

UCLA Immersive International Studies 2024

The International and Area Studies Program at UCLA acknowledges our presence on the traditional, ancestral, and unceded territory of the Gabrielino/Tongva peoples.

International and Area Studies 10 Track A: The French Revolution

Syllabus

Revised April 22, 2024



Liberté • Égalité • Fraternité

Image: Silhouette of head in white against background of blue and red, signifying the French flag, with French caption saying liberty, equality, and fraternity

Instructor

Dr. Jennifer Jung-Kim (she/her), jungkim@ucla.edu, 424-259-5743 (voice only)
Kendell Clarke (she/her)

Classes

Mon July 8- Friday July 12, 9:00 am to 5:00 pm, Rolfe 3126

Class modality and break times

Our class meets in-person and synchronously. There will be lunch breaks each day and students can bring a lunch or purchase food at many of the dining establishments located on campus. Most places at LuValle, Anderson, Ackerman, and Court of Sciences accept cash, but some places such as Panda Express and Epicuria do not take cash. Please note that students will not have enough time to go off campus for lunch. We will also have ample breaks midway through the morning and afternoon sessions.

Course credit

2 units of Pass/No Pass college credit upon satisfactory completion of course requirements.

Course description

International & Area Studies 10: Immersive International Studies explores key international events through *Reacting to the Past*, a vibrant and engaging immersive curriculum.

Rousseau, Burke, and Revolution in France, 1791 plunges students into the intellectual, political, and ideological currents that surged through revolutionary Paris in the summer of 1791.

Students are leaders of major factions within the National Assembly (and in the streets outside) as it struggles to create a constitution amidst internal chaos and threats of foreign invasion. Students will become familiar with primary sources such as Jean-Jacques Rousseau's *Social Contract* and Edmund Burke's *Reflections on the Revolution in France*, among other texts.

Students will engage with questions such as:

Will the king retain power? Will the priests of the Catholic Church obey the "general will" of the National Assembly or the dictates of the pope in Rome? Do traditional institutions and values constitute restraints on freedom and individual dignity or are they its essential bulwarks? Are slaves, women, and Jews entitled to the "rights of man"? Is violence a legitimate means of changing society or of purging it of dangerous enemies?

Learning objectives

By the end of the course, students should be able to:

- 1) Recognize major thinkers and texts related to the Enlightenment and the French Revolution;
- 2) Identify key factions and political agendas in the French Revolution;
- 3) Articulate positions on the obligations of citizenship in a democracy;
- 4) Look critically at history from different perspectives;
- 5) Develop a diverse skill set, such as persuasive speaking, critical thinking, research skills, problem solving, teamwork, argumentative writing, and leadership skills.

How to succeed in this course

Come to class on time and fully prepared to engage in our learning community. Complete your readings and assignments on time, and be proactive about asking questions and bringing up issues for discussion. Most of all, communicate any challenges with your instructor so we can find your path to success.

Required text

Jennifer Popiel, Gary Kates, and Mark C. Carnes, *Rousseau, Burke, and Revolution in France, 1791*, 2nd ed., (Chapel Hill: University of North Carolina Press, 2022). Print or digital.

You can access other materials on Bruin Learn through my.ucla.edu. You will need to set up two-factor authentication. You can also download a set of Duo codes in case you cannot access your phone.

Modifications for this course

This course has been modified for this intensive format with shortened readings and writing assignments. We have class time built in for writing assignments, so please speak with the professor if you have difficulty finishing assignments in the time given.

Course policies

Grading basis

In order to pass this course, students must attend all classes, complete assigned readings, participate actively, and submit two required writing assignments.

50% writing assignments

30% oral arguments

20% attendance and participation

A grade of C (75%) is required for a passing grade.

Sensitive topic

While the topic of this class may be sensitive, our discussion will be academic and multi-layered and our approach is historical, as history helps us to understand the present. Please raise any questions and concerns with the instructor so we can discuss and process the material.

Teaching and learning philosophy

Our class should be a learning community where we mutually respect and encourage each other to share meaningful views and learn together. But learning is proactive, so you are responsible for your own learning. You have to put in the work to read, think about the materials and issues, complete assignments on time, and challenge yourself to set appropriate goals for yourself. Remember that learning happens when we get out of our comfort zone into the "learning edge." For my part, I will provide a framework for you to learn about our course topic and I will help you build skills that you can use in your undergraduate career and beyond. If you have any difficulties, please communicate with me right away so we can find a workable solution. But please think of our class as a community above all else.

Website

Please refer to our course website regularly for important course-related information. Log on to www.my.ucla.edu and click on the link for our class to access our Bruin Learn site or go directly to bruinlearn.ucla.edu. Please test your access before class begins. You will need your BruinID and password set up in advance. We will also have a class Discord server.

Classroom atmosphere

While we cannot have debates without a clash of ideas, the classroom is to be a safe space and all debates are to be based on the spirit of cooperation and mutual respect. Students and parents are welcome to discuss any concerns with the professor at any time.

Syllabus

A syllabus is your road map for the course. Please refer to it as you prepare for each class, and communicate with the teaching team with any questions or concerns.

Technology

Students are encouraged to bring a computer, iPad/tablet, or at least a smartphone with some editing capabilities each day. Access to the UCLA WiFi network will be available. Please refrain from watching videos, playing games, or shopping online during class, as it is distracting and disrespectful.

Role sheets

At the end of the first day, you will receive your role sheets. It is important that you keep the role sheets and your objectives confidential. If your enemies discover your ultimate objectives, they can easily thwart your plans.

Citing and plagiarism

You are required to produce your own work for this course, but we will work on the proper use of citations so you can use evidence correctly and effectively. Chat GPT and other AI-writing software are generally not reliable and their use constitutes plagiarism.

Resources

Academic integrity

All policies in the UCLA Student Code of Conduct regarding academic integrity apply to this course, including policies regarding plagiarism. When warranted, infractions will be reported to the Dean of Students and may result in disciplinary action. UCLA's complete policy regarding

academic dishonesty can be found on the website for the Office of the Dean of Students:
<http://www.studentgroups.ucla.edu/dos/>

Accessibility

Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu.

Assault, harassment, and discrimination

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 1stFloor Wooden Center West, CAREadvocate@caps.ucla.edu, (310) 206-2465. In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached 24/7 at (310) 825-0768. You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator, 2241 Murphy Hall, titleix@conet.ucla.edu, (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491. Please note, I am legally required to share information of this nature with the Title IX office.

Schedule

Please familiarize yourself with the textbook before the week begins. If you have the e-book, PDF pages differ from in-text pages, so please refer to the section titles for the correct page numbers.

Monday, July 8

9:00-9:55	Introductions; background on Reacting to the Past
10:05-10:55	French history
11:05-11:55	Campus tour
12:00-1:00	Lunch break
1:05-1:55	Rousseau and the Enlightenment Read: "Versailles to Varennes," excerpts of Montesquieu, Voltaire, and Rousseau
2:05-2:55	French Revolution to 1789 Read: "Versailles to Varennes," Sieyès, "Declaration of the King," "August Decrees" Assign Louis XVI and Lafayette roles
3:05-3:55	Rousseau and Burke Read: Rousseau's <i>Social Contract</i> , Books One and Two; excerpts from Burke, <i>Reflections</i> , and <i>Declaration of the Rights of Man</i> Select editors
4:05-4:55	Prepare presentations on French demographics, geography, economy, laws, literature, popular culture, gender

Tuesday, July 9

9:00-9:55	Ice breaker; presentations
10:05-10:55	Starting the game: Individual roles and introductions; quiz Read: Gamebook "Roles," "Basic Game Rules"
11:05-11:55	Assign roles, select President of the Assembly Read: "Origin of the Jacobin Club" Faction meetings
12:00-1:00	Lunch break
1:05-1:55	Supervised writing of first article
2:05-2:55	Video
3:05-3:55	Discuss/edit first article; faction huddles
4:05-4:55	Team trivia

Wednesday, July 10

9:00-9:55	Ice breaker; discuss college admissions
10:05-10:55	Game session 1: National Assembly session on Civil Constitution
11:05-11:55	Continue game session 1; faction huddles, meet with professors
12:00-1:00	Lunch break
1:05-1:55	Game session 2: Second meeting of the National Assembly
2:05-2:55	Continue game session 2; faction huddles, meet with professors

3:05-3:55	Supervised writing of second article
4:05-4:55	Video

Thursday, July 11

9:00-9:55	Ice breaker; discuss college best practices
10:05-10:55	Discuss/edit second article
11:05-11:55	Game session 3: Third meeting of the National Assembly
12:00-1:00	Lunch break
1:05-1:55	Continue game session 3; faction huddles, meet with professors
2:05-2:55	Game session 4: Fourth meeting of the National Assembly
3:05-3:55	Continue game session 4; faction huddles, meet with professors
4:05-4:55	Video

Friday, July 12

9:00-9:55	Ice breaker; discuss college-life balance
10:05-10:55	Supervised writing of third article
11:05-11:55	Game session 5: Fifth meeting of the National Assembly
12:00-1:00	Lunch
1:00-1:55	Finish Game session 5; faction huddles
2:05-2:55	Game session 6: Final meeting of the National Assembly
3:05-3:55	Postmortem discussion
4:05-4:55	Faction presentations on aftermath of the French Revolution