices
You will need a laptop in Paris to access readings and to post assignments, but in the interest of maximizing interaction and engagement, we won’t use laptops or cellphones in class. Recording of lectures and discussions is not permitted. Exceptions to the “no laptop” policy will be made only in cases of documented disability or for use in group projects that require internet. Please turn off phones and all other electronic media before you enter the classroom.

Academic Integrity
Integrity is the basis for the creation of knowledge and the foundation of any true learning community. Your enrollment in the course means that you agree to act with honesty, consideration, and respect in your work and in interactions with peers and professors. Plagiarism, cheating, or dishonesty in any aspect of the coursework constitutes a serious infraction of the honor code. Ideas that come from others, whether paraphrased or quoted, must be properly attributed to their sources. Plagiarism includes submitting the same written material in more than one course without obtaining authorization from the instructors involved.
TEXTS REQUIRED TO PURCHASE — All other readings will be available electronically

*Napoleon in Egypt: Al-Jabarti’s chronicle of the French occupation, 1789*
Baroness Emma Orczy, *The Scarlet Pimpernel*

Week 1 - Introductions

**Remembering Revolution, Forgetting Slavery**
* Trouillot, “An Unthinkable History,” *Silencing the Past* (excerpt)

Week 2 FIELD TRIP: The Louvre

**Social Hierarchy and Cultural Divisions in the Old Regime**
* McPhee, ch. 1, “France in the 1780s”

**Slavery at Sea**
* Sowande’ Mustakeem, “’She must go overboard & shall go overboard’: Diseased bodes and the spectacle of murder at sea,” *Atlantic Studies* 8, 3 (2011): 301-316
* Sue Peabody, “Crisis: Blacks in the Capital, 1762,” from *There are No Slaves in France*, 72-87

Week 3 DAY TRIP: The palace of Versailles

**Why Revolution? From Third Estate to National Assembly**
* Hunt, pp. 3-11, and docs. 1, 7, 9, 10
* McPhee, ch. 2, “The Revolution of 1789”

**The Old Regime in the Colonies**
* Geggus, Parts 1-2
Week 4

The Logic of the Crowd: from the Bastille to the Great Fear
* McPhee, ch. 3, “Reform, Conflict, and a Second Revolution”
* Hunt, docs. 14, 15, 17, 24

The October Days
* Hunt, pp. 12-28, doc. 32

Week 5 FIELD TRIP: Musée Carnavalet

The French Body Politic: Race, Sex, Citizenship
* Geggus, part 3
* Hunt, docs 34-35

Hommes de Couleur claim the Rights of Man
* Geggus, part 4
* Garrigus, “‘Sons of the Same Father,’” in C. Adams et al., eds., Visions and Revisions of Eighteenth-Century France, 137-54

Week 6 Quiz #1

Black Jacobins: the Slave Insurrection
* View: The Last Supper
* Geggus, part 5
* Jeremy Popkin, “Facing Racial Revolution,” (excerpt)

Week 7 FIELD TRIP: Walking Tour—French Revolutionary Sites

The Road to Republic, the Road to War
* McPhee, ch. 4, “The Crisis of 1792-1793: War and Terror”

Regicide in the Family Romance
* Hunt, The Family Romance of the French Revolution (excerpt)
* Hunt, doc. 36
Week 8

Symbols and Myths: The Desacralization of the Monarchy

* "‘Just another citoyenne?’ Marie-Antoinette on Trial, 1790-1793,” History Workshop Journal, no. 28 (Autumn 1989): 63-87

* The Family on Trial

* Suzanne Desan, ch. from The Family on Trial
* Michael Sibalis, “Regulation of Male Homosexuality in Revolutionary and Napoleonic France,” in Merrick and Ragan, eds., Homosexuality in Modern France

Week 9

Heroes and Villains in the Republic of Virtue

* View “Danton”—feature film
* Hunt, 29-32

* Week 10 Quiz #2

Cultural Revolution Ritual, Iconoclasm, and Dechristianization

* Laura Mason, Singing the Revolution, 42-60
* The Scarlet Pimpernel

Week 11

Whose Terror? Revolution and Counterrevolution in Paris and the Provinces

* Hunt, doc. 37-42

The June Days: Freedom Comes

* Geggus, part 6 through doc. 49

Week 12 FIELD TRIP: Walking Tour—Black History in Paris

Slave Emancipation and The Rise of Toussaint Louverture

* PBS film, Egalité for All: Toussaint Louverture and the Haitian Revolution
* Geggus, docs 51-53, and part 7
Taking Liberties: 9 Thermidor and the Fate of the French Republic
  * McPhee, ch. 5-6

**Week 13**

Manhood and Militarism in Post-Emancipation Saint-Domingue

Napoleonic Expansion and War
  * Blaufarb & Liebeskind, ed. *Napoleonic Foot Soldiers and Civilians*, 30-58
  * Al Jabarti’s *Chronicle of the French Occupation* (selections)

**Week 14-- Field Trip: Nantes Museum and Memorial to the Abolition of the Slave Trade**

The War of Independence: The Birth of Haiti
  * Geggus, part 9
  * “Voices of Haiti” recorded by Maya Deren
  * Trouillot, “The Power in the Story,” in *Silencing the Past*

**Week 15 Quiz #3**

The Afterlife of Revolution (I)
  * “'Friends of the Negro! Fly with me, The path is open to the sea’: Remembering the Haitian Revolution in the History, Music, and Culture of the African American People”
  * Geggus, selections, part 10
  * Beverly Bell, *Fault Lines: Views Across Haiti’s Divide* (selections)

**Week 16: FIELD TRIP—The Immigration Museum. Research Paper Due**

The Afterlife of Revolution (II)
  * Immanuel Wallerstein, The French Revolution as World History Event”
  * Trouillot, “The Present in the Past,” in *Silencing the Past*