

# Final Exam: Weds., 4 May 2011, 5-7 p.m. in this room

## Exam Format

Two essays (each counts 35% of the exam grade and should take approx. 40 minutes to write). On Friday afternoon (29 April), I will post ten questions on the course website. Six of those questions will appear on the actual exam. Once I have posted the questions, neither Maureen nor I will answer *any* content-based questions about the course.

Five “comment on this passage/image” exercises (6% each) to be chosen from fifteen on the exam. These will not be circulated in advance, but they will be chosen from the lecture slides and/or the weekly readings for discussion.

Your overall grade consists of: first two assignments (5% each)

participation (20%)

midterm (15%)

paper (30%)

final (25%)

[extra-credit “grading” assignment is worth an additional 5%]

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Two essays (each counts 35% of the exam grade and should take approx. 40 minutes to write). I would expect each answer to be at least five paragraphs long: an introduction, three major points (each backed with as much specific evidence as is feasible), and a conclusion.

“Comment on” exercises (see models on website). Remember to consider:

What is the context in which the passage was produced?

(in other words, what else was going on?)

Why, and to what audience, was the author writing or speaking?

What effect, if any, did the text have on its context?

What, if anything, is important in the author’s choice of words?

# WHY is the French Revolution significant for modern history?

In its aftermath, leaves:

model of “revolution” as complete transformation combining popular violence and political change

fear or hope of popular violence;  
concern that political revolutions must lead to a Reign of Terror or end with a charismatic military figure taking power



1786



1816

*and* the very widespread belief that the world post-1815 was fundamentally a different place than the world pre-1789

“Who would dare to write the history of our times... who does not see something much more than ordinary war in the convulsions that have agitated the earth for the past 25 years?”

Madame von Krüdener, June 1815.

# Questions that emerged from our reading of the secondary sources\* :

Was the French Revolution intentional?

Did anyone expect it to happen?

Was anyone in control?

Were there central idea(l)s that united people (Liberty, Justice, Equality) or did these divide people as much as they unified?

What do idea(l)s look like in practice?

To what degree did social position shape individuals' role in and/or reaction to the Revolution?

How did this period change people's perception of social categories?

How much did the Revolution change? What did it leave intact?

What changed in reaction to the Revolution, even if it wasn't the sort of change that revolutionaries wanted or intended?

\* in Lecture Two

Was the world really so different in 1815? How does the "model" of revolution relate to the history?

Was the French Revolution intentional?

*What did various protagonists (the King, the Paris crowd, members of the National Assembly, peasants) want?*

Did anyone expect it to happen?

*What does the future look like in 1783? In 1787? In January 1789?*

Was anyone in control?





Did the Revolution have “ideals” that united people?

*How can “liberty” or “equality” divide people?*

*What might be controversial about “fraternity”?*

What do “ideals” look like in practice?

*What examples could you explore to answer this?*

# To what degree did social position shape individuals' reaction to the Revolution?

## *nobility*

marquis de Lafayette

Baron de Gauville

Napoleone Buonaparte

## *artists*

Jean George Wille

Jacques Louis David

Louise Elisabeth Vigée Lebrun

## *clergy*

Sieyes

Talleyrand

Thomas Lindet

Barruel

