

HIST 96.14 Seminar: Napoleon and His Enemies

Instructor Margaret Darrow.

For two decades, from the mid 1790s until his defeat at Waterloo, Napoleon Bonaparte dominated Europe. His military, political, legal, economic and diplomatic initiatives shaped Europe and influenced the world in the early nineteenth century and beyond. In this seminar we will read about, discuss and research his life and career, the institutions that he promoted, the wars he pursued, and the resistance that he provoked. While France is at the heart of this study, about half of the course focuses upon Napoleon's relations with, and impact upon, other countries in Europe and the Americas.

Courses that will provide helpful background

HIST 47: The French Revolution and Napoleon

HIST 50: Modern Britain, 1780 to the Present

HIST 43: Modern European Intellectual History

Priorities for enrollment--with permission of instructor:

1. Senior History Majors
2. Junior History Majors
3. History minors
4. Anyone else

Distributive and/or World Culture

Dist:SOC; WCult:W

Offered

16F 17F: 10A

Department-Specific Course Categories

Major Dist: EUR ;<1800.

Dartmouth College
Department of History

History 96: Napoleon & His Enemies

Professor Margaret Darrow

Office: Carson 213 ex 3562

1 hour, 50 minutes, twice weekly

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This class is based upon reading, discussion and research. For each class there is assigned reading; I expect you to bring to the discussion the knowledge, insights and questions that this reading raised in your mind. In teams of two or three, you will take charge of two class discussions, one in the first half of the term and one in the second. Each of you will also investigate and report on two primary sources relevant to the topics discussed. The main written assignment, however, is a significant piece of scholarship about some aspect of the history of this period that you will research and present, both orally and in writing. As much as possible, you will base this project upon primary sources. If you intend this seminar to constitute part of the History major's area of concentration, you should design your research project accordingly.

Requirements

- a short essay, ca. 3-4 pages, comparing biographies of Napoleon: worth 10% of final grade.
- 2 sets of discussion questions, in collaboration with your team, circulated to the class, plus leading / facilitating the subsequent discussion: each worth 5% of final grade
- research paper, circa 15-20 pages: worth 35% of grade
- 2 primary source reports, oral, plus 3-4 page write up of each, each worth 10%
- class participation (attendance, participation in discussion, presentation, attention to deadlines, etc.) worth 20% of grade.

Books likely to be assigned reading for this course

David A. Bell, *Napoleon; A Concise Biography* (2015)
Felix Markham, *Napoleon* (1963)
Philip Dwyer, *Napoleon: The Path to Power* (2008)
Philip Dwyer, *Napoleon and Europe* (2001)
Isser Woloch, *Napoleon & His Collaborators* (2001)
Kate Turabian, *A Manual for Writers of Research Papers . . .* (recent edition)
Other assigned reading on the course Canvas site.

Principles and practices:

- This is an upper-level seminar, designed for serious students of history. I expect that it is your top academic priority this term. In my mind, the only work that trumps this seminar would be an Honors thesis. This being the case, I expect you to prepare and

attend every class. Unexplained and inexcusable absences or lack of preparation will have a severe impact upon your grade.

- As per the Dartmouth College Faculty's Resolution on Academic Honor, all written work submitted for this course (except for the pre-circulated discussion questions) must be your independent work. You should take care when writing the research paper to document each outside source from which you obtained information or ideas. See Turabian, *A Manual for Writers of Research Papers* . . . for specific information about citations. For information on plagiarism in general, consult the Dartmouth Institute for Writing and Rhetoric's website at

<http://dartmouth.edu/writing-speech/learning/materials/sources-and-citations-dartmouth>

You should consult with me if you have questions about what actions constitute plagiarism in a specific context.

- Please let me know as soon as possible about a documented disability that may affect your scholastic performance and any accommodation that I can make. All discussion will remain confidential, although I may consult the Student Disabilities Coordinator if questions arise.

- This is a class that depends upon your active participation discussion. **Please do not use your laptop during discussions.** Rather, spend a few minutes after each class's conclusion to summarize what you found to be its key points. And please turn off your cell phones.

Discussions

Many of the seminar discussions will be led by you, the students. In teams, each of you will be responsible for facilitating two seminar discussions. Each team will meet with me a few days before the scheduled class to discuss the material that you have read and how best to elicit thoughtful and lively class discussion. As a result of this meeting, each team will formulate 3 to 5 open-ended questions that you will circulate to the class via e-mail by 5 PM of the day prior to the appropriate class. All of you are responsible for preparing in your mind responses to these questions, as well as questions of your own so that you can contribute to the discussion.

Discussions will generally run for between forty-five minutes and an hour and a quarter. Class sessions will also often include one or more reports on primary sources, and/or a discussion of potential research topics and methods.

Presentations and written assignments

- You will write a brief essay, comparing how an episode in Napoleon's life has been treated in an earlier biography, in Felix Markham's biography (1963) and in a recent biography such as Dwyer's or Bell's. This essay will be 3 to 4 pages in length. You may use the parenthetical reference form. Be sure to include a bibliography that completely identifies the three biographies. The essay is due in class on April 7.

- You will twice report orally on a primary source relating to the topic/issue under discussion for that class. On Canvas I have posted a brief list of relevant primary sources for each topic/issue, available in English in the Dartmouth library system. You may choose one of these or identify another source on your own. There are many more sources available, in the Dartmouth libraries, from Borrow Direct and InterLibrary Loan, as well as some on-line, including many in French and other European languages. If you wish to report on a source that is not on my list, please check with me. I have also posted guidelines to evaluating primary sources and a brief example. Your report

should follow these guidelines. Your oral report should be about 10 minutes in length. The written evaluation, 3-4 pages in length, is due in the class following your oral report.

•The major writing assignment is a research paper circa twenty pages in length (ca 5000 words) on a subject relating to Napoleon's regime. You should base your argument as much as possible upon the evidence of primary sources. There are many primary sources for many potential topics readily available, but for some topics, sources in English may be scarce. If you are limited to English-language sources, your options for research may be somewhat constrained. Therefore you need to be flexible and creative both in your choice of topic and in how you approach the topic and focus your research. One way out of this difficulty would be to focus on British or American relations with, reactions to, or understanding of, Napoleon or his regime. There has been important research on these topics regarding Britain--we are reading a couple of examples--but much less dealing with the US so this is an area in which there is much room for original research. There is also plentiful memoir material available in translation--all of the major memoirists who have shaped our understanding of Napoleon, and the legends about him, are available in English. There is also plentiful memoir material, diaries and other first-person accounts available in English of aspects of Napoleon's wars, especially the campaigns in Spain, Portugal and Russia.

Early in the term we will hold a research workshop, to discuss possible research topics, sources and methods. I encourage you to come to my office hours, or make an appointment, to discuss your research plans. Later you will give me a statement of your proposed research topic and a preliminary bibliography, including primary sources.

In the final week of the term, you will submit a draft of your research paper and give a brief oral presentation (circa 10 minutes) of your research findings to the seminar. All of the students will read and comment on each classmate's draft paper. This preliminary draft need not be polished but it should be complete—an introduction that states your thesis, a body of the paper that makes the argument and a conclusion. The goal of this exercise is to allow you to receive constructive advice and criticism about your project before submitting a final draft. You will not be graded on the preliminary draft, however an evaluation of your participation as a presenter and commentator is part of your class participation grade. Your completed paper is due, in hard copy, on the last day of the term. The research paper is worth 35% of the final grade for the seminar.

Sample Syllabus:

Week 1

Introduction

1. Intro: Napoleon & Memory

Read: Markham, *Napoleon*

Course organization: assignment of discussion leading and primary source reports. Choice of Napoleon biographies for April 5 and 7. See the Biography list posted on Canvas.

The Man

2. Napoleon's Biography

Read: Markham, *Napoleon*

Consider for discussion: What were Napoleon's goals? Did they change over time? What were the means he used to achieve his goals and did these means change? Why the "permanent war"? Was Napoleon a Great Man? Do Great Men make history or vice versa? And, consider Markham as an historian. What is his purpose in writing a biography of Napoleon? What are his

sources and how does he use them? Markham published this book in 1963--how does the period during which he researched and wrote this biography influence his interpretation?

Choose episode/period for class # 4.

Week 2

3. Child as Father to the Man?

1. Dwyer, *Napoleon: The Path to Power*, Prologue: "The Bridge to Arcola" and Part 1: "The Outsider."

2. Chapter on Napoleon's youth from the biography selected from the Bibliography List posted on Canvas.

Consider for discussion: To what extent do Napoleon's biographers explain his later career or character by events and influences in his childhood? Would you characterize these efforts as psycho-history? hagiography? propaganda (for or against)? responsible biography? What is the evidence for Napoleon's early life and how credible is it? To what extent did Napoleon himself shape historians' views of his childhood? Do you agree with Wordsworth that "The Child is father to the Man" (from "My Heart Leaps Up When I Behold," 1802) and, if not, how should a biographer understand and explain the relationship between childhood and later life?

4. Character/Motivation

1. Chapter on chosen episode from Dwyer, *Napoleon; The Path to Power*

2. Chapter on this episode/period in the biography you chose for Tuesday's assignment.

Consider for discussion: How and on what issues do the three accounts that you have read--i.e., Markham, Dwyer, and the biography you have chosen--agree? On what issues do they disagree? To what extent do they emphasize the same issues or episodes, to what extent do their foci differ? How much of their agreement/disagreement can you attribute to the sources they used? to the time periods in which the biographies were written? To what extent can you identify a trend--change over time--in the conception of biography?

*****Short essay on biographies due**

Week 3

War

5: The Nature of Napoleonic Warfare

1. Black, *Western Warfare 1775-1882*, Chapt. 3: "Napoleon and His Opponents" CV

2. Bell, *The First Total War*, Introduction and Chapter 7: "Days of Glory" CV

•Research workshop--bring your laptops to class

6: Military culture

1. Hagemann, "The Military and Masculinity" CV

2. Cookson, "Regimental Worlds" CV

3. Forrest, "The Military Culture of Napoleonic France" CV

Week 4
Empire

7: Imperial France

1. Woloch, *Napoleon & His Collaborators* (you may omit chapter 5)
• **Research paper topic and preliminary bibliography due**

8: Creating a European Empire

1. Ellis, "The Nature of Napoleonic Imperialism" CV
2. Broers, "The Napoleonic Empire." CV
3. Woolf, *Napoleon's Integration of Europe*, chapt. 5 "Responses to Conquest" CV

Week 5

9: Dissent and Resistance

1. Esdaile, "Popular Resistance to the Napoleonic Empire" CV
2. Daly, *Inside Napoleonic France*, Chapt. 11: "Public Opinion." CV
3. Bell, *The First Total War*, Chapter 8 "War's Red Altar." (Spain) CV

Enemies & Allies

10: Britain

1. Simms, "Britain and Napoleon," CV
2. Colley, Chapt. 7: "Manpower." CV
3. Semmel, "Classifying Napoleon." CV

Week 6

11: Germany

1. Rowe, "Napoleon and State Formation in Central Europe" CV
2. Kaiser, "A Matter of Survival: Bavaria." CV
3. Breuilly, "The Response to Napoleon & German Nationalism." CV
- Research update. Schedule paper presentations.

12: New World: The US, Latin America and the Caribbean

1. Girard, "Bonaparte & the Emancipation Issue in Saint-Domingue." CV
2. Geggus, "French Imperialism and the Louisiana Purchase." CV
3. Napoleon & Mexico excerpts CV
4. Ocampo, *The Emperor's Last Campaign*, chapter 8, "A Bonapartist Court in Philadelphia." CV

Week 7
Aftermath

13: Congress of Vienna:

1. Chapman: "A Just Equilibrium." (overview) CV
2. Kissinger, "The Congress of Vienna: A Reappraisal." CV
3. Flockertzie, "Between Legitimacy & Realpolitik: The Saxons Assess Napoleon's Return." CV
4. Edward Timms, "The Pernicious Rift: Metternich and the Debate about Jewish Emancipation at the Congress of Vienna." CV

14: Legacy

1. Hazareesingh, "The Prince of Liberal Ideas" and "Conclusion: The Legend Lives On." CV
2. Semmel, "Fallen Greatness." CV
3. Woolf, *Napoleon's Integration of Europe*, "Epilogue: The Heritage" CV

Week 8

Research & Presentations

15: Workshop: Finishing your research paper.

16: Presentations

Week 9

17: Presentations

18: Presentations

Week 10

19: Conclusion:

Research paper due