

UNIVERSITY of GUELPH

DEPARTMENT OF HISTORY

Course Instructor: [REDACTED]

E-mail: [REDACTED]

Office Hours: Wednesdays, 3:00 pm - 4:00 pm, or by appointment

Course Information: Lecture Location: Online

Meeting Times: Mondays and Wednesdays, 4:00 pm - 5:20 pm

HIST*3820: Early Modern France



Calendar Description

This course surveys French History from the Renaissance to the French Revolution. Students will examine the emergence of the powerful monarchy, 16th-century religious conflict and civil war, and the social, political and intellectual developments of the 17th and 18th centuries, which culminated in the 1789 Revolution

Course Description

France was one of the most powerful polities in early modern Europe and serves as a useful focal point for understanding the emergence of absolutism, colonization, imperialism, urbanization and changing gender and social roles. This course begins with the end of the Hundred Years' War, tracing the legal, political, and cultural transformations in France under Louis XI and his successors before leading into the French Wars of Religion. It then explores the onset of the Renaissance, the political and military machinations of Cardinal Richelieu, the absolutist monarchy of Louis XIV, the intellectual shift during the Age of Enlightenment, France's colonial efforts in the Caribbean with Saint-Domingue, Martinique, and Guadeloupe. It further examines the emergence of a print culture in France with the proliferation of print shops and circulation of printed material, including

pamphlets, books, broadsheets, and newspapers. It concludes with the reigns of Louis XV and Louis XVI, underscoring the political and economic issues that eroded royal authority, leading to the onset of the French Revolution. In doing so, this course aims to provide students with a comprehensive understanding of the socio-political, economic, and cultural dynamics of early modern France, as well as illustrate how scholars conduct original research in this area of study.

ASSESSMENT METHODOLOGY

Participation: 25%	(Throughout Term)
Primary Source Analysis: 25%	(Due: 7 February 2024)
Final Paper Proposal: 10%	(Due: 6 March 2024)
Final Paper: 40%	(Due: 3 April 2024)

REQUIRED READING MATERIALS

Course Reader. Accessed through Course Link and through Course Reserves in the U of G Library

PARTICIPATION

Participation accounts for 25% of the final grade. It requires students to attend lectures each week, as well as engage respectfully with other students and faculty during the discussion. Students are expected to attend each lecture on time, so as to not disrupt the session for other students. Late attendance and absences will negatively impact students' grades. Students will be evaluated according to how they synthesize the week's readings and the quality and relevance of their contributions to the class discussion. If students are apprehensive about discussing the readings in class, they are encouraged to submit a 1-paragraph report based on their interpretation of the weekly readings and lectures by Wednesday at 11:59 pm EST of each week. No late submissions will be accepted.

PRIMARY SOURCE ANALYSIS

For this assignment, students will be provided with a transcribed archival document that has been translated from the original French. They will then write a brief analytical report (500-700 words not including footnotes or bibliography) that critically analyzes the document, paying close attention to the language used, who wrote it and to whom the document was addressed to, the significance of its content, its date, etc. The document will be posted on the Course Link website one week prior to the due date, and students will have one week to write their report and e-mail it directly to the instructor. Students may use secondary literature to provide context if required, but the report itself should focus specifically on the primary document. Primary Source Analysis due: 7 February 2024

FINAL PAPER PROPOSAL

The final paper proposal is designed to help students structure their papers, as well as ensure that the topic they choose is viable. Students will submit a 1-page (250 to 300 words) proposal for their final research paper that underscores the central argument, the scholarly sources they plan to use to support their argument, and a general outline of the paper itself (e.g. what subject matter they will be addressing throughout the paper). With regard to scholarly sources, students are asked to provide at least 3 sources from their preliminary research (e.g. books, book chapters, articles), and list these sources at the bottom of the proposal using the *Chicago Manual of Style* (See section below, entitled, "Formatting and Submissions"). Final papers will not be accepted unless the proposal has been first submitted and vetted by the instructor. Final paper proposal due: 6 March 2024

FINAL PAPER

Students will submit a research paper that critically analyzes a topic pertaining to the history of the early modern France from 1450 to 1799. The paper will be *at least* 3,000 words in length, including footnotes, and will *not exceed* 3,500 words in length (Total word length *does not* include bibliography). The aim of the final paper is to allow students to conduct research on a topic that most fascinates them, even if it is not covered in the course. However, the topic itself must be directly related to the history of early modern France.

The paper must have a clear argument that is supported by evidence from a minimum of 10 scholarly and / or primary sources, not including any source found in the course syllabus. Scholarly sources include peer-reviewed academic articles, book chapters, books, archival documents, etc. Citations from blogs, social media, documentaries, Wikipedia, and any other general user-uploaded media are not permitted and will negatively impact the paper's grade. The paper must include footnotes, as well as an introduction, body, conclusion, and an alphabetized bibliography. Final paper due: 3 April 2024

FORMATTING AND SUBMISSIONS

All assignments must be submitted electronically in Microsoft Word .doc / .docx format so that the evaluators can leave comments when grading. No other formats will be accepted (e.g. PDF, Gmail, etc.). Owing to the current global pandemic, all assignments must be uploaded to Dropbox on the Course Link website. No paper copies will be accepted. Before submitting any assignment, make sure to copyedit your work for grammar and spelling, as errors will negatively impact the grade. It is strongly recommended that students consult the University of Guelph's writing resources offered by its Writing Resources and Workshops. For more information, please visit the following website: <https://www.lib.uoguelph.ca/writing-studying/writing-resources-workshops/>

All assignments must include the student's name, student number, and date of submission either on the title page or on the top left corner of the first page. Assignments must have page numbers, and must be submitted in the following format: Times New Roman / Arial / or Calibri, size 12-point font, double-spaced, 1" margins on all sides of each page. They must also include footnotes only (not endnotes), and all citations must be provided using the *Chicago Manual of Style*. To help you, I have provided some examples below:

Book

Virginia Krause, *Witchcraft, Demonology, and Confession in Early Modern France* (New York: Cambridge University Press, 2015).

Book Chapter

Mack P. Holt, "Urban Elites and Politics in Sixteenth-Century Dijon" in Barbara B. Diefendorf (ed.), *Social Relations, Politics, and Power in Early Modern France* (University Park, PA: Penn State University Press, 2016).

Article

Sarah Hanley, "Engendering the State: Family Formation and State Building in Early Modern France" *French Historical Studies*, Vol. 16, No. 1 (Spring, 1989), pp. 4-27

NOTE: For the footnotes, the author(s)' name is written with the first name followed by the last name. In the bibliography, the last name is written first, as sources must be provided in alphabetical order (e.g. Krause, Virginia).

LATE SUBMISSION POLICY

Late assignments will receive a penalty of 5% each day up to a maximum of 7 days past the assigned due date of each assignment, after which time the student will receive a mark of "0" (zero). Extensions will only be granted in extreme circumstances, with sufficient evidence, and with consultation with the course instructor prior to the deadline of each assignment. All extensions are subject to the direct approval of the course instructor.

WHEN YOU CANNOT MEET A COURSE REQUIREMENT

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for Academic Consideration.

PLAGIARISM

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

The University of Guelph possesses an institutional membership to a web-based service, Turnitin, which detects instances of internet plagiarism, and which will be used accordingly. Plagiarism includes the use of all AI programs, such as Chat GPT. Any instance of academic dishonesty will not be tolerated, and will be dealt with according to the University of Guelph's Academic Misconduct Policy.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is outlined in the Undergraduate Calendar.

ACCESSIBILITY AND ACCOMMODATIONS

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: www.uoguelph.ca/sas

ILLNESS

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

DROP DATE

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for Dropping Courses are available in the Undergraduate Calendar.

RECORDING OF MATERIALS

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

IN CLASS CODE OF CONDUCT

All students are expected to demonstrate respect for other students and faculty. Mutual respect is a critical component for fostering an engaging and rewarding learning experience. As such, students are asked to listen to whoever is speaking and not interrupt them during discussions. Every effort will be made to allow all students to contribute to class discussions.

STUDENT / FACULTY COMMUNICATION

All correspondence between the course instructor and students must be conducted using their University of Guelph email. Emails sent from any other service (e.g. Gmail, etc.) will be screened out. When emailing the course instructor, please use proper salutations (e.g. Dear Prof. / Dr. Morriello), and include the reason for your email in the subject heading. Please also double-check the syllabus before asking any questions about the course.

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

OFFICE HOURS

Owing to the global pandemic, all office hours will be held virtually using Zoom. Should you wish to speak with the course instructor, please send an email so that a time and date can be scheduled for a virtual meeting. Office hours will be held from 3:00 pm - 4:00 pm on Wednesdays, with meetings scheduled in specific time slots between these hours. If you cannot meet at this time because of course scheduling conflicts, please email the course instructor so accommodations can be made.

COURSE OUTLINE



WEEK 1

Introduction | War, Conspiracy, and the Consolidation of Royal Power

(8 January)

The introductory class provides an overview of the course, its objectives and expectations, and discussion of the syllabus, readings, and assignments.

(10 January)

In 1453, the Hundred Years' War came to a close with the Battle of Castillon, signaling a dramatic political and cultural shift in France in many respects. This lecture examines France's trajectory in the ensuing decades, including the political and strategic machinations of Louis XI, the legal reforms and wars under Louis XII, the nation's relationship with the papacy, and the cultural transformation of France amid the onset of the Renaissance.

Readings:

M. M. Postan, "Some Social Consequences of the Hundred Years' War," *The Economic History Review*, Vol. 12, No. 1/2 (1942), pp. 1-12.

J. Russell Major, "The Crown and the Aristocracy in Renaissance France," *The American Historical Review*, Vol. 69, No. 3 (Apr., 1964), pp. 631-645.

WEEK 2

The French Wars of Religion

(15 January)

The French Wars of Religion (1562–1598) marked a period of prolonged conflict between Catholics and Protestants throughout France. This lecture explores numerous aspects of the conflict, from the growing religious tensions between Roman Catholics and Huguenots to the outbreak of religious violence across the provinces, the St. Bartholomew's Day massacre, the uneasy peace compromise of 1576, and the coronation and conversion of Henry IV.

Readings:

Daniel H. Nexon, "Chapter Seven: The French Wars of Religion" in *The Struggle for Power in Early Modern Europe: Religious Conflict, Dynastic Empires, and International Change* (Princeton, N.J.: Princeton University Press, 2009), pp. 208-252.

(17 January)

Readings:

Allan A. Tulchin, "Ending the French Wars of Religion," *The American Historical Review*, Vol. 120, No. 5 (December 2015), pp. 1696-1708.

Michael Wolfe, "The Conversion of Henri IV and the Origins of Bourbon Absolutism," *Historical Reflections / Réflexions Historiques*, Vol. 14, No. 2 (Summer 1987), pp. 287-309.

WEEK 3

Cardinal Richelieu, Louis XIII, and the Birth of La Marine royale

(22 January)

Clergyman and statesman, Cardinal Richelieu was renowned for his rise to power both within the Catholic Church as well as the government of France during the reign of Louis XIII. This lecture looks at the ways in which his political machinations shaped France in terms of constricting the aristocracy, creating an absolute monarchy, and establishing *La Marine royale*, or the Royal Navy of France.

Readings:

Christian Jouhaud and Suzanne Toczyski, "Richelieu, or 'Baroque' Power in Action Christian Jouhaud and Suzanne Toczyski *Yale French Studies* No. 80, Baroque Topographies: Literature/History/Philosophy (1991), pp. 183-201.

(24 January)

Readings:

Francesca Trivellato, "'Amphibious Power': The Law of Wreck, Maritime Customs, and Sovereignty in Richelieu's France," *Law and History Review*, Vol. 33, No. 4 (November 2015), pp. 915-944.

Kenneth M. Dunkley, "Trading Companies and Privilege in Richelieu's France: The Hundred Associates Of Morbihan," *Proceedings of the Meeting of the French Colonial Historical Society*

Vol. 3 (1978), pp. 3-15.

WEEK 4

The Sun King

(29 January)

Louis XIV embodied the Age of Absolutism with his centralization of political power and expansion and professionalization of the French military. This lecture explores different aspects of the Sun King's reign, from his ascension to the throne at just four years old, to his wielding of power from Versailles, the urbanization of France, and the nation's participation in several wars. In doing so, it illustrates the ways in which Louis XIV shaped the cultural milieu of France prior to his death in 1715.

Readings:

Herbert H. Rowen, "L'Etat c'est a moi': Louis XIV and the State," *French Historical Studies*, Vol. 2, No. 1 (Spring, 1961), pp. 83-98.

(31 January)

Readings:

Jay M. Smith, "'Our Sovereign's Gaze': Kings, Nobles, and State Formation in Seventeenth-Century France," *French Historical Studies*, Vol. 18, No. 2 (Autumn, 1993), pp. 396-415.

Louise Wickham, "Chapter Four: Absolutism and Diplomacy in the French Formal Garden," in *Gardens in History: A Political Perspective* (Macclesfield: Windgather Press, 2012), pp. 87-112.

WEEK 5

Art and Visual Culture of Early Modern France

(5 February)

Paris was at the heart of a cultural revolution in early modern France with the onset of the Rococo art movement, which sought to distinguish itself from the religious focus of the Baroque period before it. This lecture provides a meticulous examination of the role of art in French culture, and how the works of Watteau and other artists strayed from the ideals of the Counter-Reformation with the development of the *Fête galante*. It explores how Rococo art elements and principles of design shaped French paintings, sculptures, architecture, furniture, interior design, and much more.

(7 February)

Readings:

Rémy G. Saisselin, "The Rococo as a Dream of Happiness," *The Journal of Aesthetics and Art Criticism*, Winter, 1960, Vol. 19, No. 2 (Winter, 1960), pp. 145-152.

Calvin Seerveld, "Telltale Statues in Watteau's Painting," *Eighteenth-Century Studies*, Winter, 1980-1981, Vol. 14, No. 2 (Winter, 1980- 1981), pp. 151-180.

Donald Posner, "The Swinging Women of Watteau and Fragonard," *The Art Bulletin*, Mar., 1982, Vol. 64, No. 1 (Mar., 1982), pp. 75-88.

WEEK 6

Midterm Recess - No Class

(19 and 21 February)

WEEK 7

The Enlightenment

(26 February)

The Age of Enlightenment marked a fundamental shift in intellectual and philosophical thought across Europe, particularly in terms of the separation of church and state. This lecture looks at the salon culture in early modern France, as well as the works of key French Enlightenment thinkers, including René Descartes, Montesquieu, Voltaire, the Marquis de Condorcet, Denis Diderot, and Jean-Jacques Rousseau, among others.

(28 February)

Readings:

Jean-Jacques Rousseau, *The Social Contract* (Book I: Chapters I-IX)
(Available online on Project Gutenberg or in the University Library)

Voltaire, *Candide* (All)

(Available online on Project Gutenberg or in the University Library)

WEEK 8

Print Culture in Early Modern France

(4 March)

Early modern France saw the publication of Denis Diderot's massive undertaking, the *Encyclopédie*, as well as the printed works of countless *philosophes*, journalists, satirists, playwrights, and novelists. This lecture focuses on the emergence and proliferation of print culture in early modern France, including the increase in print material such as pamphlets, books, and newspapers, as well as their dissemination across numerous centres of information exchange, such as coffee shops, salons, and apothecaries.

(6 March)

Readings:

Jane McLeod, "The Early History of Printers in Provincial France, 1470-1660" in *Licensing Loyalty: Printers, Patrons, and the State in Early Modern France* (University Park, PA: The Pennsylvania State University Press, 2011), pp. 10-36.

Robert Darnton, "Introduction: The Biography of a Book" in *The Business of Enlightenment: A Publishing History of the Encyclopédie, 1775-1800* (Cambridge, MA: The Belknap Press of Harvard University Press, 1979), pp. 1-37.

Will Slauter, "The Paragraph as Information Technology: How News Traveled in the Eighteenth-Century Atlantic World," *Annales: H.S.S.* (2012), no. 2, pp. 253-278.

WEEK 9

The French Caribbean

(11 March)

This lecture examines the history of colonization in the French Caribbean from the 17th to 19th centuries. It focuses on the establishment of the plantation system, proliferation of chattel slavery, implementation of the Code Noir, abolitionist efforts, and the volatile relationship between the French colonies and the metropole.

Readings:

Malick W. Ghachem, "Montesquieu in the Caribbean: The Colonial Enlightenment between 'Code Noir' and 'Code Civil,'" *Historical Reflections / Réflexions Historiques*, Vol. 25, No. 2, Postmodernism and the French Enlightenment (Summer 1999), pp. 183-210.

(13 March)

Readings:

Laurent Dubois, "An Enslaved Enlightenment: Rethinking the Intellectual History of the French Atlantic," *Social History*, Vol. 31, No. 1 (Feb., 2006), pp. 1-14.

Philippe Girard, "What's in a Name? Slave Trading during the French and Haitian Revolutions," *The William and Mary Quarterly*, Volume 76, Number 4, (October 2019) pp. 763-796.

WEEK 10

Saint-Domingue

(18 March)

Known as the "Pearl of the Antilles" during the 17th-18th centuries, Saint-Domingue was the wealthiest colony in the overseas French empire owing to its export of commodities such as sugar, coffee, cacao,

and indigo. This lecture provides an in-depth examination of the political, social, economic, and cultural dynamics of Saint-Domingue, shedding light on the brutal realities of the system of slavery which sustained it until the Haitian Revolution.

Readings:

Alex Dupuy, "French Merchant Capital and Slavery in Saint-Domingue," *Latin American Perspectives*, Vol. 12, No. 3, Repression and Resistance (Summer, 1985), pp. 77-102.

(20 March)

Readings:

Jayne Boisvert, "Colonial Hell and Female Slave Resistance in Saint-Domingue," *Journal of Haitian Studies*, Vol. 7, No. 1 (Spring 2001), pp. 61-76.

Crystal Nicole Eddins, "Runaways, Repertoires, and Repression: Marronnage and the Haitian Revolution, 1766-1791," *Journal of Haitian Studies*, Vol. 25, No. 1 (Spring 2019), pp. 4-38.

WEEK 11

The Decline of the Bourbon Kings

(25 March)

This lecture focuses on the reigns of Louis XV and his grandson, Louis XVI. It provides a close examination of the shifting socio-political, economic, and cultural state of France that led to the decline of the Old Regime, and the rise of revolt against the state, as seen with the March on Versailles on 5 October 1789.

Readings:

Carol Baxter, "Dissenting Catholic Women in Early Modern France," *Renaissance Quarterly*, Vol.71 (1) (2018), pp. 206-218.

(27 March)

Readings:

Robert Darnton, "Mademoiselle Bonafon and the Private Life of Louis XV: Communication Circuits in Eighteenth-Century France," *Representations*, Vol. 87, No. 1 (Summer 2004), pp. 102-124.

Keith Michael Baker, "French Political Thought at the Accession of Louis XVI," *The Journal of Modern History*, Vol. 50, No. 2 (Jun., 1978), pp. 279-303.

WEEK 12

The French Revolution

(1 April)

The final lecture focuses on the French Revolution, chronicling the events leading up to the Storming of the Bastille, as well as the drastic social, political, religious, cultural, and economic transformations brought about by the fall of the Old Regime and the rise of the First French Republic.

(3 April)

Readings:

David Andress, Chapter 6, “The Sentimental Construction of Martyrdom as Motivation in the Thought of Maximilien Robespierre, 1789–1792” in Dominic Janes and Alex Houen (eds.), *Martyrdom and Terrorism: Pre-Modern to Contemporary Perspectives* (Oxford: Oxford University Press, 2014)

David L. Dowd, “Art as National Propaganda in the French Revolution,” *The Public Opinion Quarterly*, Autumn, 1951, Vol. 15, No. 3 (Autumn, 1951), pp. 532-546.

FINAL PAPER DUE: 11:59 PM EST (3 April 2024)