



TRUE BLUE CORE

HIST 2065 Napoleon's Wars

Section

Middle Tennessee State University

Fall or Spring

3 Credit Hours

Instructor Information

Professor:

Email:

Office Location:

Office Phone:

Office Hours:

Class Location:

Class Time:

General Education Category: Civic Learning

This course meets the following learning outcome:

Students will demonstrate civic learning by using knowledge, information, and understanding to comprehend civic identity and civic obligations in local and global contexts.

By the end of this course, students will be able to:

1. Identify and describe issues and perspectives among more than one community and analyze what can be learned from diverse issues and perspectives in local or global contexts.
2. Describe knowledge from a disciplinary perspective, making relevant connections to some of the following: civic life and identity, politics, government, workplace, and organizations.
3. Analyze how civic actions may impact individuals and/or communities.

Intellectual Understanding Objectives

- Cultural Self-Awareness: Identifies own cultural rules and perspectives
- Knowledge of Diverse Cultural Frameworks: Demonstrates understanding of other cultures in relation to history, values, politics, communication styles, aesthetic

expression, economy, or beliefs and practices and how these shape interactions and inequalities within and across cultures.

- **Verbal and Nonverbal Communication**: Recognize cultural differences in written, oral, embodied, or other mediated formats.
- **Empathy**: Recognize intellectual and emotional dimensions of worldviews and perspectives.
- **Curiosity and Openness**: Interact with culturally different others. Ask questions about other cultures and seeks answers to these questions.

True Blue Core Knowledge Domain: History and Civic Learning (HCL) (6 hours)

- **For all catalogs 2024-2025 and beyond, this course (3 hours) satisfies the True Blue Core curriculum requirement for Explorations in History & Civic Learning. To learn more about TBC requirements: <https://w1.mtsu.edu/truebluecore/core.php>**
- **For all catalogs prior to 2024-2025, this course may NOT be used to satisfy general education requirements. Students wishing to switch to the 2024-2025 catalog should see their advisors to discuss the implications of changing catalogs. To learn more about general education requirements for catalogs prior to 2024-2025: https://w1.mtsu.edu/gen_ed/requirements.php**
- **The TBC outcome for Explorations in History and Civic Learning (HCL): Students demonstrate civic learning by using knowledge, information, and understanding to comprehend civic identity and civic obligations in local and global contexts.**

Contacting Your Instructor

I will always try to respond to your emails in as timely a manner as possible, but sometimes, I will not be able to answer you immediately. As such please give me 24 hours to respond to your emails. Please contact me through the email address listed above. For a faster response, please email me at the email address listed above. I will always respond to emails sent via D2L, but I will not be able to do so as quickly as I can't link this email address to my phone and other devices.

Per the Family Educational Rights and Privacy Act (FERPA), all email communication for this course should be conducted through official university email accounts. As such, I will only respond to emails from the course D2L account and your MTSU assigned MTMAIL account. I will not respond to student emails sent via a non-institutional assigned email account. Along similar lines, if you have a grade inquiry, please see me in person, as I do not like to discuss specifics regarding grades via email due to privacy concerns.

Email Etiquette

When sending emails please remember that this is a professional setting. All emails should be addressed to Prof. or Dr. Holley. When you send me an email, please provide the section number of the course if possible. Your email should also contain a subject heading. Also, please sign the email with your name, and clearly explain your issue or question in the email. If we spoke in class remind me briefly of the content of our conversation. Occasionally, I can be the absent-

mindful professor, and sometimes get exact details of conversations confused, so if we spoke in class a friendly reminder regarding the context of our conversation is helpful.

Required Texts

Al-Jabarti, Sheik and Shmuel Moreh. *Napoleon in Egypt: Al-Jabarti's Chronicle of French Occupation, 1798, 3rd Edition*. Princeton: Markus Wiener Publishers, 2010.

- If you cannot find this book let me know, and I can give you an alternate book to get. It is out of print, but there are copies floating around.

Blaufarb, Rafe. *Napoleon, Symbol for an Age: A Brief History with Documents*. Boston: Bedford/St. Martins, 2007.

Esdaille, Charles. *Napoleon's Wars: An International History*. London: Penguin Books, 2007.

I will provide selected readings from the following works:

Duquette, Elizabeth. "The Man of the World," *American Literary History*, Vol. 27, No. 4 (Winter 2015), pp. 635-664.

Student Intellectual Property

Any information, assignments, discussion posts, personal videos, etc. that are posted to D2L by a student are the intellectual property of that student. You should not download or copy, for your own use, the intellectual property of another student.

Course Description

This semester we will examine the Napoleonic era from a global perspective. This course will focus primarily on Europe and the broader Mediterranean world, but will extend beyond this setting to grapple with the global context and impact of Napoleon's rise and fall as well. This course will examine how the eras many wars, political intrigues and diplomatic betrayals, personal connections and squabbles, grand strategies, and human dramas impacted global history. While we will give proper attention to the political and military aspects of this history, we will also move beyond the battlefield to examine the social and cultural history of the period. We may even examine the difference between art and history from time to time this semester. We delve into the complexities of how France moved from a monarchy, to a republic, to an Empire, and back again, and the impact these machinations had on global history.

Central Questions

- How did Napoleon impact global history and development in places such Italy, Egypt, the Ottoman Empire, Haiti, and Louisiana and the United States?
- How did the child of minor Corsican nobility rise to become the Emperor of France?
- Did Napoleon fulfill or betray the ideals of the French Revolution?
- What were the political and military causes of warfare during this period, and what can an understanding of this period teach us?
- Was there a Napoleonic grand strategy, or was Napoleon simply luck (as some have asserted)?
- What impact did Napoleon have on concepts of gender and race?

Title IX Statement

- 1 Students who believe they have been harassed, discriminated against or been the victim of sexual assault, dating violence, domestic violence or stalking should contact a Title IX/Deputy Coordinator at 615-898-2185 or 615-898-2750 for assistance or review MTSU's Title IX website for resources. <http://www.mtsu.edu/titleix/>
- 2 MTSU faculty are concerned about the well-being and development of our students and are legally obligated to share reports of sexual assault, dating violence, domestic violence and stalking with the University's Title IX coordinator to help ensure student's safety and welfare. Please refer to MTSU's Title IX site for contact information and details. <http://www.mtsu.edu/titleix/>

Assignments

Attendance

As this is an in-person course, attendance is required. As such, 10% of your final grade will stem from your attendance in this course. Everyone will start the semester with a 100/100 in attendance. You will be allowed three absences for the semester before your grade drops. On your fourth absence your attendance grade will drop 10 points and will drop another 10 points for each absence after that. Therefore, I advise all of you to save your absences in case you need them. The exception to this is university approved absences which will not count against you. Absence from class does not dismiss you from any due dates. If an assignment is due on a day, you miss class, you should still submit that assignment. I understand things may come up that require you to leave class early sometimes. If this is the case, please let me know prior to class.

Discussion

When we have in class discussions, or some activity relevant to the material being discussed. It is important that you take part and participate in these activities. It is not enough to simply be in attendance. You must be actively involved in the course's activities to get your participation credit. Often these activities will require you to combine the knowledge you have gained from lecture and the reading material and to think analytically and critically. These discussions will examine assigned readings and other materials used in class.

Exams

You will have one midterm exam and a final exam in this course. The final exam is not cumulative. The exams consist of two parts. The first part will present you with a term or and ask you to write a short paragraph to identify the term. You should focus on answering who, what, when, where, and why it is historically significant. To receive full credit, you must answer why the term, event or person is historically significant. In the second part of the exam, you will be presented with a prompt and asked to write an essay to answer that prompt. Usually, these prompts are designed to be fully addressed with a standard five paragraph essay. When grading your exams, I always try to leave plenty of feedback so that you can more easily identify areas in which you need to improve for the next exam. As such, it takes some time to grade exams.

Therefore, I ask that you give me two weeks to grade your exams. Often, I can have your exams returned more quickly than this, though. All exams will require students to bring a bluebook to class with them (you will need a new bluebook for each exam). These can be obtained from the University bookstore, the PODs, or Textbook Brokers (I think Textbook Brokers has them for free). Typically, I will post a study guide for the exam on D2L a week to a week and a half in advance of the exams.

Research Paper

This semester everyone will write a short research paper on a topic of their choosing. These papers are meant to introduce you to the Napoleonic era and the idea of historical research and writing. These papers should be 1,500-1,800 words in length (that is the actual body of your paper should be this long). Topics for your paper should be cleared with your instructor by the end of September. Topics chosen should broadly fit into the course themes of the Napoleonic era. Students must choose topics for their papers that examine the impact of Napoleon's reign and/or wars on global history. These papers will be due in the dropbox no later than **THE DUE DATE**. Your paper must include both primary and secondary sources. You should use scholarly sources (which means no sites such as Wikipedia). If you need help with source material please ask me and I will be happy to help. Your paper should adhere to the Chicago Manual of Style. All citations should be either footnotes or endnotes (no parenthetical citations). Your paper should be grammatically clean and written in 12 point, Times New Roman font with 1-inch margins.

Ideas for paper topics: These are just some ideas to help you along the way. Feel free to choose one of these topics or come up with an idea of your own. Either way, you must have your paper topic approved by me.

- How did Napoleon's invasion of Egypt impact the people, culture, and politics of Egypt?
- How did the Congress of Vienna reshape global history?
- How did Napoleon's civil code impact global history?
- How did Napoleon's reign influence and impact United States?

Book Review

Each student will complete one 750-1,000-word book reviews this semester. Students should select a title related to one of the topics covered this semester for their review. Titles must be approved by your instructor. Details and parameters for this assignment can be found in the dropbox in D2L. You should note that these are books reviews and not book reports. Your review should do more than simply provide us a synopsis of the book. Instead, your review should be an analytical discussion of the book, its argument, and sources. Make sure to read the details in the dropbox carefully prior to beginning your book review. Also, feel free to ask me for help if you are stuck. These books will also be discussed in class. Students will be allowed to select one of the books to review from the following list to review:

Black, Jeremy. *The War of 1812 in the Age of Napoleon*. Norman: Oklahoma University Press, 2014.

Bonura, Michael. *Under the Shadow of Napoleon: French Influence on the American Way of Warfare from Independence to the Eve of World War II*. New York: New York University Press, 2012.

Cerami, Charles. *Jefferson's Great Gamble: The Remarkable Story of Jefferson, Napoleon and the Men behind the Louisiana Purchase*. Naperville, IL: Sourcebooks, 2004.

Cole, Juan. *Napoleon's Egypt: Invading the Middle East*. New York: Palgrave Macmillan, 2007.

Duquette, Elizabeth. *American Tyrannies in the Long Age of Napoleon*. Oxford: Oxford University Press, 2023.

Fick, Carolyn E. *The Making of Haiti: The Saint Domingue Revolution from Below*. Knoxville: University of Tennessee Press, 1990

Hawkins, Timothy. *A great Fear: Luís de Onís and the Shadow War Against Napoleon in Spanish America, 1808-1812*. Tuscaloosa: The University of Alabama Press, 2019.

Rothenberg, Gunther E. *The Art of Warfare in the Age of Napoleon*. Bloomington: Indiana University Press, 1981.

Film Review

Students must complete on 750-1,000 word film review this semester. To begin, each student should select a film that is set in or about the Napoleonic era and watch the film. Films must be approved by the instructor (see me if you need ideas). Your review of the film should discuss the relationship between the filmmaker's portrayal of the period compared to what you have learned this semester. In what ways was the film accurate and in what ways did the film stray from historical accuracy? Why did the filmmakers make the decisions that they did? What message is the film trying to portray? In what ways does this film help us understand the period and in what ways does the film limit our understanding? You should end your review with your personal assessment of the film?

Ideas for Films

- Napoleon (2023): This recent film starring Joaquin Phoenix is a divisive one. Some people love it, while others loathe it. Either way, it makes for an interesting title for review.
- Waterloo (1970): A classic film about the epic battle of Napoleon
- Napoleon (2002): This is actually a TV mini-series starring Christian Clavier, but it is very well done. It blends military history and drama that makes it feel like a Napoleonic Soap Opera. It is 4 episodes, but worth the watch if you are interested.
- Captain Horatio Hornblower (1951): Another classic about a British Naval captain (there is actually an entire series of Hornblower films you can check out).
- Master and Commander: The Far Side of the World (2003): A more recent film starring Russell Crowe. This is another great film worth checking out.

- Sharpe Series: There is an entire series of films about a British officer named Richard Sharpe. Feel free to check out one of these films (but you really need to start with the first film, *Sharpe's Rifles*, to understand things).
- War and Peace (1965): This is a massive film about a massive book. This classic weighs in at 6 hours 33 minutes, but it is interesting.
- There are others, these are just some of the highlights.

Grading Scale

- 90 or above for an A
- 88-89 for a B+
- 80-87 for a B
- 78-79 for a C+
- 70-77 for a C
- 60-69 for a D

Anything less than 60% constitutes failure of the course.

Weight of Assignments

- | | |
|------------------|-----|
| • Attendance: | 10% |
| • Exam 1: | 25% |
| • Exam 2: | 25% |
| • Film Review | 10% |
| • Research Paper | 20% |
| • Book Review | 10% |

Online Resources

Research and Writing Resources

This bulleted list contains links to online resources for research and writing. Each link opens in a new window.

- [MTSU Library Guide to History Research](http://libraryguides.mtsu.edu/history) [http://libraryguides.mtsu.edu/history]
- [MTSU Library Citation Style](http://libraryguides.mtsu.edu/content.php?pid=341697)

[Guides](http://libraryguides.mtsu.edu/content.php?pid=341697) [http://libraryguides.mtsu.edu/content.php?pid=341697]

- [MTSU Writing Center](http://www.mtsu.edu/writing-center/) [http://www.mtsu.edu/writing-center/]
- [Purdue Owl \(Online Writing Center\)](https://owl.english.purdue.edu/owl/) [https://owl.english.purdue.edu/owl/]
- [Bedford St. Martin's re:](http://bcs.bedfordstmartins.com/rewriting2e/default.asp)

[Writing](http://bcs.bedfordstmartins.com/rewriting2e/default.asp) [http://bcs.bedfordstmartins.com/rewriting2e/default.asp]

- [Tutoring Resources at](http://www.mtsu.edu/studentsuccess/tutoring.php)

[MTSU](http://www.mtsu.edu/studentsuccess/tutoring.php) [http://www.mtsu.edu/studentsuccess/tutoring.php] The history department offers peer tutoring. Need help preparing for exams? Click on the link to find the hours for which history tutoring is available.

MTSU Frequently Used Resources

Click on this link to access a general list of frequently used MTSU resources (opens in a new window): [MTSU Frequently Used Resources](http://www.mtsu.edu/universitycollege/distance/frequently_used_resources.php) [http://www.mtsu.edu/universitycollege/distance/frequently_used_resources.php]

Free Tutoring - Take advantage of our FREE tutoring service and learn how to study, get help with understanding difficult course material, receive better test grades, or simply improve your grade point average. Tutoring is available in *study skills* and *learning strategies*, including time management, note taking, when and where to study, and memory principles. Tutoring is also available in over 200 courses, including biology, history, computer information systems, physics, math, psychology, chemistry, economics, recording industry, and many more. The central location for tutoring is the Tutoring Spot, located in Walker Library, but tutoring is also conducted at various other campus sites. For available tutoring opportunities, visit <http://mtsu.edu/studentsuccess/tutoring.php#on> . For questions, call the Tutoring Spot at [615-904-8014](tel:615-904-8014).

Ground Rules

Late Policy

It is important for assignments to be submitted on time. Any assignment turned in after the due date will result in the grade being lowered 10 points per 24 hours that the assignment is late. If an assignment is 1 minute late, it is still late. So, get your assignment in on time.

Make Up Exams

If you miss an exam, it is your responsibility to schedule a make-up with me. I will not come looking for you if you miss an exam or other assignment. If you miss an exam, you **must** contact me within 48 hours to schedule a make-up exam. Furthermore, I will not give a make-up for any previous assignment during finals week. If you know you will miss class on the date of an assignment let me know as soon as possible. If you miss class on the day your paper is due, you still have to submit your paper that day. Missing class is not an excuse for not submitting a paper. Once again, I will not seek you out to make up an assignment. It is your responsibility to contact me to discuss options for making up a missed assignment. Make-up exams will be in the same format as the in-class exam but may feature different questions from the in-class exam. **Furthermore, you will not have a choice of essay questions on the make-up exam.** I will simply select one from the study guide and put it on the make-up exam. Since I am leaving quizzes open for an entire week at a time, **I will not reopen quizzes** once they close. If you miss the quiz, you just miss the quiz. Furthermore, you are still responsible for the weekly quizzes even if you are not in class that week.

Statement on the Use of Technology during Class

When you are in class, please make sure that your cell phones are silenced as it can be disruptive to myself and your classmates when they make noise during class. Please do not text or listen to music (even if you are using headphones) during class. This is both rude and disruptive to everyone else in the class. Feel free to use a laptop (or tablet) to take notes during class, but you

should only use laptops (and other technology) to take notes or perform other activities related to this class. Browsing the internet, checking email, online shopping, working on assignments for other courses, or using your device in any way other than directed is prohibited. Failure to comply with any of these rules will result in you being dismissed from class for the day and receiving a zero in attendance for that day. During an exam, you should not have any electronic device out for any reason. Failure to comply will result in the student being removed from class and receiving a zero on the assignment (students who speak English as a second language may use an electronic dictionary/translation device upon the instructor's approval).

Statement on Academic Integrity

Academic integrity is a hallmark of Middle Tennessee State University. We expect students to complete academic exercises, i.e., assignments turned in for credit, that are original and appropriately credit all sources used.

Academic misconduct includes, but is not limited to:

- Plagiarism: The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. This includes self-plagiarism, which occurs when an author submits material or research from a previous academic exercise to satisfy the requirements of another exercise and uses it without proper citation of its reuse.
1. Cheating: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. This includes unapproved collaboration, which occurs when a student works with others on an academic exercise without the express permission of the professor. It also includes purchasing assignments or paying another person to complete a course for you.
 2. Fabrication: Unauthorized falsification or invention of any information or citation in an academic exercise.

Going online and using information without proper citation, copying parts of other students' work, creating information to establish credibility, or using someone else's thoughts or ideas without appropriate acknowledgment is academic misconduct. If you have a question about an assignment, please ask me to clarify. All cases of academic misconduct will be reported to the Director of Student Academic Ethics and may result in failure on the test/assignment or for the course.

When students participate in behavior that is considered to be academic misconduct, the value of their education and that of their classmates is lessened, and their academic careers are jeopardized.

Plagiarism and Cheating Policies

Plagiarism and cheating are serious offenses. The MTSU Student Disciplinary Rules clearly states what constitutes academic dishonesty:

“Academic Misconduct. Academic misconduct may consist of acts of plagiarism, cheating, or fabrication. For purposes of this section the following definitions apply:

- Plagiarism. The adoption or reproduction of ideas, words, statements, images, or works of another person as one’s own without proper attribution. This includes self-plagiarism, which occurs when an author submits material or research from a previous academic exercise to satisfy the requirements of another exercise and uses it without proper citation of its reuse.
- Cheating. Using or attempting to use unauthorized materials, information, or aids in any academic exercise or test/examination. Cheating includes unapproved collaboration which occurs when a student works with others on an academic exercise without the express permission of the faculty member.
- Fabrication. Unauthorized falsification or invention of any information or citation in an academic exercise.” [#24 under Disciplinary Offenses; <http://www.mtsu.edu/policies/student-affairs/III-00-03.php>]

Going online and using information without proper citation, copying parts of other students’ work, creating information to establish credibility, or using someone else’s thoughts or ideas without appropriate acknowledgment is academic misconduct. If you have a question about an assignment, please ask me to clarify. All cases of academic misconduct will be reported to the Director of Student Academic Ethics and may result in failure on the test/assignment or for the course.

When students participate in behavior that is considered to be academic misconduct, the value of their education and that of their classmates is lessened, and their academic careers are jeopardized.

In addition, please be aware that the use of a third party to submit a student's work is only allowed when accommodations are approved by the Disabled Student Services Office. Students found to be in violation of this policy will be reported to the faculty member and Dean of Student Affairs.

For a general statement of community standards and expectations, click on this link (opens in a new window): [Student Code of Conduct](http://www.mtsu.edu/student-conduct/). [http://www.mtsu.edu/student-conduct/]For a more detailed explanation of misconduct, click on this link (opens in a new window): [Student Disciplinary Rules](http://www.mtsu.edu/policies/student-affairs/III-00-03.php) [http://www.mtsu.edu/policies/student-affairs/III-00-03.php]

If you are caught in any sort of academic dishonesty, you will suffer all due penalties. Possible penalties include failing the assignment, failing the course, and expulsion from the university. All academic dishonesty cases will be referred to Mr. Jeremy Ancar in the Provost’s office and could potentially become a part of your permanent record. Please be aware that if an incident of academic dishonesty becomes part of your permanent record, it may affect your ability to apply for jobs that require a background check.

Complete the Plagiarism Tutorial

If you are not clear about what plagiarism is and fear that you may plagiarize unintentionally, please complete the plagiarism tutorial from Bedford St. Martin's by clicking on this link (opens in a new window): [Avoiding Plagiarism](#)

[Tutorial](http://bcs.bedfordstmartins.com/rewritingbasics2e/default.asp) [http://bcs.bedfordstmartins.com/rewritingbasics2e/default.asp]

Students with Disabilities

Accommodations for Students with Disabilities

Reasonable Accommodations for Students with Disabilities: Middle Tennessee State University is committed to campus access in accordance with Title II of the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973. Any student interested in reasonable accommodations can consult the Disability & Access Center (DAC) website and/or contact the DAC for assistance at 615-898-2783 or dacemail@mtsu.edu.

If you have a disability that may require assistance or accommodation, or you have questions related to any accommodations for testing, note takers, readers, etc.. please speak with me as soon as possible. You may also contact the Office of Disabled Student Services (898-2783) with questions about such services.

Adaptive Technology Center

The Adaptive Technology Center (ATC) is a campus resource for students who are registered with MTSU's Disability & Access Center (DAC). ATC is here to provide alternative formats of print material, adaptive hardware/software, and any other form of access via technology that is within its ability to offer.

The ATC lab is located on the first floor of Walker Library, room 174. If you are interested in these services but have not registered with DAC, their office is on the first floor of the Keathley University Center, room 120.

Request a digital, braille, large print, or tactile form of your book or print material by clicking on this link (opens in a new window): [Request Form](#) [http://goo.gl/dwqdrk]

Borrow adaptive computer and audio equipment from the ATC by clicking on this link (opens in a new window): [Borrow Adaptive Technology](#) [http://goo.gl/9KSYIF]

Request a free installation of adaptive software (Kurzweil, JAWS, ZoomText, etc.) by clicking on this link (opens in a new window): [Get Adaptive Software](#) [http://goo.gl/Qx3Gh5]

HOPE (Lottery) Scholarship Information

Statement from the MTSU Scholarship Office

- Do you have a lottery scholarship? **Lottery Eligibility Statement:** To retain the Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 and 48 attempted hours and a cumulative TELS GPA of 3.0

thereafter. A grade of C, D, F, FA, or I in this class may negatively impact TELS eligibility.

- If you drop this class, withdraw, or if you stop attending this class you may lose eligibility for your lottery scholarship, and you will not be able to regain eligibility at a later time.

For additional Lottery rules, please refer to your Lottery Statement of Understanding form. Click on the link to access the form (opens in a new window) [Lottery Statement of Understanding](http://www.mtsu.edu/financial-aid/forms/LOTFOD.pdf). [http://www.mtsu.edu/financial-aid/forms/LOTFOD.pdf] Or contact your MT One Stop Enrollment Counselor. Click on the link to find your counselor (opens in a new window): [Find your counselor](http://www.mtsu.edu/one-stop/counselor.php). [http://www.mtsu.edu/one-stop/counselor.php]

Important Dates:

Weekly Schedule

Week 1: Introduction

Course Introduction and Making History: The Breakup

The Ancien Regime on the eve of Revolution and France's Relationship with World Before Napoleon

Reading:

- Syllabus

Week 2: Rise of the French Republic

France in Turmoil: The Outbreak of Revolution in France

The Outbreak of War and the Terror

Reading:

- Esdaille, *Napoleon's Wars*, Introduction
- Blaufarb, Part One (pg. 1-30)

Week 3: The Rise of Napoleon

War comes to Europe: The Wars of Revolution

From Corsica to Toulon: The Rise of Bonaparte

Reading:

- Esdaille, *Napoleon's Wars*, Chapter 1-2
- Blaufarb, pg. 31-36.

Week 4: General Bonaparte in Italy, Africa, and the Middle East

Napoleon's Italian Intrigues

Napoleon's Impact on Egypt, Africa, and the Middle East

Reading:

- Esdaille, *Napoleon's Wars*, Chapter 3
- Al-Jabarti, *Napoleon in Egypt*
- Blaufarb, 37-51.

Week 5: The World Reacts to a New Emperor

Another Italian Affair: Marengo, Amiens, and Napoleon's attempt at a New Global Order

Napoleon Crowned: The War of the Third Coalition and the World's Reaction to a New Emperor

Reading:

- Esdaille, *Napoleon's Wars*, Chapter 4-5
- Blaufarb, Chapter 2 (pg. 52-69, 82-87, 101-117)

Week 6: The Global Impact of the Napoleonic Code

Napoleonic Code: The Global Context of Napoleon's Civil and Legal Code

Exam I

Reading:

- Blaufarb, (pg. 70-81, 88-100)

Week 7: Napoleon's Impact on Latin American and the United States

American Affairs: Haiti, Louisiana, and Napoleon's Impact on the Americas

1806: The Prussian Campaign, the Confederation of the Rhine, and Napoleon's impact on Germany

Reading:

- Esdaille, *Napoleon's Wars*, Chapter 6
- Blaufarb, (pg. 158-174)

Week 8: Napoleon's Impact on Germany

Fall Break: No Class

1806-7: Master of Europe: From Eylau to Friedland and Napoleon's impact on Eastern Europe

Reading:

- Esdaille, *Napoleon's Wars*, Chapter 6
- Blaufarb, (pg. 118-139).

Due:

- **Submit Book Review**

Week 9: Napoleon's Impact on Eastern Europe and Spain

Wagram and Beyond: Jomini, Clausewitz, and Napoleon's Impact on Global Military thought and Reform

Napoleon's Ulcer: Napoleon's impact on Spain

Reading:

- Esdaille, *Napoleon's Wars*, Chapter 7
- Blaufarb, (140-157, 175-180).

Week 10: Napoleon's Impact on Global Military Thought and Gender

Foes of Napoleon: Napoleonic thoughts and impacts on Gender

Napoleon's Mistake: The Invasion of Russia and the global turn against Napoleon

Reading:

- Elisabeth Krimmer, "An Ingenious Tyrant: The Representation of Napoleon Bonaparte by German Women Writers: PDF provided on D2L
- Blaufarb, (181-185).

Week 11: The Fall of the Emperor

The War of 1812

Napoleon Defeated; From Leipzig to Abdication: International Impacts of Napoleon's Fall and First Exile

Reading:

- Esdaille, *Napoleon's Wars*, Chapter 9-10
- Blaufarb, (186-189).

Due:

- Submit Film review to the Dropbox

Week 12: The Congress of Vienna Reshapes the World Order

The Emperor on the Big Screen: Discussion of Napoleonic Film

The Congress of Vienna and Reshaping the International Order

Reading:

- Esdaille, *Napoleon's Wars*, Chapter 11.

Week 13: Napoleon Meets his Waterloo

The Hundred Days: The Final Fall of the Emperor

Exile: The World Napoleon made and the World without Napoleon

Reading:

- Blaufarb, (190-213).

Week 14: Thanksgiving

No Class: Put the finishing touches on your paper.

Thanksgiving Break: Enjoy Turkey

Read:

- No reading assignment this week

Due:

- **Submit Research Paper**

Week 15: The End

Napoleon Beyond the Grave: The international legacy and impacts of Napoleon's reign

Study Day: No Class

Reading:

- Elizabeth Duquette, "The Man of the World," *American Literary History*, Vol. 27, No. 4 (Winter 2015), pp. 635-664 (This article will be provided as a pdf file on D2L).

Due:

- **Prepare for Final**

Finals Week
