Memorandum

April 24, 2007

To: Executive Committee
   Faculty Senate

From: Valerie Balester, Chair
       W Course Advisory Committee

RE: Request for course additions to the W Course graduation requirement

The W Course Advisory Committee voted to approve the following courses to satisfy the writing requirement for graduation. The W Course Advisory Committee reviewed each course and agreed that all aspects of the courses were consistent with guidelines for the W Course status requirement. Therefore, these courses should be included in the “W Designated Course” category to meet the writing intensive requirement for graduation.

HIST 320  History of the Atlantic World
HIST 333  Europe in the Age of Absolutism
HIST 406  The Era of the French Revolution and Napoleon, 1715-1815
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Rebecca Hartkopf Schloss, Dept. of History
    Walter L. Buenger, Head, Dept. of History
    Donald J. Curtis, AOC Dean, College of Liberal Arts
DATE: April 19, 2007
SUBJECT: REPORT ON PROPOSED W COURSE: HIST 320

We recommend that, HIST 320, History of the Atlantic World, be certified as a writing-intensive (W) course for the next four academic years (4/07 to 1/11). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 2000-3000
4. Instructor to student ratio for one section: 1:25

Students receive feedback on their rough drafts in the form of written instructor comments. In addition, the instructor holds a writing laboratory to discuss converting the corrected rough drafts into polished papers and holds extensive office hours for individual consultations. Three full course sections are devoted to writing instruction.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter course prefix, number, and complete title of course):

   HIST 320, History of the Atlantic World

2. Please have this form signed by both the Department Head and the College Dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Signature:
(Department Head) 3/11/07

Signature:
(Course Instructor/Coordinator) 3/11/07

Received:
Valerie Balester 4/8/07

Approved:
(W Course Coordinator, University Writing Center) 4/8/07

College Dean: Matthews 3/30/07

Department Head: Walter L. Brueger 3/27/07

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Purpose:
This course is an introduction to the comparative study of the civilizations and cultures that bordered the Atlantic Ocean between 1500 and 1825. Throughout the semester, we will examine cultural and economic exchanges and adaptations that took place around the Atlantic rim, paying particular attention to migrations, empire-building, and the emergence of new societies and cultures.

W-Course:
This is a university-approved “W” Course, meaning that writing instruction will receive special emphasis. Through a wide range of methods, approaches, and strategies—lecture, discussion, in-class laboratories devoted exclusively to the difficult process of crafting successful papers, and one-on-one meetings during office hours—students will have the opportunity to greatly enhance their writing abilities. History majors entering the program under the 2007-2008 catalog are required to take two “W” courses—this course meets one of those requirements. History majors entering the program earlier and students in other majors are more than welcome as well.

Other Student Learning Outcomes:
During the semester, students will:
1) expand their knowledge of the human condition and human cultures in the context of the subject matter of the course.
2) enhance their abilities to reason logically and respond critically to a wide range of historical evidence, both primary and secondary.
3) acquire an understanding of the intellectual demands required of historians through their own critical analysis—thinking, reading, listening, speaking, and writing.
4) gain an appreciation of history as both a field of knowledge and a creative process.
5) broaden their awareness of the scope and variety of contemporary and historical issues and interpretations.
6) learn to understand these issues and interpretations in their historical and social contexts.
7) develop the ability to apply knowledge of diverse backgrounds and cultures to their personal lives and studies.
**Required Readings:**


**E-Reserves**

PLEASE NOTE: Because there currently are no general textbooks for Atlantic World History, we will be reading articles from a variety of anthologies. All readings, except those indicated by a star, can be found in one of the above listed books. Those readings indicated by a * are available via TAMU e-reserves. Books can be purchased (new or used) at the MSC bookstore as well as Loupot's, the University bookstore, or any on-line retailer.

**Evaluation:**

15%: Class Participation- This course is structured around lecture and weekly discussion. Discussion will be based on primary source documents that you are expected to read by class time. The success of our discussions depends on students coming to class prepared and ready to actively engage with the material and other students. Only respectful exchange will be tolerated. (150 points)

25%: Midterm Exam- This 50-minute exam will include multiple-choice, short answer, and a choice of essay questions dealing with material covered up to that point. All students will be required to take the exam in class on **Wednesday of Week 6**, unless other arrangements have been made in advance. It is the responsibility of the student to confer with the professor and arrange a day and time for a makeup exam. (250 points)

35%: Term Paper- This 2000-2500 word essay will ask you craft an argument based on primary and secondary historical sources. We will discuss in class how best to complete this assignment through three separate writing laboratories (weeks 4, 8, and 12). The first draft of the paper will be due the **Wednesday of Week 10** and is worth 125 points. The final draft will be due on the **last day of class** and is worth 225 points. (350 points)
25%: Final Exam - This exam will include multiple-choice, short answer, and a choice of essay questions dealing with material covered since the midterm. All students will be required to take the exam at the time scheduled by the University. (250 points)

Final Grading Scale (based on points):

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>900-1000</td>
<td>A</td>
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<tr>
<td>800-899</td>
<td>B</td>
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<tr>
<td>700-799</td>
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<tr>
<td>600-699</td>
<td>D</td>
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<tr>
<td>599 &amp; below</td>
<td>F</td>
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Writing Laboratories:
Three Writing Laboratories are scheduled over the course of the semester to help guide students through the three critical stages of a term paper: pre-writing, drafting, and revision.

Writing Laboratory I: Pre-Writing

How does one begin? In this lab, we will discuss how to choose a topic that will be of sustained interest to you, how to find appropriate primary and secondary sources on that topic that will inform your thinking about and provide evidence for your final paper, how to take notes while reading (an extremely important but often neglected strategy and skill), and how, in general, to stay focused while still being unsure of the paper's central theme and supporting statements.

Writing Laboratory II: Drafting

Now that you have your evidence, how do you begin writing? In this lab, we will discuss the value of outlining, writing rough drafts, and developing strong thesis statements. The thesis statement (or central claim or central theme) is the crucial part of your paper. Stated properly and forcefully, it will provide structure to your essay and offer a ‘preview’ of essay’s argument and organization. We will also discuss common problems that occur in undergraduate student papers –especially verb/noun and noun/adjective agreement, proper use of punctuation, and the perils of relying on computerized spell-checker programs. We will also discuss appropriate citation formats for historical papers.

Writing Laboratory III: Revision

If you are in the habit of writing your papers in a single sitting just before they are due, you are denying yourself the pleasure of discovering your true writing abilities. Everything happens after the first draft, especially the emergence of a strong thesis. Often a writer only figures out his/her central argument after completing a first draft. Indeed, it is not unusual for the thesis statement to emerge in the conclusion of a first draft. Writing Laboratory III is intended to help
students understand exactly how to convert their first drafts into the best possible paper.

**Attendance Policy:**
Attendance is mandatory. Students will be penalized after more than three absences, except in the case of university-excused absences. For each unexcused absence after that, your final grade will be dropped by ten percentage points. Assignments that are submitted late will receive a grade of zero except in the case of university-excused absences or by prior arrangement with the instructor.

Please see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm) for current policy on university-excused absences. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1).

**Plagiarism:**
Academic Integrity: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).

**ADA- Students with Disabilities:**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room B-118 Cain Hall (845-1637).

**What is the Atlantic World?**

**Week 1:**

**Monday**

Introductions
Hand out syllabus

**Wednesday**

*Chapter 1- “The Atlantic World as a Unit of Study,” in Atlantic American Societies* (1-18) (E-reserve)
Atlantic Lives, “Introduction,” (1-6)

Origins: Life before the Atlantic World

Friday

Europe

The Rise and Fall of the Plantation Complex- Chapter 1- Beginnings- The Mediterranean Origins (3-13)
The Rise and Fall of the Plantation Complex - Chapter 2- Sugar Planting: From Cyprus to the Atlantic islands (17-27)
*The Travels of Sir John Mandeville, (excerpts)
http://www.fordham.edu/halsall/source/mandeville.html (E-reserve)

Week 2:

Monday

The Americas: Sedentary Imperial Societies

Resilient Cultures, Chapter 2- "The Native Societies of the Americas Before Contact," (4-20 ONLY).

Wednesday

The Americas: Semisedentary and Nomadic Societies

Resilient Cultures, Chapter 2- "The Native Societies of the Americas Before Contact," (20-34)

Friday

Africa

Africa and Africans in the Making of the Atlantic World- Chapter 3- Slavery and African Social Structure (72-97)
Rise and Fall of the Plantation Complex- Chapter 3- Africa and the Slave Trade (29-45)

The Creation of the Atlantic World: Sixteenth-Century Beginnings

The African Wing of Expansion:

Week 3:

Monday

African and Africans in the Making of the Atlantic World-Chapter 1, “The Birth of the Atlantic World,” (13-17, 27-32, 36-42 ONLY)
African and Africans in the Making of the Atlantic World- Chapter 2- The development of Commerce between Europeans and Africans (43-57 ONLY)
Wednesday

Africa and Africans in the Making of the Atlantic World- Chapter 2- The development of Commerce between Europeans and Africans (57-71 ONLY)
Africa and Africans in the Making of the Atlantic World - Chapter 4- “The process of enslavement and the slave trade,” (98-116ONLY)

Friday

* “An African Voice of Protest,” Excerpts from Afonso I of Kongo’s protest to the King of Portugal http://www.wfu.edu/~watts/w04_Africa.html (E-reserve)
Atlantic Lives, “An Early Portuguese Encounter with West Africans,” (9-14)

The American Wing of Expansion:

Week 4:

Monday Spain in America-
Semi-Sedentary Societies, Sedentary & Nomadic Peoples

Resilient Cultures, Chapter 3- “The Conquests and Initial Establishment of Colonies in Latin America,” (34-60 ONLY)
Resilient Cultures, Chapter 4- Colonial Spanish America and Its Impact on the Sedentary Imperial Societies, (67-80 ONLY)
Resilient Cultures, Chapter 7, “Spanish and Portuguese Interactions with Tribal Peoples, “ (152-156, 161-172 ONLY)
Rise and Fall of the Plantation Complex, Chapter 5 “Bureaucrats and Freelances,” (58-70 ONLY)

Wednesday Writing Laboratory I: Pre-Writing

Friday

*Excerpts from Columbus’s “First Letter from the Four Voyages” http://www.usm.maine.edu/~maps/columbus/translation.html (E-reserve)
* Las Casas’ “In defense of the Indians” (1550),
http://www.cla.sc.edu/hist/faculty/scardaville/hist420/doc12.htm (E-reserve)
* “The conquest of Peru,” in New Iberian World: A Documentary History of the
Discovery and Settlement of Latin America to the Seventeenth Century, volume 4, edited
by John H. Parry & Robert G. Keith, Hector & Rose Publishers, 1984 pp. 75-84 (E-reserve)

Week 5:

Monday Portugal in America

The Rise and Fall of the Plantation Complex- Chapter 4- “Capitalism, Feudalism, and
Sugar Planting in Brazil,” (46-57)
Resilient Cultures, Chapter 3, “The Conquests and Initial Establishment of Colonies in
Latin America,” (61-62 ONLY)
Resilient Cultures, Chapter 7, “Spanish and Portuguese Interactions with Tribal Peoples,”
(157-161 ONLY)

Wednesday Britain and France in North America

Africa and Africans in the Making of the Atlantic World, Chapter 1- Birth of the Atlantic
World (33-36 ONLY)
Resilient Cultures, Chapter 5- “Native Response to Settlement in the East and Southwest
in North America,” (97-100, 104-109 ONLY)

Friday

Atlantic Lives, “First Impressions in South America” (14-22)
Atlantic Lives, “An Elizabethan Scientist Admires Indian Agriculture” (30-32)
Resilient Cultures, “Champlain’s account of his 1609 voyage up the St. Lawrence,” (106)

Week 6:

Monday Perceptions in Europe

*Olive Patricia Dickason*, “Some First Reactions,” in Atlantic World in the Age of
Empire, edited by Thomas Benjamin, Timothy Hall, and David Rutherford, Prentice Hall,
2001, (37-53) (E-reserve)
* Chapter 7, “Witchcraft,” in Women and Gender in Early Modern Europe, second
dition, by Merry E. Wiesner, Cambridge University Press, 2000, (264-277), (E-reserve)

Wednesday IN-CLASS MIDTERM


Elaboration and Competition in the Atlantic World: Europe, the West Indies, Africa and the Americas, 1600-1660

Friday

Perceptions in Europe

The British Atlantic World-Games, “Migration,” (36–43 ONLY)
The British Atlantic World- Pearsall, “Gender” (113-121 ONLY)

Week 7:

Monday

The West Indies

Rise and Fall of the Plantation Complex- Chapter 6, “The Sugar Revolution and the Settlement of the Caribbean,” (73-86)
Rise and Fall of the Plantation Complex-Chapter 7- “Anarchy and Imperial Control,” (86-91 ONLY)

Wednesday

The Middle Passage

Africa and Africans in the Making of the Atlantic World- Chapter 4, “The process of enslavement and the slave trade,” (116-125 ONLY)
Africa and Africans in the Making of the Atlantic World - Chapter 6- “The Middle Passage: A Common Experience,” (153-162 ONLY)

Friday

Atlantic Lives, “A European Describes a Slave-Trading Post,” (76-83)
Atlantic Lives, “Servants, Slaves, and Masters in Barbados,” (88-95)
We will also view selections from the movie Amistad

Week 8:

Monday

French/Dutch/British North America

Resilient Cultures, Chapter 5- Response to Settlement in the East and Southwest in North America,’ (109-114 ONLY)
Resilient Cultures, Chapter 5, “Response to Settlement in the East and Southwest in North America,’ (118-122 ONLY)
Resilient Cultures, Chapter 6- (125-137 ONLY)
The British Atlantic World- Wrightson, “Class” (133-143 ONLY)
The British Atlantic World-Games, “Migration” (36-43 ONLY)
Wednesday  Writing Laboratory II: Drafting

Friday

Atlantic Lives- “Exchange of Furs and Microbes in New France,” (33-36)
Atlantic Lives- “French Missionary’s Captivity Among the Mohawks” (45-50)
Atlantic Lives- “A Dutch Traveler in New Netherland/New York” (131-135)

Week 9:

Monday  Spanish America

Resilient Cultures, Chapter 4, “Colonial Spanish America and Its Impact on Imperial Societies,” (83-91 ONLY)

New Worlds for All: Encounters between Amerindians, Africans, and Europeans, 1660-1750

Wednesday  Europe

The British Atlantic World- Games, “Migration” (31-36 ONLY)
The British Atlantic World, Zahedieh, “Economy,” (61-68 ONLY)

Friday

*Descriptions of the Timucua Indians (1564?) ascribed to the French soldier René Goulaine de Laudonnière, (E-reserve)
**“Negroes” from Diderot’s Encyclopédie, ARTFL database (E-reserve)
*Excerpt from Georges-Louis Leclerc, Comte de Buffon A Natural History, General and Particular, (1748) (E-reserve)

Week 10:

Monday  French North America
Resilient Cultures, Chapter 5, “Response to Settlement in the East and Southwest in North America,” (114-118 ONLY)

**Wednesday**
**British North America**
DRAFT OF TERM PAPER DUE

_The British Atlantic World_– Pestana- “Religion” (69-89)
_The British Atlantic World_– Pearsall, “Gender,” (122-133 ONLY)
_The British Atlantic World_– Wrightson, “Class” (143-153 ONLY)
_The British Atlantic World_– Games, “Migration” (43-46 ONLY)
_The British Atlantic World_– Zahedieh, “Economy,” (51-61 only)
Resilient Cultures, Chapter 6, “The British and the Indians of Eastern North America,” (137-140, 143-149 ONLY)

**Friday**

_Atlantic Lives_, “Moravian Women’s Spiritual Autobiographies,” (197-202)
_Atlantic Lives_, “An Indian Perspective on the Europeans’ Arrival in North America,” (22-25)

**Week 11:**

**Monday**
**Spanish/Portuguese America**

Resilient Cultures– Chapter 5- “Response to Settlement in the East and Southwest in North America, “ (100-104 ONLY)
_Africa and Africans in the Making of the Atlantic World_, Chapter 6, Africans and Afro-Americans in the Atlantic World: Life and Labor (162–182)
_Rise and Fall of the Plantation Complex_, Chapter 8, “Slave societies on the Periphery, “ (100-108 ONLY)

**Wednesday**
**The West Indies**

_Rise and Fall of the Plantation Complex_, Chapter 10, Atlantic Commerce in the Eighteenth-Century (139-143 ONLY)
Friday


*Atlantic Lives* "Two Views of the Pueblo Revolt in New Mexico," (111-116)

*Atlantic Lives* "A Dutch Pirate in the Seventeenth-Century Caribbean," (152-155)


Week 12:

Monday Africa

*Africa and Africans in the Making of the Atlantic World* - Chapter 8- "Transformations of African Culture in the Atlantic World" (206-218 ONLY)

*Rise and Fall of the Plantation Complex*, Chapter 9, The Slave Trade and the West African Economy in the 18th century (113-128)

*Rise and Fall of the Plantation Complex*, Chapter 10, Atlantic Commerce in the Eighteenth-Century (129-139 ONLY)

Wednesday Writing Laboratory III: Revision

*The Age of Imperial Crisis and Revolution, 1754-1825*

Friday The Seven Years War in Africa, Europe, and the Americas


Week 13:
Monday   The American Revolution

*Rise and Fall of the Plantation Complex, Chapter 11, “The Democratic Revolution in the Atlantic Basin,” (144–155)

Wednesday  America after the Revolution

Friday NO CLASS- Thanksgiving Break

Week 14:

Monday   Revolution in France and the West Indies

*Rise and Fall of the Plantation Complex, Chapter 12, “Revolution in the French Antilles,” (158–169)

Wednesday  France after the Revolution


Friday   Revolution in Spanish America


Monday   Revolution in Portuguese America

FINAL TERM PAPER DUE

*Atlantic Lives, “A Description of Plantation Society in Portuguese Brazil,” (117-125)
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Chester Dunning, Dept. of History
     Walter L. Buenger, Head, Dept. of History
     Donald J. Curtis, AOC Dean, College of Liberal Arts
DATE: April 19, 2007
SUBJECT: REPORT ON PROPOSED W COURSE: HIST 333

We recommend that, HIST 333, Europe in the Age of Absolutism, be certified as a writing-intensive (W) course for the next four academic years (4/07 to 1/11). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 2000-3000
4. Instructor to student ratio for one section: 1:25

Students receive feedback on their rough drafts in the form of written instructor comments. In addition, the instructor holds a writing laboratory to discuss converting the corrected rough drafts into polished papers and holds extensive office hours for individual consultations. Three full course sections are devoted to writing instruction.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter course prefix, number, and complete title of course):

HIST 333 Europe in the Age of Absolution 1600-1815

2. Please have this form signed by both the Department Head and the College Dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Signature: Chester Dunning
(Course Instructor / Coordinator) 4/17/07

Received: Valerie Balester
(W Course Coordinator, University Writing Center) 4/24/07

Approvals:
College Dean: Matthews 4/19/07
(Date)

Department Head: Walter F. Be改造 4/17/07
(Date)

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APR 24 2007
BY:
EUROPE IN THE AGE OF ABSOLUTISM

European political, social, cultural, intellectual, economic, diplomatic, and military history from the Age of Louis XIV to the Congress of Vienna. The creation of “fiscal-military” states; the decline of Imperial Spain; the emergence of the Dutch Republic and the establishment of Dutch hegemony in the world-system of capitalism; the rise of Bourbon France and the creation of the French Empire; the Scientific Revolution and the Enlightenment; the rise of Russia and Brandenburg-Prussia; worldwide competition for empire; the French Revolution and Napoleon. The course will appeal especially to those students with a strong desire to develop their critical thinking, reading, and writing skills.

W-Course:

This is a university-approved “W” course, meaning that writing instruction will receive special emphasis. Through a wide range of methods, approaches, and strategies—lecture, discussion, in-class laboratories devoted exclusively to the difficult process of crafting successful term papers, and one-on-one meetings during office hours—students will have the opportunity to greatly enhance their writing abilities. History majors entering the program under the 2007-2008 Catalog are required to take two “W” courses—this course meets one of those requirements. History majors entering the program earlier and students in other majors are more than welcome as well.

Other Student Learning Outcomes:

During the semester, students will:
1) expand their knowledge of the human condition and human cultures in the context of the subject matter of the course.
2) enhance their abilities to reason logically and respond critically to a wide range of historical evidence, both primary and secondary.
3) acquire an understanding of the intellectual demands required of historians through their own critical analysis—thinking, reading, listening, speaking, and writing.
4) gain an appreciation of history as both a field of knowledge and a creative process.
5) broaden their awareness of the scope and variety of contemporary and historical issues and interpretations.
6) learn to understand these issues and interpretations in their historical and social contexts.
7) develop the ability to apply knowledge of diverse backgrounds and cultures to their personal lives and studies.
I. The following books are **required** reading for this course:

Merry E. Wiesner-Hanks, *Early Modern Europe* (Cambridge UP)
J. H. Elliott, *Imperial Spain* (Penguin)
Maarten Prak, *The Dutch Republic* (Cambridge UP)
Derek McKay, *The Great Elector: Frederick William of Brandenburg* (Longman)
Pierre Goubert, *Louis XIV and Twenty Million Frenchmen* (Vintage)
Gerhard Ritter, *Frederick the Great* (University of California Press)
Jakob Walter, *Diary of a Napoleonic Foot Soldier* (Penguin)

II. Course Organization:

A. Mid-term exam (Tues., Oct. 10) 30% of semester grade
   (Study lecture notes, textbook, Elliott, Prak, McKay, and Goubert)

B. Term paper (due Tues., Dec. 4) 35%

C. Final exam (Friday, Dec. 07, 12:30-2:30) 35%
   (Study lecture notes, textbook, Ritter, Rousseau, Doyle, and Walter)

There will be two essay examinations in this course, a mid-term and a final (which is **not** comprehensive). You will need to purchase two “Blue Books” (examination books) for these exams.

Grading system: 100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59 or less = F

**NOTE:** All assignments must be completed to earn a passing grade in this course.

III. Other Policies:

A. Attendance

Attendance is mandatory. Students will be penalized after more than three absences, except in the case of university-excused absences. For each unexcused absence after that, your final grade will be dropped by one full grade. Assignments that are submitted late will receive a grade of zero except in the case of university-excused absences or by prior arrangement with the instructor.

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**B. ADA**

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**C. Plagiarism**

Academic Integrity: *"An Aggie does not lie, cheat, or steal, or tolerate those who do."* You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).

**IV. Course outline by week:**

1. Introduction; Defining the boundaries of Early Modern Europe
2. Decline of Imperial Spain; birth of "fiscal-military" states
3. End of the Counter-Reformation; WRITING LAB I
4. The Dutch Republic and the modern world-system of capitalism
5. The Rise of Bourbon France and Brandenburg-Prussia
6. The Age of Louis XIV
7. The Scientific Revolution
8. Birth of the Enlightenment
9. Rise of Russia as a Great Power; WRITING LAB II
10. Rise of Prussia as a Great Power; worldwide competition for empire
11. The Age of Catherine the Great; Partitions of Poland
12. Origins of the French Revolution; term paper rough drafts due
13. The French Revolution; WRITING LAB III
V. Term Papers

The term paper for this course may be on almost any topic in early modern European history. Remember, however, that whatever topic you choose to write on, your essay must take an analytical—not merely descriptive—approach to the subject(s).

During the first few weeks of the semester look over the textbook and other assigned books, and identify a few topics in early modern European history that interest you. Visit Evans Library and look for some books (and/or articles) on these topics. Spend a little time choosing a potential term paper topic. Jot down your ideas—including the authors and titles of the books and articles that you have located—and prepare a "formal," typed statement of your topic and preliminary bibliography. Be sure to take some time at this stage so that you choose a topic that really interests you and that library holdings can support research in. I will be happy to consult with you about topics and bibliographies, but only after you have visited the library. There are also several helpful reference librarians who can help you—especially to access electronic resources.

The statement of your topic and preliminary bibliography (typed) is due in class on Tuesday, September 25. This is worth 5% of your semester grade so put some thought into it. I will grade and return your statements quickly, making suggestions about refining topics and developing bibliographies. Save your graded statement and bibliography.

During the second month of the semester continue your reading and research on your refined topic. Feel free to consult with me and/or librarians at any stage in this process. Prepare a "formal," typed preliminary outline of your term paper and updated bibliography. Be sure to attach your first graded statement and bibliography to your outline and updated bibliography before turning it in. This assignment is due in class on Thursday, October 18, and is worth 5% of your semester grade. I will grade the outlines very quickly and make suggestions about refining your approach, organizing your paper, and possibly adding additional items to the bibliography.

Next, finish your research and prepare a rough draft of your term paper. Essays should be approximately nine (9) typed pages in length (double spaced, 1-inch margins) and carefully proofread. Rough drafts are due in class on November 15; they will be returned to students on November 22 with extensive comments, suggestions, and corrections. Term papers (the final drafts) are then due in class on Tuesday, December 4, and will count as 25% of your course grade. Be sure to attach to the back of your term paper your original statement and bibliography, your outline and updated bibliography, and your corrected rough draft.

Writing Laboratories:
Three Writing Laboratories are scheduled over the course of the semester to help guide students through the three critical stages of a term paper: pre-writing, drafting, and revision. An article recently published by the instructor will serve as a model to help prepare students for the tasks of critical reading, organizing, outlining, and writing rough drafts of the term paper.

Writing Laboratory I: Pre-Writing

How does one begin? We will discuss how to choose a topic that will be of sustained interest to you, how to take notes while reading (an extremely important but often neglected strategy and skill), how to organize those notes, and how, in general, to stay focused while still being unsure of the paper's central theme and supporting arguments. My own notes and several aborted attempts to start my article, which I will bring in and spread out on a table in the center of the room, will demonstrate just how chaotic this stage of the writing process can be. The trick is to persevere—indeed to thrive—during this period of ambiguity and discovery.

Writing Laboratory II: Drafting

Outlining, writing rough drafts, and developing strong thesis statements are the key issues at this stage—again, using the instructor's article-writing experience as an explanatory model. The thesis statement (or central theme) is the crucial part of your papers. Stated properly and forcefully, it will provide structure to your essay. Stated unclearly or inadequately, it is likely that your paper will be unclear and inadequate as well. Remember, the less your reader has to struggle to understand your paper, the more likely he/she will appreciate its content and argument. Common problems that occur in undergraduate student papers will also be discussed—especially verb/noun and noun/adjective agreement, proper use of punctuation, and the perils of relying on computerized spell-checker programs. Rough drafts of the term paper are due in class on Thursday, November 17.

Writing Laboratory III: Revision

If you are in the habit of writing your papers in a single sitting just before they are due, you are denying yourself the pleasure of discovering your true writing abilities. Everything happens after the first draft—especially the emergence of a strong thesis. One rarely develops a strong thesis statement right off that bat. Often, in fact, a writer only figures out his/her central theme after completing a first draft. Indeed, it is not unusual for the thesis statement to emerge in the conclusion of a first draft. A paper is not like a movie, however. Do not keep your reader hanging in suspense until the end. Writing Laboratory III is intended to help students understand exactly how to convert their corrected rough drafts into the best possible term papers. Other issues of concern to the students and/or instructor that emerge from the rough-draft stage will also be discussed.
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W Course Advisory Committee  
CC: Rebecca Hartkopf Schloss, Dept. of History  
     Walter L. Buenger, Head, Dept. of History  
     Donald J. Curtis, AOC Dean, College of Liberal Arts  
DATE: April 19, 2007  
SUBJECT: REPORT ON PROPOSED W COURSE: HIST 406  

We recommend that, HIST 406, The Era of the French Revolution and Napoleon, 1715-1815, be certified as a writing-intensive (W) course for the next four academic years (4/07 to 1/11). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 2000-3000
4. Instructor to student ratio for one section: 1:25

Students receive feedback on their rough drafts in the form of written instructor comments. In addition, the instructor holds a writing laboratory to discuss converting the corrected rough drafts into polished papers and holds extensive office hours for individual consultations. Three full course sections are devoted to writing instruction.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE

Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter course prefix, number, and complete title of course):

   [Handwritten course information]

2. Please have this form signed by both the Department Head and the College Dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

   [Signatures and dates]

   Signature: [Handwritten signature]
   [Course Instructor/Coordinator]
   [Date: 3/21/07]

   Received: [Handwritten signature]
   [W Course Coordinator, University Writing Center]
   [Date: 4/16/07]

   Approvals:

   College Dean: [Handwritten signature]
   [Date: 3/26/07]

   Department Head: [Handwritten signature]
   [Date: 3/27/07]
History 406: The Era of the French Revolution and Napoleon, 1715-1815
Fall 2007
M,W,F 10:20AM-11:10AM
CHEN 112

Dr. Rebecca Hartkopf SCHLOSS
Office: 207B Melbern G. Glasscock Building (History)
Office hours: M & W, 3:00PM-4:30PM and by appointment
Office phone: 845-7767
E-mail: rhschloss@tamu.edu

Course Description: This course will examine the origins, conduct, and consequences of the French Revolution and Napoleonic period in continental France and the French Caribbean colony of Saint Domingue. The course will center on both lecture and discussion. Throughout the course of the semester, we will consider a number of different themes, including changes in religion, human and social rights, education, race and slavery, and the social dynamics of war.

W-Course:
This is a university-approved “W” Course, meaning that writing instruction will receive special emphasis. Through a wide range of methods, approaches, and strategies—lecture, discussion, in-class laboratories devoted exclusively to the difficult process of crafting successful papers, and one-on-one meetings during office hours—students will have the opportunity to greatly enhance their writing abilities. History majors entering the program under the 2007-2008 catalog are required to take two “W” courses—this course meets one of those requirements. History majors entering the program earlier and students in other majors are more than welcome as well.

Other Student Learning Outcomes:
During the semester, students will:
1) expand their knowledge of the human condition and human cultures in the context of the subject matter of the course.
2) enhance their abilities to reason logically and respond critically to a wide range of historical evidence, both primary and secondary.
3) acquire an understanding of the intellectual demands required of historians through their own critical analysis—thinking, reading, listening, speaking, and writing.
4) gain an appreciation of history as both a field of knowledge and a creative process.
5) broaden their awareness of the scope and variety of contemporary and historical issues and interpretations.
6) learn to understand these issues and interpretations in their historical and social contexts.
7) develop the ability to apply knowledge of diverse backgrounds and cultures to their personal lives and studies.

Required Readings:
Dubois, Laurent, Avengers of the New World, Belknap of Harvard University, ISBN 0674018265


**A Note about Readings:**

All readings can be found in one of the above listed books or through e-reserves. Books can be purchased at the MSC Bookstore or on-line.

**Evaluation:**

10%: Quizzes- There will be ten quizzes given randomly during the course of the semester. I may give them at the beginning, during the middle, or at the end of class. They may be objective or essay in format. I will not give make-up quizzes. However, if you miss a quiz for a legitimate reason (you must provide me with a “University approved excuse”), I will drop it from my final calculations. (100 points)

15%: Class Participation- This course is structured around lecture and weekly discussion. Discussion will be based on primary source documents that you are expected to read by class time. The success of our discussions depends on students coming to class prepared and ready to actively engage with the material and other students. Only respectful exchange will be tolerated. (150 points)

20%: Midterm Exam- This 50-minute exam will include multiple-choice, short answer, and a choice of essay questions dealing with material covered up to that point. All students will be required to take the exam in class on Monday of Week 7, unless other arrangements have been made in advance. It is the responsibility of the student to confer with the professor and arrange a day and time for a makeup exam. (200 points)

35%: Term Paper- This 2000-2500 word essay will ask you craft an argument based on primary and secondary historical sources. We will discuss in class how best to complete this assignment through three separate writing laboratories (weeks 4, 8, and 12). The first draft of the paper will be due the Wednesday of Week 10 and is worth 125 points. The final draft will be due on the last day of class and is worth 225 points. (350 points)
20%: Final Exam- This exam will include multiple-choice, short answer, and a choice of essay questions dealing with material covered since the midterm. All students will be required to take the exam at the time scheduled by the University. (200 points)

**Final Grading Scale (based on points):**

- 900-1000 A
- 800-899 B
- 700-799 C
- 600-699 D
- 599 & below F

**Writing Laboratories:**

Three Writing Laboratories are scheduled over the course of the semester to help guide students through the three critical stages of a term paper: pre-writing, drafting, and revision.

**Writing Laboratory I: Pre-Writing**

How does one begin? In this lab, we will discuss how to choose a topic that will be of sustained interest to you, how to find appropriate primary and secondary sources on that topic that will inform your thinking about and provide evidence for your final paper, how to take notes while reading (an extremely important but often neglected strategy and skill), and how, in general, to stay focused while still being unsure of the paper’s central theme and supporting statements.

**Writing Laboratory II: Drafting**

Now that you have your evidence, how do you begin writing? In this lab, we will discuss the value of outlining, writing rough drafts, and developing strong thesis statements. The thesis statement (or central claim or central theme) is the crucial part of your paper. Stated properly and forcefully, it will provide structure to your essay and offer a ‘preview’ of essay’s argument and organization. We will also discuss common problems that occur in undergraduate student papers—especially verb/noun and noun/adjective agreement, proper use of punctuation, and the perils of relying on computerized spellchecker programs. We will also discuss appropriate citation formats for historical papers.

**Writing Laboratory III: Revision**

If you are in the habit of writing your papers in a single sitting just before they are due, you are denying yourself the pleasure of discovering your true writing abilities. Everything happens after the first draft, especially the emergence of a strong thesis. Often a writer only figures out his/her central argument after completing a first draft. Indeed, it is not unusual for the thesis statement to emerge in the conclusion of a first draft. Writing Laboratory III is intended to help students understand exactly how to convert their first drafts into the best possible paper.
**Attendance Policy:**
Attendance is mandatory. Students will be penalized after more than three absences, except in the case of university-excused absences. For each unexcused absence after that, your final grade will be dropped by ten percentage points. Assignments that are submitted late will receive a grade of zero except in the case of university-excused absences or by prior arrangement with the instructor.

Please see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm) for current policy on university-excused absences. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1).

**Plagiarism:**
Academic Integrity: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).

**ADA- Students with Disabilities:**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room B-118 Cain Hall (845-1637).

**Topics and Assignments**

**Week I**

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<thead>
<tr>
<th>Day</th>
<th>Assignment</th>
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<tr>
<td>M</td>
<td>Introduction</td>
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**Week II**

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<th>Day</th>
<th>Assignment</th>
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<tr>
<td>M</td>
<td>Origins of Revolution (pre-1787): Continental France Read: Popkin, chapter 1</td>
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<tr>
<td>W</td>
<td>Origins of Revolution (pre-1787): Saint Domingue Read: Dubois, Chapter 1 “Specters of Saint Domingue”</td>
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</table>
Week III

M  Prelude to Revolution (1787-1789): Continental France
Read: Popkin, Chapter 2

W  Prelude to Revolution (1787-1789): Saint Domingue
Read: Dubois, Chapter 2 “Fermentation”

F  Abbé Sieyès, “What is the Third Estate?” (Hunt 63-70)
“Petition of Women of the Third Estate,”
(Hunt 60-63)
Zalkind Hourwitz, “Vindication of the Jews” (Hunt 48-50)
Society of the Friends of Blacks (Hunt 58-59)
MdSM, ‘Description ... of Saint Domingue”
(Dubois/Garrigus, 57-62)

Week IV

M  Rupture, 1789-1790: Continental France
Read: Popkin, chapter 3

W  Rupture, 1789-1790: Saint Domingue
Read: Dubois, Chapter 3 “Inheritance”

F  Writing Laboratory I: Pre-Writing

Week V

M  End of the Liberal Revolution, 1790-1792:
Continental France
Read: Popkin, chapter 4

W  “The Jewish Question” (Hunt 93-101)

F  “Women” (Hunt 119-131)

Week VI

M  ELR, 1790-1792: Saint Domingue, Part I
Read: Dubois, Chapter 4, ‘Fire in the Cane,’
Chapter 5, “New World” (115-124)

W  ELR, 1790-1792: Saint Domingue, Part II
Read: Dubois, Chapter 5 “New World” (125-131)
Chapter 6 “Defiance” (132-142)
(Dubois/Garrigus, 73-75)
“Letters from the Uprising of Vincent Ogé” (Dubois/Garrigus,
75-78)
National Assembly, “Law on the Colonies,” (Dubois/Garrigus,
84-85)
Dalmas, “History of the Revolution of Saint Domingue
(Dubois/Garrigus, 89-93)
Gros, “In the Camps of the Insurgents,” (Dubois/Garrigus,
103-107)
Marat, “From The Friend of the People,” (Dubois/Garrigus,
111-112)
The National Assembly, “Law of April 4, 1792”
(Dubois/Garrigus, 115-116)

Week VII  M  MIDTERM EXAMINATION
W  Convention and Republic/The Terror 1792-1794:
Continental France
Read: Popkin, chapter 5
F  Discussion of Citizenship under the Proposed New
Constitution (Hunt 132-135)
“Make Terror the Order of the Day (5 September
1793) (E-reserve)
Maximum (1793) (E-reserve)
Discussion of Women’s Political Clubs and Their Suppression
(Hunt 135-138)

Week VIII  M  Anatole France’s The Gods Will Have Blood
(chapters 1-12)
Decree establishing the Levy en masse (1793) (E-reserve)
Memoirs Concerning the Vendée War (1793-1796) (E-
reserve)
The Massacre of Prisoners (1793) (E-reserve)
W  Anatole France’s The Gods Will Have Blood
(chapters 13-29)
Law of 22 Prairial (1794) (E-reserve)
Law on the Cult of the Supreme Being (1794) (E-reserve)
F  Writing Laboratory II: Drafting

Week IX  M  The Terror in Saint Domingue, 1792-1794
Read: Dubois, Chapter 6 “Defiance” (142-151)
Chapter 7 “Liberty’s Land”
W  Read: Dubois, Chapter 8 “The Opening”
F  Laurent Jolicoeur, Petition (Dubois/Garrigus, 119-120)
<table>
<thead>
<tr>
<th>Week X</th>
<th>M</th>
<th>Return to Order/The Directory, 1794-1797: Continental France</th>
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<td></td>
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<td>Read: Popkin, chapter 6 (96-108)</td>
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<td>W</td>
<td>The Directory in Saint Domingue (1794-1797)</td>
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<td>Read: Dubois, Chapter 9 “Power”</td>
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<td>Decree relative to Primary Schools (1794) (E-reserve)</td>
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<td>Decree concerning the organization of public education (1795) (E-reserve)</td>
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<td>Proclamation to the Army of Italy (1796) (E-reserve)</td>
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<td>Two Accounts of the Battle of Arcola (1796) (E-reserve)</td>
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<td>Belley, <em>The True Colors of the Planters</em> (Dubois/Garrigus, 144-147)</td>
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<td>Toussaint Louverture, <em>A Refutation...</em> (Dubois/Garrigus, 147-153)</td>
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<th>Week XI</th>
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<th>The Second Directory, 1797-1799: Continental France</th>
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<td>Read: Popkin, chapter 6 (109- end)</td>
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<td>W</td>
<td>Civil War in Saint Domingue, 1797-1799</td>
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<td>Read: Dubois, Chapter 10 “Enemies of Liberty”</td>
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<td>Bonaparte and Islam (1798) (E-reserve)</td>
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<td>The First General Conscription Law (1798) (E-reserve)</td>
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<td>Council of the Five Hundred, <em>Law on the Colonies</em></td>
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<td>(Dubois/Garrigus, 153-155)</td>
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<td>Étienne Laveaux, <em>A Celebration...</em> (Dubois/Garrigus, 156-158)</td>
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<th>Week XII</th>
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<th>Napoleonic Consulate, 1799-1804: Continental France</th>
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<td>Read: Popkin, chapter 7</td>
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<td>Decree limiting Parisian and French newspapers (1800) (E-reserve)</td>
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<td>“Infernal Machine” plot (1801) (E-reserve)</td>
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<td>Napoleon, <em>Concordat &amp; Proclamation to the French</em> (1801-1802) (E-reserve)</td>
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<td>W</td>
<td>Civil War to Independence, 1799-1804: Saint Domingue</td>
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<td>Read: Dubois, Chapter 11 “Territory”</td>
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Chapter 12 “The Tree of Liberty”
Toussaint Louverture, Constitution... (Dubois/Garrigus, 167-170)
Letters (Dubois/Garrigus, 175-180)
Letters to the Marquis de Gallifet (Dubois/Garrigus, 184-185)
Letter to Delpech (Dubois/Garrigus, 186-187)
The Haitian Declaration of Independence (188-191)

F Writing Laboratory III: Revision

Week XIII

M Napoleonic Empire, 1804-1809: Continental France
Read: Popkin, chapter 8 (125-135)
Constitution of XII (1804)
The Political Use of Religion (1806) (E-reserve)
On Assimilating the Jews (1806-1817) (E-reserve)
Note of Napoleon on a Teaching Corps for the Imperial
Lycées (1805) (E-reserve)
Imperial Catechism (1806) (E-reserve)
Dealing with the rebels in Italy (1806) (E-reserve)
A response to pillage in Spain (1808) (E-reserve)

W Haiti
Read: Dubois, Chapter 13 “Those Who Die”
Epilogue “Out of the Ashes”
An Historical Account of the Black Empire of Hayti (1805)
(Haitian Constitution (Dubois/Garrigus, 191-196)

F NO CLASS-THEANKSGIVING BREAK

Week XIV

M The Decline of the Empire, 1810-1815: Continental France
“The Glitter of the Imperial Court” (1808-1810) (E-reserve)
Decree on Printing and Selling books (1810) (E-reserve)
Decree concerning State Prisons (1810) (E-reserve)
Penal Code of 1810 (E-reserve)
Conditions during the Russian Campaign (1812) (E-reserve)
The Battle of Waterloo (1815) (E-reserve)

W The Revolutionary Heritage
Read: Popkin, chapter 9

F Alexis de Tocqueville’s
The Old Regime and the French Revolution
(Foreward, Part I, Part II up until 4)

M Alexis de Tocqueville’s
The Old Regime and the French Revolution
(Finish Part II (except for 10-12), Part III (except for 3 & 4)
FINAL TERM PAPER IS DUE