

**HISTORY 210/241**  
**LAFAYETTE IN THE AGE OF ATLANTIC REVOLUTION,**  
**1757-1834**

**AUTUMN SEMESTER 2007**

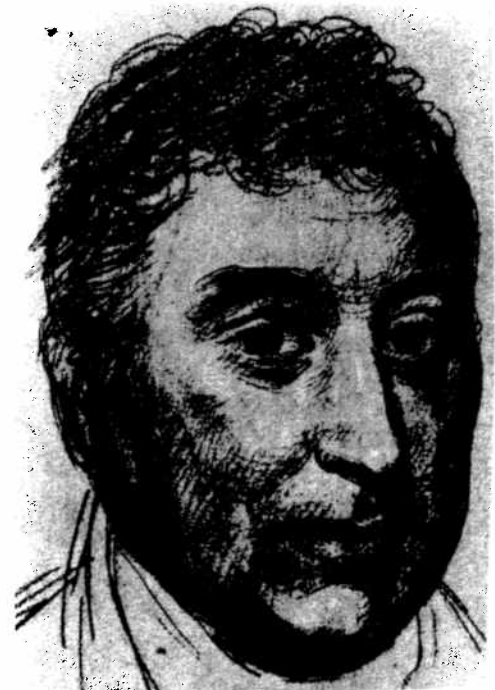
**Pre-Requisites: History 101-102 or History 103-1104**

**Ever wonder what it would be like to be a 19 year old Major General?**

**Ever wonder what it would be like to be an eyewitness at the center of the major world events of your lifetime? -- A friend of Washington, Jefferson, Franklin, Madison, Monroe, Jackson, Clay, Wilberforce, Bentham, Frances Wright, Maria Malibran?**

**Interested in human rights? Gender issues? Issues in the abolition of slavery? Have you ever wondered what it would be like to have your every movement and word observed by the secret police of a repressive government? — To be regarded as a symbol of liberty by people from the United States, France, Britain, Ireland, the Germanies, Belgium, Poland, Italy, Spain, Greece, Algeria, Mexico, Colombia, Venezuela, Argentina, Haiti?**

**Find out!!!!**



## HISTORY 210/HISTORY 240

Special Topics: Lafayette and the Revolutionary Atlantic, 1757-1834

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Autumn Term 2007

[Course Time and Location]

Office Hours: MWF 10-11, 3-3:30

and also by appointment

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"The cause of America is in a great measure the cause of all mankind. Many circumstances hath, and will arise, which are not local, but universal, and through which the principles of all Lovers of mankind are affected, and in the Event of which their Affections are interested." Thomas Paine, *Common Sense* (1776)

"May this immense temple of freedom ever stand a lesson to oppressors, an example to the oppressed, a sanctuary for the rights of mankind!" Lafayette's Address to Congress, December 11, 1784.

"He [Washington] was the outstanding architect of political reform, even as Your Excellency is the outstanding citizen-hero, the champion of freedom, who on the one hand has served America and on the other the Old World of Europe." Letter of Simon Bolivar to Lafayette, March 20, 1826.

"Without anticipating the French nation, let us hasten to express the wish to bring to the monument that it will no doubt dedicate to Lafayette, our share, modest as the offering of the exiled, but submitted with a religious fervor that we have sworn to the memory of this defender of the rights of mankind and of our cause." Letter of Dwernicki to Polish Refugees in France, May 20, 1834.

### Course Description:

**Prerequisites** History 101 & 102 or 103 & 104

**Focus** The major political and intellectual crosscurrents between North and South America and Europe seen through the life of the Marquis de Lafayette (1757-1834).

**Major Components** The background of the Early Modern era in the Atlantic, The transatlantic Enlightenment, The American Revolution, The French Revolution, the Napoleonic Era, the Restoration, the revolutions of 1830, the legacies of the era and the man.

**Course Objectives** Upon completion of this course, the student should be able to meet the following objectives relating to the subject matter: 1) understand and appreciate the nature of history and the historical inquiry, 2) understand and

describe the interaction of political and intellectual factors in the world of Atlantic revolutions from 1757 to 1834 as revealed through a study of the life of Lafayette, 3) develop an appreciation and understanding of the era through studying the life of a major personality of that period, and 4) analyze the developments of the era that have influenced the structures and content of liberal democracy as a global movement since then.

**Required Book Readings:**

Bernard Bailyn, *Atlantic History: Concept and Contours* (Harvard Univ. Press, 2005).

Christine Messing and others, eds., *A Son and His Adoptive Father: The Marquis de Lafayette and George Washington* (Washington, D.C: The Mount Vernon Ladies' Association, 2006), paperback.

Susan Dunn, *Sister Revolutions: French Lightning, American Light* (N.Y.: Faber & Faber, 2000), paperback.

Lloyd Kramer, *Lafayette in Two Worlds: Public Cultures & Personal Identities in an Age of Revolutions* (Chapel Hill: Univ. of North Carolina Press, 1996), paperback.

Readings on Electronic Reserve, College of Charleston Library.

**Grades and Course Requirements:**

Students are responsible for keeping up with the assignments in the Course Schedule and preparing themselves fully to participate in class discussions over assignments. Assignments are due at the beginning of class on the first class day of the week scheduled. Late assignments will receive a one-grade penalty for each calendar day late. Any student not completing all assignments will fail the course. The final grade will be composed of:

**Three reading analyses**

**30%**

Of the twenty reading analysis opportunities during this course, you need to write a 2-3 [page (typed, double-spaced, twelve-point font) summary and analysis of three of them. Please be certain to cover the following: the author's thesis, argument, and evidence; the value of the work; and, an assessment of the sources, style, and organization.

**Group interpretation & analysis of a holographic Lafayette letter** **20%**

You will have an opportunity to study an original or photocopy of a handwritten Lafayette letter. The task of your group will be to explain to the class the persons and issues mentioned in it and their historical significance. Your group may want to divide the responsibilities for this assignment.

**One 6-8 page essay**

**20%**

The essay will cover one aspect of Lafayette's life that you relate to events and themes in the larger Atlantic world. You will present a half-page summary of your research in class.