Cover Sheet: Request 15208

EUH 3XXX – The French Revolution

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Anton Matytsin matytsina@ufl.edu
Created	8/3/2020 9:15:14 AM
Updated	1/26/2021 3:41:48 PM
Description of request	I am submitting this course for permanent addition to the course catalogue. This course examines one of the most transformational events in European and world history. The French Revolution brought about the overthrow of a centuries-old monarchy, the rapid mutation of social relations, the abolition of slavery, and the end of the Christian calendar. By examining the causes and the effects of the Revolution, this course introduces students to the major events of the period and to the historiographical debates among historians who continue to debate its significance.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - History 16280000	Jessica Harland-Jacobs		10/1/2020
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee recycles this request, with the following notes: • Telegraph Course Description. See https://gov.clas.ufl.edu/files/Cor Problems-Checklist.pdf • Grading rubric should be included for Participation and Professionalism? And possibly others. • Rewrite Course Objectives to standardized way. • Rewrite prereq to include course codes: EUH, AMH, HIS, etc. • Grading scale needed.	11/16/2020
No document changes					
Department	Approved	CLAS - History 16280000	Jessica Harland-Jacobs		1/26/2021
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		1/26/2021
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			1/26/2021
No document changes					
Statewide Course Numbering System					

Step	Status	Group	User	Comment	Updated
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 15208

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Submitter: Anton Matytsin matytsina@ufl.edu
Created: 2/10/2021 1:10:24 PM
Form version: 6

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
EUH

Course Level
Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:
3

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
XXX

Category of Instruction
Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:
Intermediate

• 1000 level = Introductory undergraduate
• 2000 level = Introductory undergraduate
• 3000 level = Intermediate undergraduate
• 4000 level = Advanced undergraduate
• 5000 level = Introductory graduate
• 6000 level = Intermediate graduate
• 7000 level = Advanced graduate
• 4000/5000= Joint undergraduate/graduate

• *4000/6000= Joint undergraduate/graduate*

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
The French Revolution

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
The French Revolution

Degree Type
Select the type of degree program for which this course is intended.

Response:
Baccalaureate

Delivery Method(s)
Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

Co-Listing
Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the

department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Fall

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
2021

Rotating Topic?
Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:
This course examines one of the most transformational events in European and world history. The French Revolution brought about the overthrow of a centuries-old monarchy, the rapid mutation of social relations, the abolition of slavery, and the end of the Christian calendar. By examining the causes and the effects of the Revolution, this course introduces students to the major events of the period and to the historiographical debates among historians who continue to debate its significance.

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
3 credits of an AFH, AMH, ASH, EUH, HIS, LAH, or WOH course

Completing Prerequisites on UCC forms:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that

major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH
* *

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
N/A

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:
The French Revolution was a watershed moment in the history of the Western world. Many historians believe it was the beginning of modernity, as the Revolution ushered in seismic transformations in political, social, economic, cultural, and intellectual life. These changes included turbulent popular upheavals that precipitated the unraveling of the existing social order, the end of the monarchy, the abolition of slavery, among other changes. French armies exported the ideas and the institutions of the Revolution into neighboring European countries, while political leaders fighting for independence in Haiti and in Latin America appropriated the rhetoric of the French revolutionaries for their own purposes.
As a world-historical event, the French Revolution merits serious attention. This course not only allows students to understand the complex events that took place between the 1780s and the 1810s, but also introduces them to the way in which historians have continued to debate various interpretations of the causes and the effects of the French Revolution. The course thus allows students to learn about the contested ways in which history is written and re-written.
The course will also complement existing courses EUH 3404, EUH 3405, and EUH4664.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
Objectives:
1. This course will familiarize students with the major events that occurred before and during the French Revolution. The lectures and secondary sources will offer students context and factual grounding. The primary sources will allow students to have a first-hand experience of the period.
2. This course will facilitate students' ability to understand the complex, and often contradictory, historical explanations that surround different historical events.

Outcomes:
1. As a result of taking this course, students will learn to read primary sources in a critical fashion, understanding how and why the texts they encounter were produced and how they were received both by contemporaneous audiences and by modern historians.
2. As a result of taking this course, students will improve their ability to express ideas and arguments in a clear and convincing fashion, both orally and in writing.
3. As a result of taking this course, students will learn how to argue a variety of perspectives and defend different points of view.
4. As a result of taking this course, students will learn to will compare and contrast the assumptions, approaches, and methodologies of various historians and critically examine the interpretations that they offer.

Course Textbook(s) and/or Other Assigned Reading

*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
Peter McPhee, Liberty or Death: The French Revolution (Yale, 2016) ISBN: 9780300228694
Jeremy Popkin, A Concise History of the Haitian Revolution (Wiley-Blackwell, 2011) ISBN: 9781405198219
Timothy Tackett, The Coming of the Terror in the French Revolution (Belknap, 2015) ISBN: 9780674979895
Alexis de Tocqueville, The Ancien Régime and the Revolution (Penguin Classics, 2008) ISBN: 9780141441641

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
Week 1: Introduction to the Course and the Significance of the Revolution
- Class 1: Introduction to the Course
- Class 2: The Importance of the Revolution

Week 2: The Old Regime
- Class 3: A Patchwork of Privilege in Eighteenth-Century France
- Class 4: Royal Absolutism and Its Limits

Week 3: The Enlightenment and the Intellectual Origins of the Revolution
- Class 5: The Enlightenment
- Class 6: The Public Sphere and Public Opinion

Week 4: Cultural, Social, and Economic Origins
- Class 7: The Cultural Origins
- Class 8: The Economic Origins and the Marxist Explanation

Week 5: The Pre-Revolution and the Immediate Causes
- Class 9: The 1780s and Road to the Estates-General
- Class 10: Convening the Estates General

Week 6: From Reform to Revolution (1789)
- Class 11: From the Estates-General to the National Assembly
- Class 12: The Great Fear and the Abolition of Feudal Rights

Week 7: The Radicalization of the Revolution
- Class 13: The Women's March on Versailles
- Class 14: Paris and the New Political Dynamic

Week 8: A New Constitutional Order
- Class 15: Religious Reform and the Civil Constitution of the Clergy
- Class 16: The End of Collaboration: The King's Flight to Varennes

Week 9: The Fall of the Monarchy
- Class 17: The Legislative Assembly and the Drive to War
- Class 18: The September Massacres and the Fall of the King

Week 10: Liberty, Equality, Fraternity, or Death
- Class 19: The Trial of Louis Capet (Class Debate)

- Class 20: The Crisis of 1793 and the Civil War in the Vendée

Week 11: The Revolution Devours Its Children
- Class 21: Terror Is the Order of the Day
- Class 22: The End of Robespierre

Week 12: The Haitian Revolution
- Class 23: The Slave Uprising
- Class 24: Fighting for Independence

Week 13: The Thermidorian Reaction and the Directory
- Class 25: Dismantling the Terror
- Class 26: The Directory

Week 14: The Rise of Napoleon
- Class 27: From the Directory to the Consulate
- Class 28: Consul for Life and Emperor

Week 15: Napoleon in Power
Class 29: The Rise and Fall of the Napoleonic Empire
Class 30: Conclusions: The Effects of the Revolution

Grading Scheme
List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
Letter Grade
A = 100–93 B = 86–83 C = 74–71 D = 62–60
A- = 92–90 B- = 82–79 C- = 70–67 D- = 59–56
B+ = 89–87 C+ = 78–75 D+ = 66–63 F = below 55

Participation: 15%
The participation portion of the grade will be calculated on the basis of attendance and participation in class activities. Since the pedagogical approach of this course depends heavily on student engagement and interaction, students are required, at a minimum, to participate in all class activities. Students are expected to attend all scheduled meetings, complete all the assigned readings, participate in discussion, and behave in a respectable and collegial manner. Participation is assessed primarily based on attendance, regular participation in class discussions, and group work. Regular and consistent contribution to discussions (i.e. on a weekly basis) in the form of comments and production questions will receive the highest marks. In some cases, students will also be asked to contribute to discussion boards on Canvas, which will allow students less willing to speak in class to express themselves. Attendance is mandatory. Students will be allowed 2 unexcused absences over the course of the semester. Each subsequent unexcused absence will reduce the participation grade by 1/3 (A to A- and so on).

Two Mid-Term Papers: 40% (20% each)
Students will write two papers on pre-assigned topics. The essays will be roughly 1500-2000 words in length. They will be based on your readings. You will be provided with prompts well in advance of the deadline. You will be evaluated on three criteria: 1) the quality and clarity of your argument; 2) the effectiveness of your use of evidence to support your thesis; 3) the quality of your expression. The Midterm papers will be due in Week 6 and Week 12, respectively

Mid-Term Exam: 20%
The midterm exam (given in Week 7 or Week 8) will involve a combination of short-answer ID questions and a longer essay.

Final Paper 25%
The final paper will take the place of the final exam. Like the first two papers, it will be based on the course readings. This essay will be 2000-2500 words in length. You will be evaluated on three criteria: 1) the quality and clarity of your argument; 2) the effectiveness of your use of evidence to support your thesis; 3) the quality of your expression.

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Anton Matytsin

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Response:
Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• *Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/public-results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.*

* *

Response:
Yes