



## **FALL 2013**

### **LECTURE**

**MW 3-4 (Room 32-141)**

### **RECITATIONS**

**R 12-1 (Ghachem; Room 26-142)**

**R 3-4 (Ravel; Room 56-191)**

**F 12-1 (Wilder; Room 66-154)**

**Prof. M. Ghachem**  
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**Prof. J. Ravel**  
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**Prof. C. Wilder**  
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**E51-255**

21H.001, a CI-H subject, explores fundamental questions about the causes and nature of revolutions. How do people overthrow their rulers? How do they establish new governments? Do radical upheavals require bloodshed, violence, or even terror? How have revolutionaries attempted to establish their ideals and realize their goals? Have revolutionary outcomes ever matched initial expectations? To answer these and other questions, we will study three major examples of profound political, social, cultural, and economic transformation in the late eighteenth and early nineteenth centuries: the American, French, and Haitian Revolutions. We will also compare these revolutions to the events that have unfolded in Egypt since the beginning of 2011. By the end of the course, students will be able to offer reasons why some revolutions succeed and others

fail. Materials for the course include the writings of revolutionaries, declarations and constitutions, music, films, art, memoirs, and newspapers.

## **ASSESSMENT**

### **CLASS PARTICIPATION: 20%**

Your grade for class participation will be based on the following:

1. Attendance: You are required to attend the Monday and Wednesday lectures and your weekly recitation.
2. Reading: You must complete all reading assignments labelled on the syllabus as "required" in time for the meeting with which they are associated, as indicated on the schedule. You are also required to bring with you to lecture/recitation a copy of any reading that has been assigned. Readings labelled "recommended" are intended for those who wish to read more on a lecture topic, or who want to consult more primary and secondary sources when preparing the four essays.
3. Active participation: You are expected to arrive at your weekly recitations having completed all the reading and prepared to pose questions and to contribute *actively* to the discussion of the material covered that week. In addition to our regular discussions, we will hold two or three formal in-class debates for which each student will be required to contribute to an oral argument in a more structured format, as encouraged by the guidelines for the CI-H requirement.

### **STELLAR WEB-SITE FORUM POST: 5%**

By September 8 at midnight you will be required to post a response of 200-300 words to a topic that will be posted on the Stellar Forum. Your responses should be thoughtful and thought-provoking. You are not expected to do any extra preparation for this post: we have carefully calculated your weekly workload to allow for about 30 minutes for the forum post during the week in question.

### **WRITING ASSIGNMENTS: 75%**

There are **FOUR** required writing assignments for this subject; each will be 1250 words long. The first paper must be revised and resubmitted in accordance with the guidelines for CI subjects. The four papers and the rewrite will each count for 15% of your final grade. You are encouraged to consult with your recitation leader regarding your essays well in advance of the due date. You may wish to run ideas by your instructor, and/or show him an outline of your paper, a draft of the first paragraph, or a draft of the entire paper. In addition, you may wish to seek help at the Writing and Communication Center (12-132). There you will find free one-on-one professional advice from lecturers who are published writers about all types of academic, creative, and professional writing and about all aspects of oral presentations. Go to <http://writing.mit.edu/wcc> and click on "Appointments." The Center's core hours are Monday-

Friday, 9:00 a.m.-6:00 p.m.; evening hours vary by semester--check the online scheduler for up-to-date hours.

#### The Revision:

CI-H guidelines stipulate that one essay during the term must be revised and resubmitted. In order to catch any early problems as well as to allow time for thoughtful revision, you will be required to revise and resubmit the first 1250 word paper. You may consult with your recitation instructor regarding the rewrite, and you may also seek help at the Writing and Communication Center, as noted above.

Due dates for the writing assignments are as follows:

- Paper #1 (1250 words): Sept. 20
- Revision of Paper #1: Oct. 4
- Paper #2 (1250 words): Oct. 18
- Paper #3 (1250 words): Nov. 15
- Paper #4 (1250 words): Dec. 9

Suggested paper topics and guidelines will be distributed in due course. There will be no final exam.

**Criteria for HASS CI Subjects.** Communication intensive subjects in the humanities, arts, and social sciences should require at least 5000 words of writing divided among 3-5 assignments. Of these 3-5 assignments, at least one should be revised and resubmitted. HASS CI subjects should further offer students substantial opportunity for oral expression, through presentations, student-led discussion, or class participation. In order to guarantee sufficient attention to student writing and substantial opportunity for oral expression, the maximum number of students per section in a HASS CI subject is 18, except in the case of a subject taught without sections (where the faculty member in charge is the only instructor). In that case, enrollments can rise to 25, if a writing fellow is attached to the subject.

**Statement on Cheating and Plagiarism.** The web now hosts many sites which offer college-level papers of varying quality on a variety of topics. We are well acquainted with these sites, and with others that offer detection services to professors. Buying a paper and submitting it as your own work is cheating. Copying sections from someone else's print or online work into your own without an acknowledgement is plagiarism. MIT has strict policies against both activities that we will fully enforce. For the appropriate MIT definitions and policies, visit the following website. If you are uncertain about what constitutes cheating or plagiarism, please contact your recitation instructor before submitting the work in question.

- Academic Integrity at MIT: <http://integrity.mit.edu/>

#### **REQUIRED READING**

The following books are available for purchase at the Coop Bookstore; with the exception of the e-book by Yasmine El Rashidi, they will also be on 2-hour reserve in the Hayden Library, Room 14S-100. All other class readings, indicated with an asterisk (\*), are available online via the class's Stellar website:

- Yasmine El Rashidi, *The Battle for Egypt: Dispatches From the Revolution* (E-Book only; available from Amazon, Barnes & Noble, Google Books, etc.)
- William Doyle, *The French Revolution: A Very Short Introduction* (Oxford, 2001)
- Jeremy Popkin, *A Concise History of the Haitian Revolution* (Wiley-Blackwell, 2011)
- Laurent Dubois and John D. Garrigus, *Slave Revolution in the Caribbean, 1789-1804: A Brief History With Documents* (Bedford-St Martin's, 2006)
- Hannah Arendt, *On Revolution* (Penguin Books, 2006 ed.)

## **SCHEDULE OF LECTURES, READINGS, AND ASSIGNMENTS**

### **Week 1**

#### **Sept 4. Introduction**

#### **Sept. 5 & 6: Recitation - The 2011 Revolution in Egypt**

Required Reading:

1. *Washington Post* Timeline of the Egyptian Revolution, January 2011 to June 2012.
2. YouTube Video - *An Egyptian Revolution Story*, by Hassan Reda. Duration: ca. 11 minutes.
3. John Pollock, "Streetbook: How Egyptian and Tunisian Youth Hacked the Arab Spring," *MIT Technology Review*, Aug. 23, 2011.
4. Yasmine El Rashidi, *The Battle for Egypt: Dispatches from the Revolution* (New York Review of Books, 2011), chapters 3-5.
5. **Forum posting due online by midnight, Sept. 8.**

Recommended Reading:

1. Yasmine El Rashidi, *The Battle for Egypt: Dispatches from the Revolution* (New York Review of Books, 2011), chapters 1-2.
2. National Public Radio Report - "Wael Ghonim: Creating a 'Revolution 2.0' in Egypt"

## **UNIT 1: THE AMERICAN REVOLUTION, 1763-1783 (Prof. Wilder)**

### **Week 2**

#### **Sept. 9 The American Revolution and the Problem of National History**

Required Reading:

1. Edmund S. Morgan, *The Birth of the Republic, 1763-89* (1956; Chicago: The University of Chicago Press, 1977), chpts., 3-4.
2. Bernard Bailyn, *The Ideological Origins of the American Revolution* (Cambridge: Harvard University Press, 1967), chpt. 3.
3. Richard Hofstadter, *The American Political Tradition and the Men Who Made It* (1948; New York: Vintage, 1974), chpt. 1.
4. George Bancroft, *History of the United States, from the Discovery of the American Continent* (Boston: Charles Bowen, 1837), selection.

Recommended Reading:

1. Charles Austin Beard, *An Economic Interpretation of the United States Constitution* (New York: Macmillan, 1921).
2. Eric Foner, *Tom Paine and Revolutionary America* (New York: Oxford, 1976).
3. Jackson Turner Main, *The Anti-Federalists: Critics of the Constitution, 1781-1788* (New York: Norton, 1961).
4. Lawrence Henry Gipson, *The Coming of the Revolution, 1763-1775* (1954; New York: Harper, 1962).
5. Pauline Maier, *American Scripture: Making the Declaration of Independence* (New York: Vintage, 1997).

**Sept. 11 Britain's Fatal Triumph: The English Colonies, 1754-1765**

Required Reading:

1. Benjamin Franklin, "Observations Concerning the Increase of Mankind and the Peopling of Countries, Written in Pennsylvania, 1751."
2. Letters between General Jeffrey Amherst and Col. Henry Bouquet, 25 June-25 September, 1763, in Sylvester K. Stevens and Donald H. Kant, eds., *The Papers of Col. Henry Bouquet*, Northwestern Pennsylvania Historical Series (Harrisburg: Pennsylvania Historical Commission, 1943), 203-77.
3. Benjamin Franklin, *A Narrative of the Late Massacres, in Lancaster County, of a Number of Indians, Friends of this Province, by Persons Unknown, with Some Observations on the Same* (Philadelphia: 1764).
4. Anonymous, *The Conduct of the Paxton Men, Impartially Presented: With Some Remarks on the Narrative* (Philadelphia: Andrew Steuart, 1764).

Recommended Reading:

1. Kevin Kenny, *Peaceable Kingdom Lost: The Paxton Boys and the Destruction of William Penn's Holy Experiment* (New York: Oxford, 2009).
2. William Fowler Jr., *Empires at War: The French and Indian War and the Struggle for North America, 1754-1763* (New York: Walker, 2005), 27-265.
3. Fred Anderson, *Crucible of War: The Seven Years' War and the Fate of British North America, 1754-1766* (New York: Vintage, 2000), Part I.
4. Francis Jennings, *Empires of Fortune: Crowns, Colonies, & Tribes in the Seven Years War in America* (New York: Norton, 1988).
5. David Dixon, *Never Come to Peace Again: Pontiac's Uprising and the Fate of the British Empire in North America* (Norman: University of Oklahoma Press, 2005).

## **Sept. 12 & 13: Recitation: Ethnic Cleansing in Modern Warfare**

### **Week 3**

#### **Sept. 16 Race and Revolution: Slavery and the Roots of Colonial Independence**

Required Reading:

1. Thomas Paine, "African Slavery in America," *Pennsylvania Journal and Weekly Advertiser*, 8 March 1775.
2. Thomas Paine, *Common Sense* (Philadelphia: 1776).

Recommended Reading:

1. Woody Holton, *Forced Founders: Indians, Debtors, Slaves, & the Making of the American Revolution in Virginia* (Chapel Hill: The University of North Carolina Press, 1999).
2. Andrew Jackson O'Shaughnessy, *An Empire Divided; The American Revolution and the British Caribbean* (Philadelphia: University of Pennsylvania Press, 2000).
3. Hugh Thomas, *The Slave Trade: The Story of the Atlantic Slave Trade: 1440-1870* (New York: Simon and Schuster, 1997).
4. Stephanie E. Smallwood, *Saltwater Slavery: A Middle Passage from Africa to American Diaspora* (Cambridge: Harvard University Press, 2007).
5. Marcus Rediker, *The Slave Ship: A Human History* (New York: Viking, 2007).
6. The Trans-Atlantic Slave Trade Database.

#### **Sept. 18 A Manifesting Destiny: Transforming Colonists into Americans**

Required Reading:

1. *The Unanimous Declaration of the Thirteen United States of America* (1776)
2. Colin G. Calloway, *The American Revolution in Indian Country: Crisis and Diversity in Native American Communities* (New York: Cambridge University Press, 1995), chpt. 1.

Recommended Reading:

1. Ian K. Steele, *Warpaths: Invasions of North America* (New York: Oxford University Press, 1994), Part III.
2. Anthony F. C. Wallace, *Jefferson and the Indians: The Tragic Fate of the First Americans* (Cambridge: The Belknap Press of Harvard University Press, 1999).
3. David L. Preston, *The Texture of Contact: European and Indian Settler Communities on the Frontiers of Iroquoia, 1667-1783* (Lincoln: University of Nebraska Press, 2009).
4. Peter Silver, *Our Savage Neighbors: How Indian War Transformed Early America* (New York: Norton, 2008).

**Sept. 19 & 20 (No sections - Student holiday on Sept 20)  
First Paper Due Online by 5 PM, Sept. 20**

## **Week 4**

### **Sept. 23 A Violent Transfer of Sovereignty: The Birth of the United States**

#### Required Reading:

1. Letters from General George Washington to Major-General Sullivan, 31 May 1779, and General George Washington to the Marquis de Lafayette, 20 October 1779, in Jared Sparks, ed., *The Writings of George Washington; Being His Correspondence, Addresses, Messages, and Other Papers, Official and Private, Selected and Published from the Original Manuscripts; With a Life of the Author, Notes, and Illustrations* (Boston: Ferdinand Andrews, 1838), VI: 264-67, 382-86.
2. "Journal of Lieut. Erkuries Beatty, of the 4<sup>th</sup> Penn Line," April 1779-October 1779, in Frederick Cook, ed., *Journals of the Military Expedition of Major General John Sullivan, 1779* (Auburn, NY: Knapp, Peck, and Thomson, 1887).
3. Exchanges between President George Washington and Corn Plant, Half Town, and Big Tree, chiefs and counselors of the Seneca Nation, dated 1790-1794.

#### Recommended Reading:

1. Lindsay G. Robertson, *Conquest by Law: How The Discovery of America Dispossessed Indigenous Peoples of Their Lands* (New York: Oxford, 2005).
2. Stuart Banner, *How the Indians Lost Their Land: Law and Power on the Frontier* (Cambridge: Harvard University Press, 2005).
3. Daniel K. Richter, *Facing East from Indian Country: A Native History of Early America* (Cambridge: Harvard University Press, 2001).
4. Anthony F. C. Wallace, *The Death and Rebirth of the Seneca* (1969; New York: Vintage, 1972).
5. Barbara Graymont, *The Iroquois in the American Revolution* (Syracuse: Syracuse University Press, 1972).
6. Barbara Alice Mann, *George Washington's War on Native America* (Lincoln: University of Nebraska Press, 2005).

### **Sept. 25 The New American Nation in a Turbulent Atlantic World**

#### Required Reading:

1. *The Articles of Confederation and Perpetual Union Between the States of New Hampshire, Massachusetts Bay, Rhode Island and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia* (Williamsburg, VA: Alexander Purdie, 1777).
2. *The Constitution of the United States of America* (1789).
3. Selected letters on the revolutions in France and Saint Domingue.
4. Ezra Stiles, *The United States Elevated to Glory and Honor: A Sermon, Preached before His Excellency Jonathan Trumbull, Esq. L.L.D., Governor and Commander in Chief, and the Honorable the General Assembly of the State of Connecticut, Convened in Hartford, at the Anniversary Election, May 8<sup>th</sup>, 1783* (New-Haven: Thomas and Samuel Green, 1783).

Recommended Reading:

1. Alexander Hamilton, James Madison, John Jay, *The Federalist Papers* (1787/1788).
2. Pauline Maier, *Ratification: The People Debate the Constitution, 1787-1788* (New York: Simon and Schuster, 2010).
3. Alan Taylor, *The Divided Ground: Indians, Settlers, and the Northern Borderland of the American Revolution* (New York: Vintage, 2006).
4. Alan Trachtenberg, *Shades of Hiawatha: Staging Indians, Making Americans, 1880-1930* (New York: Hill and Wang, 2004).

**Sept. 26 & 27: Recitation: Is Revolution Contagious?**

## **UNIT 2: THE FRENCH REVOLUTION, 1789-1815 (Prof. Ravel)**

### **Week 5**

#### **Sept. 30. The Origins of the French Revolution: Local and Global Issues**

Required Reading:

1. \*Excerpts from the 1789 French “Lists of Grievances,” in Paul Beik, ed. *The French Revolution* (New York, 1970), pp. 45-63.
2. \*Petition of Women of the Third Estate to the King, in Darlene G. Levy, Harriet B. Applewhite, and Mary D. Johnson, eds. *Women in Revolutionary Paris, 1789-1795* (University of Illinois Press, 1980), pp. 18-21.
3. \*Lynn Hunt, “The Global Financial Origins of 1789,” in Suzanne Desan, Lynn Hunt, and William Max Nelson, eds. *The French Revolution in Global Perspective* (Cornell University Press, 2013), pp. 32-43.

Recommended Reading:

1. \**Liberty, Equality, Fraternity: Exploring the French Revolution*, Ch 1, “Social Causes of the Revolution,” and Ch. 2, “Monarchy Embattled,” (<http://chnm.gmu.edu/revolution>)

#### **Oct. 2 The Principles of 1789**

Required Reading:

1. Doyle, 19-64
2. \*Excerpts from the Abbé Sieyès, “What is the Third Estate?” in Keith M. Baker, ed. *University of Chicago Readings in Western Civilization. Vol. 7: The Old Regime and the French Revolution* (Chicago, 1987), pp. 154- 66.
3. \*“Declaration of the Rights of Man and Citizen” (1789)
4. \*“Declaration of the Rights of Woman and the Female Citizen” (1791)
5. \*“The Constitution of 1791”

Recommended Reading:



1. \**Liberty, Equality, Fraternity: Exploring the French Revolution*, Ch 3, “The Enlightenment and Human Rights;” and Ch. 4, “Paris and the Politics of Rebellion,” *Liberty, Equality, Fraternity: Exploring the French Revolution*, (<http://chnm.gmu.edu/revolution>)

## **Oct. 2 Dinner 5:30**

## **Oct. 3 & 4: Recitation: The Parisian Crowd in 1789**

Require Reading:

1. \*“The Fall of the Bastille,” in Philip Dawson, ed. *The French Revolution* (Prentice-Hall, 1967), pp. 33-46
2. \*Documents from the “Women’s March on Versailles” in October 1789, in Darlene G. Levy, Harriet B. Applewhite, and Mary D. Johnson, eds. *Women in Revolutionary Paris, 1789-1795* (University of Illinois Press, 1980), pp. 36-50.
3. **Rewrite of First Paper Due Online by 5 PM, Oct. 4.**

Recommended Reading:

1. \*George Rudé, “July 1789,” and “The March to Versailles,” in Georges Rudé, *The Crowd in the French Revolution* (Oxford UP, 1959), pp. 45-79.

## **Week 6**

## **Oct. 7 The Collapse of the Monarchy and the Terror, 1791-1794**

Required Reading:

1. \*“Declaration of the King Addressed to All the French About His Flight From Paris (June 21, 1791), in Laura Mason and Tracey Rizzo, *The French Revolution: A Document Collection* (Houghton Mifflin, 1999), pp. 152-5.
2. \*“Instituting the Terror,” in Laura Mason and Tracey Rizzo, *The French Revolution: A Document Collection* (Houghton Mifflin, 1999), pp. 225-32, 236-43.
3. \*Saint-Just, “Report to the Convention on Behalf of the Committee of Public Safety,” in Keith Michael Baker, *University of Chicago Readings in Western Civilization. Vol. 7: The Old Regime and the French Revolution* (Chicago, 1987), pp. 354-62.

Recommended Reading:

1. \**Liberty, Equality, Fraternity: Exploring the French Revolution*, Ch 6, “The Monarchy Falls;” and Ch 7, “War, Terror, and Resistance to the Revolution.” (<http://chnm.gmu.edu/revolution>).
2. \*“Why Terror in 1793-1794?” in Frank A. Kafker, et al., *The French Revolution: Conflicting Interpretations* (Krieger, 5th ed., 2002), 185-226.

## **Oct. 9 A Cultural Revolution?**

Required Reading:

1. \*“The Civil Constitution of the Clergy,” excerpts, in Keith Michael Baker,

*The Old Regime and the French Revolution* (University of Chicago Press, 1987), 239-42.

2. \*Documents on the “Civil Constitution of the Clergy” and the uprising in the Vendée, in Laura Mason and Tracey Rizzo, *The French Revolution: A Document Collection* (Houghton Mifflin, 1999), 144-152, 218-20.
3. \*A Cultural Revolution: “The Revolutionary Calendar” and “The Festival of the Supreme Being,” in Keith Michael Baker, *University of Chicago Readings in Western Civilization. Vol. 7: The Old Regime and the French Revolution* (Chicago, 1987), pp. 362-8, 384-91.

Recommended Reading:

1. \*“The Causes of the Vendée Revolt of 1793,” in Frank A. Kafker, et al., *The French Revolution: Conflicting Interpretations* (Krieger, 5th ed., 2002), 155-83.

### **Oct. 10 & 11: Recitation. Religion and the French Revolution.**

Required Reading:

1. \*David A. Bell, “The Exterminating Angels,” in *The First Total War: Napoleon’s Europe and the Birth of Warfare as We Know It* (Boston, 2007), pp. 154-85.

### **Week 7**

#### **Oct. 14. Columbus Day Holiday - No Class**

#### **Oct. 16. Endings and Beginnings**

Required Reading:

1. Doyle, 65-97
2. \*Documents on the Directory, in Laura Mason and Tracey Rizzo, *The French Revolution: A Document Collection* (Houghton Mifflin, 1999), 281-91.
3. \*Howard Brown, “From Organic Society to Security State: The War on Brigandage in France, 1797-1802,” *Journal of Modern History* Vol. 69, No. 4 (Dec 1997), pp. 661-95.
4. \*Documents on Napoleon’s Civil Code and the Napoleonic Regime in Europe, in Rafe Blaufarb, ed. *Napoleon: Symbol for an Age: A Brief History with Documents* (Bedford/St. Martin’s, 2008), 140-49, 158-65.
5. \*Martyn Lyons, “The Napoleonic Empire: Collaboration and Resistance,” in *Napoleon Bonaparte and The Legacy of the French Revolution* (New York, 1994), pp. 244-59.

Recommended Reading:

1. \**Liberty, Equality, Fraternity: Exploring the French Revolution*, Ch 9, “The Napoleonic Experience.”

#### **Oct. 17 & 18. Recitation. Comparing Revolutionary France (1789-1815) and Revolutionary Egypt (2011-2012)**

1. \*Wendell Steavenson, "Who Owns the Revolution?" *The New Yorker*, 1 August 2011.
2. \*Wendell Steavenson, "Radicals Rising." *The New Yorker*, 30 April 2012
3. **Second Paper Due Online by 5 PM, Oct. 18**

### **UNIT 3: THE HAITIAN REVOLUTION, 1784-1804 (Prof. Ghachem)**

#### **Week 8**

#### **Oct. 21. The Making of a Caribbean Plantation Colony: Slavery and Slave Revolts before the Revolution**

##### Required Reading:

1. Jeremy D. Popkin, *A Concise History of the Haitian Revolution* (Wiley-Blackwell, 2012), 1-22.
2. The Code Noir (1685), Mercier (1771) and Raynal (1780) on prophecies of slave revolution, and Moreau de Saint-Méry (1797) on the free people of color and vodou, in Laurent Dubois and John H. Garrigus, *Slave Revolution in the Caribbean, 1789-1804: A Brief History with Documents* (Bedford/St. Martin's, 2006), 49-62.

##### Recommended Reading:

1. John Garrigus, *Before Haiti: Race and Citizenship in French Saint-Domingue* (New York: Palgrave Macmillan, 2006), chs. 1-7.
2. Laurent Dubois, *Avengers of the New World: The Story of the Haitian Revolution* (Cambridge, MA: Harvard University Press, 2004), chs. 1-2.
3. David Patrick Geggus and Norman Fiering, eds., *The World of the Haitian Revolution* (Bloomington: Indiana University Press, 2009), Part I.

#### **Oct. 23. How did the Revolution in Haiti Begin? (I) The Free People of Color**

##### Required Reading:

1. Popkin, *A Concise History*, 22-34.
2. Free Citizens of Color, Address to the National Assembly, Oct. 22, 1789; National Assembly March 1790 decree and instructions; Abbé Grégoire, October 1790 *Letter to Those Who Love Mankind*; October 1790 letters on the Ogé uprising; Raimond's "Observations" on racial prejudice, and the debate and legislation of May 1791, in Dubois and Garrigus, *Slave Revolution in the Caribbean*, 67-85.

##### Recommended Reading:

1. Garrigus, *Before Haiti*, ch. 8.
2. Dubois, *Avengers of the New World*, ch 3.

#### **Oct 23: Dinner 5:30**

#### **Oct. 24 & 25: Recitation. Debating the "Causes" of Revolution**

Required Reading:

1. \*David Geggus, "Saint-Domingue on the Eve of the Haitian Revolution," in *The World of the Haitian Revolution*, ed. David Patrick Geggus and Norman Fiering (Bloomington: Indiana University Press, 2009), 3-20.
2. Review John Pollock "Streetbook" article assigned for Sept. 5-6 Recitations.

**Week 9**

**Oct. 28 How Did Revolution in Haiti Begin? (II) The Slave Revolts**

Required Reading:

1. Popkin, *A Concise History*, 35-61.
2. Dumesle (1824) and Delmas (1814), accounts of the August 1791 uprising; Mosut's September 1791 letter to the Marquis de Gallifet; December 1791 letters from Jean-Francois and Biassou to the French civil commissioners; Gros on the insurgent camps, in Dubois and Garrigus, *Slave Revolution in the Caribbean*, 86-94, 99-107.

Recommended Reading:

1. Dubois, *Avengers of the New World*, chs. 4-5.
2. Geggus and Fiering, eds., *The World of the Haitian Revolution*, chs. 6-10.
3. David Geggus, *Haitian Revolutionary Studies* (Bloomington: Indiana University Press, 2002), chs. 5-6.

**Oct. 30. Final Freedom? The Abolition of Slavery in Haiti**

Required Reading:

1. Popkin, *A Concise History*, 62-89.
2. National Assembly April 1792 decree; Sonthonax, August 1793 decree; Lazzary and Macaya, responses to emancipation; National Convention, February 1794 discussion and decree of abolition; Polverel's 1794 plantation policies, in Dubois and Garrigus, *Slave Revolution in the Caribbean*, 115-116, 120-132, 138-144.

Recommended Reading:

1. Jeremy Popkin, "*You Are All Free*": *The Haitian Revolution and the Abolition of Slavery* (New York: Cambridge University Press, 2010).
2. Dubois, *Avengers of the New World*, chs. 6-7.

**Oct. 31 & Nov. 1. Recitation. Who Abolished Slavery in Haiti?**

Required Reading:

1. \*Laurent Dubois and Julius S. Scott, "An African Revolutionary in the Atlantic World," in *Revolution! The Atlantic World Reborn*, ed. Thomas Bender, Laurent Dubois, and Richard Rabinowitz (New York: Giles and New York Historical Society, 2011), 139-158.

**Week 10**

#### **Nov. 4 The Road to Independence: Toussaint Louverture's Story**

Required Reading:

1. Popkin, *A Concise History*, 90-128.
2. Louverture's 1797 response to Vaublanc; Council of the Five Hundred, 1798 Law on the Colonies; Louverture's 1801 Constitution; Masson's 1802 letter to the Marquis de Gallifet, in Dubois and Garrigus, *Slave Revolution in the Caribbean*, 147-155, 167-170, 184-185.

Recommended Reading:

1. Madison Smartt Bell, *Toussaint Louverture: A Biography* (New York: Vintage, 2008).
2. Dubois, *Avengers of the New World*, chs. 8-12.

#### **Nov. 6 Achieving Statehood: Haiti Among the Powers of the Earth**

Required Reading:

1. Popkin, *A Concise History*, 128-154.
2. The Haitian 1804 Declaration of Independence and Constitution of 1805, in Dubois and Garrigus, *Slave Revolution in the Caribbean*, 188-196.

Recommended Reading:

1. Geggus and Fiering, eds., *The World of the Haitian Revolution*, Part III.
2. Laurent Dubois, *Haiti: The Aftershocks of History* (New York: Metropolitan, 2012), chs. 1-3.

#### **Nov. 7 & 8 Recitation. The United States and the Haitian Revolution**

Required Reading:

1. Thomas Jefferson Letters on Haiti, 1797-1802; Charles Brockden Brown's 1804 essay on "St. Domingo," in Dubois and Garrigus, *Slave Revolution in the Caribbean*, 159-162, 164-166.
2. \*Rebecca J. Scott, "Paper Thin: Freedom and Re-enslavement in the Diaspora of the Haitian Revolution," *Law and History Review* 29, no. 4 (2011): 1061-1087.

### **UNIT 4: OUTCOMES, THEORIES, COMPARISONS**

#### **Week 11**

#### **Nov. 11 From Radicals to Conservatives: The United States after 1802**

Required Reading:

1. George Dangerfield, *The Awakening of American Nationalism, 1815-1828* (New York: Harper, 1965), chapter 2.
2. Thomas Jefferson, Second Inaugural Address, March 4, 1805.

#### **Nov. 13 The United States from African Colonization to Indian Removal, 1816-1838**

Required Reading:

1. *Speech of Mr. Frelinghuysen, of New Jersey, Delivered in the Senate of the United States, April 6, 1830, on the Bill for an Exchange of Lands with the Indians Residing in Any of the States or Territories, and for Their Removal West of the Mississippi* (Washington: Office of the National Journal, 1830).
2. Letter from James Madison to the Marquis de Lafayette, November 1826, in Gaillard Hunt, ed., *The Writings of James Madison*, Vol. IX (New York: G. P. Putnam's Sons, 1910), 261-66.

**Nov. 14 & 15 Recitation. Race and Revolutionary Nation Building**  
**Third Paper Due Online by 5 PM, November 15**

**Week 12**

**Nov. 18 From Revolution to Republic in France, 1815-1871**

Required Reading:

1. \*Jeremy D. Popkin, *A History of Modern France* (3rd Ed. Upper Saddle River NJ, 2006), pp. 115-150.

**Nov. 20 Recitation. The 20th Century: The Social Interpretation of the French Revolution**

Required Reading:

1. \*Karl Marx, "Bourgeois and Proletarians," in *The Communist Manifesto*, ed. and with an introduction by John E. Toews (Boston, 1999), pp. 65-77.
2. \*Albert Soboul, "The French Revolution in the History of the Contemporary World," in Gary Kates, ed. *The French Revolution: Recent Debates and Controversies* (Routledge, 1998), pp. 23-43.
3. Hannah Arendt, "The Social Question," in *On Revolution* (Penguin, 2006), pp. 49-105.

**Nov. 21 & 22. Recitation. The 21st Century: Global Meanings of the French Revolution**

Required Reading:

1. Review the 1789 Declaration of the Rights of Man and Citizen (see readings for Oct. 2)
2. \*The 1948 United Nations Declaration of Human Rights
3. \*Lynn Hunt, "The Paradoxical Origins of Human Rights," in *Human Rights and Revolutions*, eds. Jeffrey N. Wasserstrom, Lynn Hunt, and Marilyn B. Young (Lanham MD and Oxford, England, 2000). pp. 3-17.
4. \*Pierre Serna, "Every Revolution is a War of Independence," in Suzanne Desan, Lynn Hunt, and William Max Nelson, eds. *The French Revolution in Global Perspective* (Cornell University Press, 2013), pp. 165-82.

**Week 13**

**Nov. 25 Guest speaker: Yasmine el Rashidi**

Required Reading:

1. \*Samuel Tadros, "Egypt's Elections: Why the Islamists Won." *World Affairs Journal* March/April 2012.
2. \*Yasmine El Rashidi, "Egypt: The Rule of the Brotherhood." *The New Yorker*, 13 February 2013

**Nov. 27. Consultation with Instructors**

**Nov. 28 & 29: Thanksgiving Holiday: No Recitations**

**Week 14**

**Dec. 2 Comparing the American, French, and Haitian Revolutions**

Required Reading:

1. Arendt, *On Revolution*, 125-150, 156-160, 186-191.

**Dec. 4 Authoritarianism, Poverty, and Foreign Intervention: Explaining Modern Haiti**

Required Reading:

1. Popkin, *A Concise History*, 154-158, 167-170.
2. \*Dubois, *Haiti: The Aftershocks of History*, 52-68, 84-88, 104-118.
3. \*Robert Fatton, Jr., *The Roots of Haitian Despotism* (Boulder, CO: Lynne Rienner, 2007), 1-12.

Recommended Reading:

1. Erica Caple James, *Democratic Insecurities: Violence, Trauma, and Intervention in Haiti* (Berkeley: University of California Press, 2010).

**Dec. 5 & 6. Recitation. Violence, Freedom, and the Atlantic Revolutionary Tradition**

Required Reading:

1. Arendt, *On Revolution*, 207-216, 223-251, 259-261, 267-273.

**Week 15**

**Dec. 9 Revolution Today: Faculty and Student Discussion**

Required Reading:

1. Reading on Egypt tba

**Dec. 11 Conclusion and Student Evaluations**

**Fourth Paper Due Online by 5 PM, Dec. 11.**

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**No Final Exam**