Historians have long characterized the French Revolution as a civil war (revolution/counterrevolution), and historians of the Atlantic world have also employed that term; meanwhile, a famous article by Pierre Serna has made the point that “all revolutions are wars of independence.” That idea can be applied to the French themselves but also evokes a more global context, including that of decolonization in the Caribbean. This course will begin with those overarching ways of describing the French Revolution and examine their usefulness in regional, national, and international contexts. It will also highlight themes of generation and memory in the transition to the post-Revolutionary era and beyond. The first part of the course will focus on the late eighteenth and early nineteenth centuries and develop those themes as conceptual tools to be applied, in the middle part, to a succession of moments of fracture and revolution in the nineteenth, twentieth, and twenty-first centuries (possibly including 1848, 1871, Vichy, Algeria, 1968, or recent debates over race and multiculturalism in France). The final part will provide an opportunity for students to apply the conceptual tools developed in the course to their own areas of research. Written work will include two short historiographical papers and a final paper that may be largely historiographical but will provide opportunities for work in primary sources.

Schedule of classes (potential on-campus sessions designated with *):


**November 3. Subsequent Revolutions.** How we organize the rest of the course depends upon students’ own interests. We will design the rest of the syllabus together. But if, for example, we do a week on 1968, we can read Julian Bourg, “Writing on the Wall: 1968 as Event and Representation,” in Baker and Edelstein, pp. 287-., as well as articles in the issue of French Historical Studies devoted to “May ’68: New Approaches, New Perspectives,” Volume 41, Issue 2 (April 2018), or Malgorzata Fidelis, “Tensions of Transnationalism: Youth Rebellion, State Backlash, and 1968 in Poland,” American Historical Review, Vol. 125, No. 4 (October 2020): 1232-1259. Each member of class will be responsible for suggesting a couple of common readings. How we divide the next few weeks
depends on how many students are in the class and how well the different topics fit together. **Final papers of 10-15 pages will balance students’ own interests with the common themes of the course.** It is anticipated that some papers will be heavily historiographical while others will involve more primary source material. Details will be worked as the course progresses.

**November 10. TBD.**

**November 17.* TBD.**

**November 24. TBD.**

December 1. I may be out of the country, but there’s no way to predict at this point.

**December 8.* Concluding discussion.**

**December 15. Final papers are due at 5:00 p.m.**