Course Description
Revolutions come from and generate conflict at the time and in the histories written in their aftermath (& sometimes before they even ended). The French Revolution is no exception and, some argue, sets the model for scholarly debates on an historical topic. In this course, following a brief survey of the Revolution, we will examine the historiography that emerged in wake of 1815. Students will choose a topic among the many available and develop their own individual project that will culminate in an 8-10 page historiographical essay.

Course Requirements
Each of these components must be turned in on time for successful completion of the course.

Policies on Written Work
Your papers should clearly address the assignment topics or the exam questions. They should be written in clear, formal (not conversational) prose that is free of grammatical and mechanical errors

Guidelines for paper format:
- All written work must be in Microsoft Word
- Double spaced, Times New Roman 12-point font, 1" margins
- Give your name and the date, give the paper a title, number the pages
- Use Chicago Manual of Style citation format for footnotes and bibliography. (See Rampolla, A Pocket Guide to Writing in History for examples.)

The following services will be performed for the stated reduction of your grade:
- Adding name, title, etc. .25
- Correct citation form .5
- late submission of major assignments .5 per day

N.b. I will not accept late weekly assignments (e.g. reading responses)

We will discuss these requirements and resources for working on them (WORD Studio for style, Rampolla for citation and paper structure, etc.) in class.

Plagiarism
Plagiarism is a form of theft. That is, presenting someone else's work or ideas as if they were your own, without proper attribution. This includes other students' work and work from a previous course as well as information from books, journals and web pages. You can avoid the suspicion of academic dishonesty by acknowledging influences on your work. The Rampolla book has many examples of proper citation forms for history papers. If you are ever in doubt about the proper form or if a citation is needed, ask. If
you are accused of cheating or plagiarism, your work will be sent to the Academic Honor Council. The minimum penalty for plagiarism is usually failure of the assignment but may be failure in the course. See also the History Department Statement on Academic Honesty at the end of this document.

**Required Readings**
The following texts are available in the bookstore:

Please bring a copy of the reading assigned for the day with you to class. We will be referring to the text in our discussions. If you find that you are having difficulty with the readings, please come and talk with me. There are many strategies for working with unfamiliar material and the sooner we figure out what works for you, the better!

**Reading Responses**
One of the best ways to work with new material is to write about it. For most class meetings, I will ask you to respond to the readings in written form that you will either bring to or do in class. I might ask you to summarize a reading, reply to a specific question or to give your reaction to a particular piece or issue. In turn, I will grade these responses on a check plus/minus system and return them to you. Please keep these responses; they will form a useful guide for your final paper. 15% of grade.

I will give you further details about the following assignments in class:

**Primary Source Analysis**
Based on documents and visual media, you will annotated a primary document and assess its value for the history of the French Revolution. 15% of grade.

**Article Critique**
As the first step in your historiography project, you will write a critical analysis of the most recent scholarly article in your project bibliography. 15% of grade.

**Historiography Project**

**Topic Selection, Bibliographies (Initial, Final & Annotated) and Outlines**
To begin your historiographical project, you will bring a list of three topics with a brief paragraph description and an initial bibliography for each to class, 10 March. Your final choice of topic and bibliography is due in class 17 March. In addition you will construct a functional outline for the essay itself, due in class 12 April. This work will be factored into your participation and preparation grade (see below).

**Oral Presentation**
Once you have developed your topics, we will organize group of 2-3 based on connections that you and I see in the subject matter. You will then develop collective
presentation of the results of your work to the rest of the class. Active listening and thoughtful questions from the audience will be part of the participation grade. 15% of grade.

Paper Draft
Two copies of a complete draft of your historiographical essay will be due to me and your critic on Friday, 21 April at 5 pm. 15% of grade.

Peer Critique
You will offer a thoughtful and constructive written critique with suggestions for revision of one of your peers' drafts. 10% of grade.

Revised Draft
A final revised draft of your essay is due in my office mailbox on 7 May at 11:30 am. Late papers will not be accepted. 5% of grade.

Academic Preparation and Participation
This class is a seminar. While I may occasionally give short lectures, most of our in-class work will be based on discussion. You must participate in these discussions. There are many ways to participate: raising questions, answering questions, offering comments are course materials and on the views that others express, mine included. The only criteria for your contributions is that they be respectful of others' views, whether in disagreement or in support. If you find it difficult to speak in class, please come and see me right away outside of class. There are many ways to work on this important part of the course. In addition, the preparatory bibliographic work and active engagement in formal presentations described above will be part of this work. 10% of grade.

Rubric for preparation and participation grade

Based on the following criteria:
*Regular, thoughtful, informed discussion of course texts;
*Attention and responses to other students’ comments, questions and presentations;
*Engagement with questions I pose in class;
*Active engagement in small group discussions and in-class writing exercises;
*Timely completion of the scaffolding assignments for the major project;

the following activities will translate into the grade of:

4.0 (Excellent): The student is clearly engaged, has completed and thought about the assigned texts, participates insightfully in a way that demonstrates that s/he has closely read/viewed and made connections between the various texts, and is able to back up her/his ideas with evidence (i.e. concrete examples or quotes) to support the point. S/he listens carefully to the other students, and responds directly to their comments in a manner that facilitates the discussion. Stays on task in group work. Always comes to class with thoughtful, informed responses to course texts and other students’ projects. Always comes to class on time. Earns a + + + for the written preparation assignments.
3.0 (Good): The student is clearly engaged, has completed and thought about the assigned texts, and speaks regularly in class, in a way that demonstrates s/he has read/viewed and thought about the assigned work. S/he listens carefully to the other students and responds directly to their comments in a manner that facilitates the discussion. Stays on task in group work. Regularly comes to class with thoughtful, informed responses to course texts and other students’ projects. Always comes to class on time. Earns a \(+\) for 90% of written preparation assignments.

2.0 (Passing): The student shows up for class and appears engaged but does not speak unless called upon. Shows attention to what is going on, including to what the other students and the professor say (i.e. stays awake with eyes unglazed). Participates and stays on task in group work, doing her/his fair share of the work. Attempts to respond thoughtfully to other students’ projects. Almost always comes to class on times. Earns a \(\checkmark\) for 90% of written preparation assignments.

1.0 (Unsatisfactory): The student attends class but is not engaged (i.e. dozing, texting, chatting with neighbors). May speak up in class but not drawing from assigned text (i.e. talking just to talk, making empty statements). Does not contribute to group work; let’s others do all the work. Hinders rather than facilitates discussion. Occasionally comes to class with thoughtful, informed responses to texts and other students’ projects. Comes to class late. Earns a \(-\) for 90% of written preparation assignments. Does not complete all of the bibliographic scaffolding assignments and those that are turned in are late.

0.0 (Failed): Rarely or never comes to class prepared to discuss course texts or other students’ projects. Comes to class late. Does not turn 90% of written preparation assignments.

Nb. if you are worried about participating in class, please come and talk with me about your concerns. There are many strategies we can discuss to improve your participation.

**Attendance**

Attendance is required and will be taken each class. Any absence will adversely affect your grade. After two absences, which constitutes an entire week of class, your grade will drop one quarter point (-.25) for each subsequent class missed.

**Class Schedule**

**Introduction**

21 January: Review course goals & syllabus

26 & 28 January:
- Popkin, Preface, Chs 1-3
- Rampolla, Ch 1

2 & 4 February
- Popkin, Chs. 3 & 4
Rampolla, Ch 3

9 & 11 February
Popkin, Chs 6-8
Rampolla, Ch 4

16 February
Popkin, Ch 9

23 & 25 February
Primary source analysis, material TBA
Rampolla, Ch 2

1 March
*Primary source written analysis due

8 & 10 March
8 March Research Workshop with Rhonda Courtney, Frost Ferguson Room, ODY
Global Perspective, Introduction
Rampolla, Ch 6 & 7
10 March topic list due in class

15 & 17 March
Global Perspective, Chs 1 & 2
*17 March bibliography due in class

29 & 31 March
Global Perspective, Chs 3 & 5
*29 March article critique due in class

5 & 7 April
Global Perspective, Chs 6 & 7
*5 April Annotated Bibliographies due in class

13 & 14 April
Global Perspective, Chs 8
*13 April functional outline due in class

19 & 20 April
Global Perspective, Ch 10
*Drafts due Friday, 21 April at 5 pm (one to me, one to your critic)

26 & 28 April
Peer Critiques
*course evaluations in class
3 & 5 May
Presentations

9 May Monday, 4:30 pm.
Final drafts due in drop box. No exceptions. Late papers will not be accepted.
POLICIES AND SOURCES ON ACADEMIC INTEGRITY

All scholarly endeavor builds on the work of others in the context of the community of learners of which both faculty and students are a part. The integrity of this community can be maintained only by the full, honest, and appropriate acknowledgement of the sources of our data and ideas. The History Department will not tolerate academic dishonesty, including plagiarism on papers, cheating on quizzes and exams, and turning in work you have already submitted in another class. The Department will uphold SLU’s policy on this.

From the Constitution of the Academic Honor Council (http://www.stlawu.edu/resource/student-handbook, 62-63):

“All students at St. Lawrence University are bound by honor to maintain the highest level of academic integrity. By virtue of membership in the St. Lawrence community, every student accepts the responsibility to know the rules of academic honesty, to abide by them at all times, and to encourage all others to do the same.”

“Plagiarism: Presenting as one’s own work the work of another person—words, ideas, data, evidence, thoughts, information, organizing principles, or style of presentation—without proper attribution. Plagiarism includes paraphrasing or summarizing without acknowledgment by quotation marks, footnotes, endnotes, or other indices of reference.”

“Responsibility for avoiding behavior or situations from which academic dishonesty may be inferred rests entirely with the students. Claims of ignorance, unintentional error, and academic or personal pressure are not excuses for academic dishonesty. Students should be sure to learn from faculty what is expected as their own work and how the work of other people should be acknowledged. Instructors are expected to maintain conditions which promote academic honesty.”

FURTHER SOURCES OF INFORMATION

We expect all of our students to familiarize themselves with the following:
- Your course syllabus and your professor’s stated expectations on class assignments.
- The full SLU policy on “Academic Integrity Procedures” (the basis of the Academic Honor Card that you signed in FYP), described in the SLU Student Handbook (http://www.stlawu.edu/resource/student-handbook)

For more information on plagiarism, see Mary Lynn Rampolla, A Pocket Guide to Writing in History, 8th ed., chapter 6: “Plagiarism: What It Is and How to Avoid It.”

If, after reviewing these guidelines, you are still uncertain about anything or have questions, be sure to ask them before you turn in written assignments.

POLICIES ON ACADEMIC DISHONESTY

If your professor encounters a suspicious paper or exam, “s/he has the obligation to call the offending student(s) to account” (SLU Student Handbook, 63). Plagiarism cases brought before the Academic Honor Council have resulted in sanctions ranging from failure on the assignment, to failure of the course, to suspension from the University.

A FINAL CAVEAT: Do not underestimate your professors’ ability to detect plagiarism, or our willingness to have suspicious papers and exams investigated. If you can find it on the Web, so can we. Please don’t risk it.