



Toussaint Louverture, leader of black insurgents in Saint-Domingue (1802).

COURSE HANDBOOK, 2019-2020

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Office hours, Room S8.16:

SEM 1: Tue 11:00-12:00 and Wed 10:00-11:00

SEM 2: Tue 11:00-12:00 and Thu 14:00-15:00

Table of Contents

GENERAL INFORMATION	3
SCHEDULE OF CLASSES	5
WEEKLY ORAL PRESENTATIONS ON SPECIFIED PRIMARY SOURCES	6
PREPARING FOR AND ANSWERING GOBBET QUESTIONS.....	8
PRACTISING GOBBET AND ESSAY QUESTIONS	10
DISSERTATION GUIDANCE & SUPPORT	11
COMPULSORY READING WEEK-BY-WEEK.....	14
FURTHER SUGGESTED PRIMARY SOURCES.....	25
FURTHER SUGGESTED SECONDARY SOURCES.....	30

GENERAL INFORMATION

Overview

The French Revolution did not only overthrow the Old Regime in Western Europe. It was a global event that reconfigured the politics of several world regions, from Latin America to South Asia. This module offers a global perspective on a moment still widely held as having given birth to modern political culture and shows that its significance was not confined to Europe. In the Caribbean, the French Revolution facilitated the success of the Haitian Revolution, which resulted in the first abolition of African slavery. In the Middle East, the occupation of Egypt by the French Republic inaugurated a new pattern of Western interventionism intended to transform the Muslim world. The French Revolution was an indirect product of the American Revolution and it accelerated the disintegration of the Spanish and Portuguese empires in the Americas. The counter-revolution which gathered pace after 1800 was also a global movement. Napoleon nearly unified the European continent and his writ ran from the American Midwest to modern Indonesia. The Napoleonic model of Enlightened militarism exercised fascination across the Americas, Africa and Asia. After 1815, the restored Bourbon monarchy embraced new ideas of racial discrimination and, with the invasion of Algeria in 1830, instigated the partition of Africa. All material is available in English and no knowledge of French is required.

Group III Modules

Group III modules are distinctive in that they are focused on a large body of primary source material (approximately 1,000 pages). Students develop a close familiarity with these 'specified primary sources' and prepare to be examined on their knowledge and understanding of this body of material at the end of the year. Group IIIs constitute the largest component of the BA, at 60 credits. Each Group III technically comprises two separate modules of 30 credits each: one leading to an end-of-year examination, and the other leading to a dissertation.

Examination (6AAH3065)

- This is worth 30 credits; lasts 3 hours; requires 3 questions to be answered.
 - Choice of questions: you must EITHER answer two gobbet questions and one essay question, OR one gobbet question and two essay questions.
 - The paper will contain two gobbet questions and eight essay questions.
 - Gobbet questions: each gobbet question reproduces seven gobbets (extracts) from the specified primary sources and says: 'Comment upon THREE gobbets from the following.' For each question, you give three SEPARATE comments: one for each gobbet.
 - Essay questions: these are similar in form to essay questions on other types of module, but you are encouraged to draw on your knowledge of the specified primary sources, as well as relevant secondary literature, in your answers.
- See the Answering gobbet section and practicing essay and gobbet questions section for more

information.

Dissertation (6AAH3066)

- 10,000 words in length; submitted early on in Exam Term.
- Students devise a dissertation topic and title, taking guidance from me.
- The dissertation topic must be broadly related to the subject of the module.
- The dissertation must make extensive use of primary source material: normally this will include some of the specified primary sources, but students will often make use of additional primary source material which they have identified.
- Each student is entitled to up to four half-hour meetings with me to discuss their dissertation.
- Each student can submit to me a maximum of 3,000 words in draft form for feedback in a meeting (as part of the allowance of four half-hour meetings).
- Our session in week 6 in the first semester is reserved as DISSERTATION WORKSHOP #1: students will give short presentations outlining their ideas for dissertation topics and discussing the primary sources and secondary works that will be used (details below).
- Our session in week 15 in the second semester is reserved as DISSERTATION WORKSHOP #2: students will present their conclusions and discuss how they have used primary sources as evidence (details below).

See Dissertation guidance & support section for more information.

Preparation required for each class

Study all specified sources (c. 50 pages and one image) and read required secondary readings (two articles or chapters). Unless otherwise noted, specified sources will be available on Keats and the required secondary readings on My Reading Lists. See Compulsory reading week-by-week section for more information.

At least once during the year, you will present, solo or in pair, the week's sources, in 5mn. See weekly presentations section for more information.

SCHEDULE OF CLASSES

Semester 1

1. Globalizing the French Revolution
2. The Old Regime and Archaic Globalization
3. International Origins
4. Rights of Man
5. Colonial Revolution(s)

Reading week

6. DISSERTATION WORKSHOP#1 (Abstracts)
7. The Caribbean Revolution (1): Abolition
8. The Caribbean Revolution (2): Independence
9. Revolutionizing Europe and the United States
10. Revolutionizing the Middle East and the Pacific

Semester 2

11. Britain and the British Empire
12. Global Counter-Revolution
13. Post-Revolutionary Geopolitics
14. European Integration
15. DISSERTATION WORKSHOP#2 (Findings)
16. Global Repercussions
17. Emulating Napoleon
18. Reinventing Empire
19. Colonizing North Africa
20. Conclusion & Gobbet practice

Revision week

21. GOBBET AND REVISION WORKSHOP

Deadlines for formative work

Essay and gobbet practice: end of week 8 (22 Nov.) and end of week 16 (28 Feb.)

Dissertation abstract and findings: end of week 6 (8 Nov.) and end of week 16 (14 Feb.)

Dissertation 3,000 word sample: end of week 18 (13 March).

WEEKLY ORAL PRESENTATIONS ON SPECIFIED PRIMARY SOURCES

Each week, one or two students will give short oral presentations on that week's Specified Primary Sources to get the class discussion going. A schedule will be drawn up in the first class of the year.

Solo presenters:

- Speak for 5 minutes
- Make at least two general observations about the body of sources and what they reveal about the week's topic
- If you like, you can *also* focus in on one or more of the sources and give a more detailed account of their significance

Pairs:

- Each presenter should speak for 4 minutes
- Decide in advance (after a first look at the sources) how you will divide up the task
- You could divide up the sources between you
- Or one of you could make the 'general' response to the body of source material, and the other could focus in on one or more sources in detail
- Or you could each focus on a different theme or subject within the sources

Tips for presentations (whether solo or in pairs):

- Don't reel off basic information or narrative (e.g., biographical information about the authors of sources; narratives of the events they describe)
- Don't paraphrase/summarise the sources
- Do *analyse* the sources and their significance for understanding the week's topic
- Make sure you directly address the sources themselves, not simply the topic

Questions to consider when writing your presentations:

- How do these sources help us to understand the topic?
- What do the sources indicate about their authors?
- What do they tell us, collectively, about the attitudes of their time?
- Do the views expressed go with or against the main currents of opinion of the time, as we understand those from the secondary literature on the topic?
- Do we see changes over time, if the sources cover a significant time span?
- Do we see conflicting voices within and between the sources, or substantial consensus?
- Do the sources help to illustrate points made in the secondary literature on the topic, or do they contradict what historians have written?
- How reliable are these sources as indicators of their authors' views, or as accounts of the events they describe?

- What presuppositions, ideological affiliations, misunderstandings and biases do they display? Or what particularly valuable vantage points do their authors have?
- Who were they written for, and under what circumstances, and how might that influence their content?

PREPARING FOR AND ANSWERING GOBBET QUESTIONS

As you prepare for each class by reading through the specified primary sources for a particular topic, make notes on each source, so that you'll be able to use these (and add to them) in your revision for the exam.

It's best to make two kinds of notes on each source:

- Pick out key words and phrases and make brief notes on their meaning and significance
- Write a one/two-paragraph overview/summary of the source: a sentence or two on its author and their significance; a comment on the timing and context surrounding the source; and a brief summary of what it says, and what you take its significance to be

Your notes (particularly the overview/summary) should be designed to give you the information and analysis you would need to discuss an extract from the source in a gobbet question. i.e., they should prepare you to write a gobbet answer which deals with the following questions:

1. WHAT TYPE of source is it, WHO said WHAT to WHOM, WHEN, WHY (and with WHAT CONSEQUENCES, if any)?

We'll talk about these questions frequently in class. It's rarely a good idea to answer them one-by-one, as a list, but a good gobbet answer will almost always contain the answers to most of these questions within it.

For WHAT TYPE or WHO, a few words will often suffice: e.g., 'WHO?' might be covered adequately by writing: 'Germaine de Staël, the liberal thinker,...' 'WHAT?' and 'WHY?' will often require more detailed consideration and analysis, involving reading between the lines, considering the context of the time when the source was produced, the tastes/motivations/biases of the author(s), and the constraints of addressing particular audiences, etc. 'WHEN?': there may be particular events which this source is responding to; if the source is discussing contemporary matters, perhaps you can locate it within a debate/controversy of the time. Were the views expressed common or uncommon at the time or writing? Were they part of a wider shift in attitudes at that moment? If the source reflects on earlier events, what is the significance of the time lag, and how might the moment at which it was written affect the memory/characterisation of the events described? 'To WHOM?', if relevant: whom was the author of this source addressing? What was their intended audience, and how might that have shaped their message?

2. What is the SIGNIFICANCE of this source/extract?

The list of questions above is *necessary* for producing a good gobbet answer, but is rarely *sufficient*. In most cases you also need to go further to make clear your understanding of the *significance* of the source/extract. What does this source reveal that is of interest to historians of the French Revolution's global dimensions? How can this source be *contextualised*? i.e., are there interesting points of comparison/contrast/contradiction with other sources, or with what we know about the subject from secondary literature? Does this source derive from or illuminate a key moment or turning point, or the career of an individual? Did the source itself have consequences when read by others? Do we know, from other sources, that the author's views later changed? Does the identity of the author, or the timing of the source's writing,

give it a particular value to the historian? In the exam, your comment on an individual gobbet should usually be in the range 500-700 words (written in 20 minutes).

PRACTISING GOBBET AND ESSAY QUESTIONS

A mock exam paper will be made available on KEATS and you should use this to practice answering gobbet and essay questions.

You should submit one essay and three gobbet questions by Friday 22 November 2019, 5pm.

You should submit one essay and three gobbet questions by Friday 28 February 2020, 5pm.

Email me your two answers and I will provide you with some feedback and a notional mark.

Those deadlines are not negotiable, but you are very welcome to submit your answers in advance.

Aim for 600 words for a gobbet analysis and 2,500 words for an essay. Don't go beyond this as it will cease to be an effective form of exam preparation

Your answers will be FORMATIVE i.e. marks will not count towards your final grade and there are no extensions or sanctions if you do not submit them.

DISSERTATION GUIDANCE & SUPPORT

Identifying topic & selecting primary sources:

Your topic needs to be connected with the French Revolution and its global ramifications. The connection might be loose, but the closer it is to the module's topics the easier your work will be.

A dissertation needs to address a historical question i.e. something that has been or is debated among historians and should seek to answer it by analysing a selection of relevant primary sources. The question can be broad, but your answer should focus on a narrower set of examples than in an essay, because it will be based on a limited set of primary sources. Don't try to analyse too large an amount of primary sources! A single book or set of c. 100 pages can be amply sufficient as your main focus, although you'll always want to draw connections between several primary.

It is a good idea to include some of the material examined in class in your set of primary sources; if it's an extract, your dissertation could for instance examine the entire work. To help you identify a topic and select some sources, this handbook included a list of Further suggested primary sources (almost exclusively in English) per broad theme and a bibliography of secondary sources for each topic examined in class. But you are very welcome to identify your own primary sources.

When selecting your primary sources, make sure **language** is not an issue: your sources should either be available in English (original or in translation) or you should be able to read in the required foreign language confidently. If you use foreign language material, in your dissertation you can leave quotations from documents in French in the original language but you will need to translate into English quotations from any other language.

Dissertation Workshop #1 (Abstracts):

In this session in week 6, each student will give a 3-minute oral presentation about their chosen dissertation topic, and then answer questions from the floor for another 2 minutes.

What to include in your presentation:

- State your provisional title
- List the key themes your dissertation will address and, most importantly, the question(s) it will seek to answer
- List a few of the most important primary sources that will help you to answer those questions, and a couple of the most relevant secondary works

Stick to time: I'll have a stopwatch and you will be cut off after 3 minutes! Practice your presentation beforehand to make sure you won't over-run.

You'll ask each other questions from the floor. These should be constructive: the purpose of the session is to give you a chance to present your initial ideas and receive helpful suggestions, e.g., about other primary or secondary sources you might consult, or about

particular lines of inquiry you might want to pursue. It's not supposed to be test or a grilling! Ask others helpful questions and I'm sure they will reciprocate.

Also, by the end of week 6 – deadline: Friday 8 November, 5pm – email me a Word document containing the following (an 'Abstract Form'):

- Your name
- Your provisional dissertation title
- 300-500 words summarising key themes and questions your dissertation will tackle
- A bibliography (correctly formatted: use the Department's Style Guide) listing the most important primary sources you will consult, and at least 10 relevant secondary works (books or articles)

Dissertation Workshop #2 (Findings):

In this session in week 15, each student will give a 3-minute oral presentation about their chosen dissertation topic, and then answer questions from the floor for a further 2 minutes.

What to include in your presentation:

- Give us your up-to-date dissertation title
- Present your provisional lines of argument, and identify the primary sources which best help you to make those arguments

Again, the stopwatch waits for no-one, so practice and stick to 3 minutes!

Also, by the end of week 15 – deadline: Friday 14 February, 5pm – email me a Word document containing the following (a 'Findings Form'):

- Your name
- Your provisional dissertation title—this might have changed since November
- 600-900 words summarising key themes and questions your dissertation will tackle and summarising your provisional findings/lines of argument
- A bibliography (correctly formatted: use the Department's Style Guide) listing the most important primary sources you will consult, and at least 10 relevant secondary works (books or articles)—this might have changed since November

Dissertation Supervisions:

Each student is entitled to up to four half-hour meetings with me to discuss your dissertation. You will have one meeting with me towards the end of the first semester, for feedback following Dissertation Workshop #1 and the submission of your Abstract Form. You will have another meeting with me towards the end of the second semester. This is your opportunity to get feedback from me on a writing sample of up to 3,000 words of a draft of your dissertation (see below). If you wish to take advantage of this opportunity for feedback, you must email me your writing sample by 12 noon on Friday 13 March. **This deadline is non-negotiable!**

You can arrange further meetings with me (within the overall limit of 2 hours per person) by email at any point during the year.

Dissertation Writing Sample:

- You can submit a sample of up to 3,000 words of your dissertation for feedback in a one-to-one meeting towards the end of Semester Two. Again, the final, **non-negotiable deadline** for taking advantage of this opportunity is that you email me your writing sample **by 12 noon on Friday 13 March.**

- Please include the following at the beginning of your writing sample (these items do not count towards the 3,000 word limit):

- Your name
- The dissertation title you intend to give your completed dissertation
- A list of chapter headings (if you are using them), and/or a brief (up to 150 words) explanation of the overall structure of your dissertation

Make sure that the footnotes in your writing sample are correctly formatted, using the History Department Style Guide. This is your one opportunity to get feedback on your footnoting practice before submitting your dissertation, when marks will be deducted for poor footnoting.

COMPULSORY READING WEEK-BY-WEEK

1. *Globalizing the French Revolution*

Specified source

- a. Richard Newton, 'A real sans culotte!!' (1792), British Museum.

Required reading:

R. R. Palmer, *The Age of the Democratic Revolution: A Political History of Europe and America, 1760–1800* (Princeton, N.J., 2014; first edn 2 vols., 1959-1964), ch. 1: 'The Age of the Democratic Revolution', 5-21.

M.-R. Trouillot, *Silencing the Past: Power and the Production of History* (Boston, 1995), ch. 3: 'The Haitian Revolution as a Non-Event', 70-107.

L. Hunt, 'The French Revolution in Global Context', in D. Armitage and S. Subrahmanyam (eds), *The Age of Revolutions in Global Context, c. 1760-1840* (Basingstoke, 2009), 20-36.

2. *The Old Regime and Archaic Globalization*

Specified sources

- a. Engraving by Jeanne Françoise Ozanne, 'Le mole St. Nicolas dans l'isle de St. Domingue, vu du mouillage' (Le Môle St. Nicolas in the island of Saint-Domingue], c. 1780.
- b. Paintings by Joseph Vernet: views of the ports of Rochefort and Marseille, c. 1760.
- c. *Raynal's Histoire; extracts from A History of the Two Indies: A Translated Selection of Writings from Raynal's Histoire*, ed. Peter Jimack (London, 2006): Read: Book 1, extracts I, VI and VII; Book 11, extracts II, III, IV, V and VI; Book 19, extracts II, V, and VII. [pp. 1, 9-11, 149-60, 269-70, 273-5, 277-8.]
- d. Documents 1 to 4 included in D. Geggus, *The Haitian Revolution: a Documentary History* (Indianapolis, 2014), pp. 3-9.
- e. All documents in Section 1 'The French Caribbean in the Eighteenth Century' in Laurent Dubois and J. D. Garrigus, *Slave Revolution in the Caribbean, 1789-1804* (Boston, 2006), 49-62.
- f. Anon., 'Becoming a slavemaster', 1816, In J. D. Popkin, *Facing Racial Revolution: Eyewitness Accounts of the Haitian Revolution* (Chicago, 2007), 40-2.
- g. Marriage contract Ferrand-Allemand, 1764, Centre for History & Economics, Angoulême project (two pages).

Required reading

P. Cheney, *Cul de Sac: Patrimony, Capitalism, and Slavery in French Saint-Domingue* (Chicago, 2017), ch. 3: 'Humanity and Interest', 71-104.

E. Rothschild, 'Isolation and Economic Life in Eighteenth-Century France', *The American Historical Review*, 119, 4 (2014), 1055-82.

3. *International Origins*

Specified sources

- a. 'The definitive Treaty of Peace and Friendship between his Britannick Majesty, the Most Christian King, and the King of Spain. Concluded at Paris the 10th day of February, 1763' (until article XIII).
- b. 'Gérard de Rayneval: Reflections on the Situation in America', in M. A. Giunta (ed.), *Documents of the Emerging Nation: US foreign relations, 1775-1789* (Washington, 1998), 24-29.
- c. 'Vergennes to Noailles, French ambassador to England, 15 November 1776', J. Hardman (ed.), *The French Revolution Sourcebook* (London, 2002), 15.
- d. Letter from Marquis de Lafayette to Adrienne Lafayette, January 6, 1778.
- e. 'Treaty of Alliance Between The United States and France; February 6, 1778'.
- f. 'Treaty of Amity and Commerce Between The United States and France; February 6, 1778'.
- g. Denis Diderot, Extracts from the *Histoire des Deux Indes*, 21, 22 and 23, in *Political Writings* (Cambridge, 1992), 198-204.
- h. Necker, *State of the Finances of France, Laid before the King* (London, 1781), read introduction (pp. 1-5).
- i. 'Definitive Treaty of Peace and Friendship between his Britannic Majesty and the most Christian King, signed at Versailles, the 3rd of September 1783' (until article XIX).
- j. 'War scare: memoranda read by La Luzerne, secretary of state for the marine, to the conseil d'état', J. Hardman (ed.), *The French Revolution Sourcebook* (London, 2002), 16-17.
- k. Cartoon: 'French Treaty Reviewed', November 1786.

Required reading

T. C. W. Blanning, *The Origins of The French Revolutionary Wars*, ch. 2: 'Conflict in Europe Before the Revolution', 36-68

L. Hunt, 'The Global Financial Origins of 1789', in L. Hunt et al., *The French Revolution in Global Perspective* (Ithaca NY, 2013), 32-43.

4. *Rights of Man*

Specified sources

- a. Virginia's Bill of Rights, 12 June 1776.
- b. L. Hunt, *The French Revolution and Human Rights: a Brief History with Documents* (Boston MA, 1996), section 2, 'The Declaration of the Rights of Man and Citizen, 1789', read all documents, 68-76.
- c. L. Hunt, *The French Revolution and Human Rights: a Brief History with Documents* (Boston MA, 1996), section 3, 'Debates over Rights and Citizenship', read documents 19, 20, 22, 24 (pp. 83-91, 93-5).
- d. L. Hunt, *The French Revolution and Human Rights: a Brief History with Documents* (Boston MA, 1996), section 6, 'Women', read documents 32, 33 and 34 (pp. 109-20).
- e. Cartoon by Jean-Baptiste Lesueur, 'Club of Patriotic Women' (c. 1795)

- f. Edmund Burke, 'Reflections on the Revolution in France' (1790), in I. Hampsher-Monk, *The Impact of the French Revolution* (Cambridge, 2005), 75-8, ('Whilst they are possessed ... what is not for their benefit;')
- g. Mary Wollstonecraft, 'A Vindication of the Rights of Men, in a letter to the honourable Edmund Burke occasioned by his Reflections on the Revolution in France' (1790), in Hampsher-Monk, *The Impact of the French Revolution* (Cambridge, 2005), 106-10 (from beginning until 'acceptable to the minister.')
- h. Tom Paine, 'Rights of Man Part the First Being an Answer to Mr Burke's Attack on the French Revolution' (1791), in Hampsher-Monk, *The Impact of the French Revolution*, 139-45 ('I have now to follow Mr. Burke ... without a constitution.')
- i. Jeremy Bentham, *Anarchical Fallacies*, in Jeremy Waldron (ed.), *Nonsense upon Stilts* (London, 2014), 50-5 ('All men are born equal in rights ... they have to observe them.' (written in 1795, first published in French in 1816, and in English in 1824).
- j. L. Hunt, *The French Revolution and Human Rights: a Brief History with Documents* (Boston MA, 1996), section 5, 'Free blacks and slaves', documents 28-29 (pp. 100-4).

Required reading

L. Hunt, *Inventing Human Rights: a History* (New York, 2007), ch. 3: 'They have set a great example', 113-45.

S. M. Singham, 'Betwixt Cattle and Men: Jews, Blacks and Women, and the Declaration of Rights', in D. Van Kley, *The French Idea of Freedom: The Old Regime and the Declaration of Rights of 1789* (Stanford, 1994), 114-53.

5. Colonial Revolution(s)

Specified sources

- a. Seal of the 'Society of the Friends of the Blacks', 1788.
- b. Documents 18-25, section 'The race and slavery questions in the French National Assembly' in D. Geggus, *The Haitian Revolution: a Documentary History* (Indianapolis, 2014), 40-56.
- c. Documents 26-32, section 'The fight for racial equality in Saint-Domingue', in D. Geggus, *The Haitian Revolution: a Documentary History* (Indianapolis, 2014), 59-71.
- d. Documents 4-11 in Laurent Dubois and J. D. Garrigus, *Slave Revolution in the Caribbean, 1789-1804* (Boston, 2006), 63-85.
- e. O. de Gouges, *Response to the American Champion or a Well-Known Colonist* (1790).
- f. Louis-François-René Verneuil, 'The Oge Insurrection [in October 1790]' (1795) in J. D. Popkin, *Facing Racial Revolution: Eyewitness Accounts of the Haitian Revolution* (Chicago, 2007), 46-8.

Required reading

P. Cheney, *Revolutionary Commerce: Globalization and the French Monarchy* (Cambridge MA, 2010), ch. 7: 'L'affaire des colonies and the Fall of the Monarchy', 195-228.

M. Ghachem, 'The "Trap" of Representation: Sovereignty, Slavery and the Road to the Haitian Revolution', *Historical Reflections / Réflexions Historiques* 29, 1 (2003), 123-44.

7. *The Caribbean Revolution (1): Abolition*

Specified sources

- a. Documents 33-43 on 'The Slave insurrection', in D. Geggus, *The Haitian Revolution: a Documentary History* (Indianapolis, 2014), 72-97.
- b. Documents 44-53 on 'Slave Emancipation', in D. Geggus, *The Haitian Revolution: a Documentary History* (Indianapolis, 2014), 98-116.
- c. Portrait of Jean-Baptiste Belley, by Anne-Louis Girodet (1797).
- d. Documents 54-62 on 'The rise of Toussaint Louverture', in D. Geggus, *The Haitian Revolution: a Documentary History* (Indianapolis, 2014), 117-38.

Required reading

L. Dubois, "'Our Three Colors': The King, the Republic and the Political Culture of Slave Revolution in Saint-Domingue", *Historical Reflections*, 29, 1 (2003), 83-102.

C. E. Fick, 'The Haitian Revolution and the Limits of Freedom: Defining Citizenship in the Revolutionary Era', *Social History* 32, 4 (2007), 394-414.

8. *The Caribbean Revolution (2): Independence*

Specified sources

- a. Documents 63-73, on 'The Government of Toussaint Louverture' in D. Geggus, *The Haitian Revolution: a Documentary History* (Indianapolis, 2014), 139-67.
- b. Documents 74-81 on 'The War of Independence', in D. Geggus, *The Haitian Revolution: a Documentary History* (Indianapolis, 2014), 168-82.
- c. Illustration in Dubroca's 'Life of Dessalines' (Mexican 1806 edn).
- d. 'The Massacre in Jeremie in March 1804' (part 2 of 'A Survivor of Dessalines's Massacres'), in Popkin, *Facing Racial Revolution*, 345-62.

Required reading

D. Geggus, 'Haiti's Declaration of Independence', in J. Gaffield (ed.), *The Haitian Declaration of Independence: Creation, Context, and Legacy* (Charlottesville, VA, 2016), 25-41.

D. Jenson, 'Jean-Jacques Dessalines and the African Character of the Haitian Revolution', *The William and Mary Quarterly* 69, 3 (2012), 615-38.

9. *Revolutionizing Europe and the United States*

Specified sources

- a. 'The Renunciation of foreign conquests, 22 May 1790' and 'The Declaration of war, 20 April 1792', in Dwyer and McPhee, *The French Revolution and Napoleon: A Source Book* (London, 2002), 60-3.
- b. Decree of 19 November 1792, or 'Edict of Fraternity' and 'Decree for Proclaiming the Liberty and Sovereignty of all Peoples', 15 December 1792.

- c. Friedrich Cotta, 'On the Good Life the People of the Rhine and the Mosel Can Now Have', 30 November 1792.
- d. Anarchasis Cloots, 'Religion is the Obstacle', speech to the National Convention, 17 Nov. 1793.
- e. 'Treaty between France and the Cisalpine Republic, 21 February 1798 (3 Ventôse, Year VI)', and 'Treaty between France and the Helvetic Republic, 19 August, 1798 (23 Fructidor, year VI)', in John Hall Stewart ed, *A Documentary Survey of the French Revolution* (New York: The Macmillan company, 1951).
- f. Vincenzo Cuoco, *Historical Essay on the Neapolitan Revolution of 1799* (Toronto, 2014; first published in 1801, 2nd edn in 1806), chapters 19, 25, 28 and 43.
- g. US cartoon, 'Cinq Tetes, or the Paris Monster', 1798.
- h. Documents 34-6 on 'The Haitian Revolution and the United States', in Dubois and Garrigus, *Slave Revolution in the Caribbean*, 159-66.
- i. Document 93, in Geggus, *The Haitian Revolution*, 195-7.
- j. Louisiana Purchase Treaty, 30 April 1803.
- k. Louisiana Purchase 1st Convention, 30 April 1803.

Required reading

L. Dubois, 'The Haitian Revolution and the Sale of Louisiana; or, Thomas Jefferson's (Unpaid) Debt to Jean-Jacques Dessalines', in P. J. Kastor and F. Weil (eds), *Empires of the Imagination: Transatlantic Histories of the Louisiana Purchase* (Charlottesville, 2009), 93-116.

M. H. Lerner, 'The Helvetic Republic. An Ambivalent Reception of French Revolutionary Liberty', *French History* 18, 1 (2004), 50-75.

10. Revolutionizing the Middle East and the Pacific

Specified sources

- a. Documents 36 (Decree of the French Directory Instructing Napoleon to Launch the Egyptian Campaign, 12 April 1798), 37 (Napoleon's Proclamation to the Egyptians, 2 July 1798), J. C. Hurewitz (ed.), *The Middle East and North Africa in World Politics: A Documentary Record*, 2nd edn (New Haven, 1975), vol. 1: 1535-1914, 115-17.
- b. R. L. Tignor (ed.), *Al Jabarti's Chronicle of the French Occupation* (Princeton, 2004) 24-37 (invasion), 82-95 (rebellion of Cairo).
- c. Bonaparte as the Jewish Messiah, 28 February 1799, *The French Revolution and Napoleon: A Sourcebook* (London, 2002), 135-6.
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