



HIST*3820 Early Modern France

Winter 2020

Section(s): C01

Department of History

Credit Weight: 0.50

Version 2.00 - January 06, 2020

1 Course Details

1.1 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.

Pre-Requisites: 7.50 credits

1.2 Course Description

This course analyses select themes in Early Modern French history, as detailed below in "Activities" section of this syllabus. HIST*3820 constructs knowledge of institutional change in state, family, economy, culture from 1450 to 1715, and develops understanding of early modern French people and their worlds through current historiography and early modern primary sources. Classes involve a range of activities and media, including a scheduled series of group presentation in March 2019 and a related research essay, part of abundant writing practice in this course.

1.3 Timetable

Beginning Monday 6 January, and concluding Wednesday 1 April 2020, HIST*3820 meets twice a week on Monday and Wednesday 1-2:20 p.m in MCLN 101.

1.4 Final Exam

HIST*3820 Final Exam, April 2020, is a take-home exam. It will be released Sunday 12 April at 12:00 p.m., and is due Wednesday 15 at 12:00 p.m.

2 Instructional Support

2.1 Instructional Support Team

Instructor:	Peter Goddard
Email:	pgoddard@uoguelph.ca
Telephone:	+1-519-824-4120 x54460
Office:	MCKNEXT 1014
Office Hours:	Monday 2:30-3:30 p.m. and Thursday 3:00-4:00 p.m, or by appointment..

3 Learning Resources

3.1 Required Resources

William Beik, A Social and Cultural History of Early Modern France. Cambridge and New York: Cambridge University Press, 2009 (Textbook)

Natalie Zemon Davis, Society and Culture in Early Modern France. Available as ACLS Humanities E-Book, via Library. (Textbook)

3.2 Additional Resources

Numerous other readings, including primary materials, are linked to the course website at www.courselink.uoguelph.ca, or will be found on Course Reserve at Library. (Readings)

4 Learning Outcomes

Successful completion of HIST*3820 W20 generates gains in 8 of 10 of the University of Guelph's **Learning Objectives** including: literacy; sense of historical development of European and Canadian institutions; global understanding; moral and aesthetic maturity; understanding forms of inquiry; depth and breadth of understanding; independence of thought; and love of learning.

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. By course end, you will have developed sophisticated perspective on change and continuity in Early Modern France, and strong understanding of the importance of Early Modern French development to the emergence of European modernity including aspects of the modern Canadian state.
2. You have gained conversance with the historiography of Early Modern France, and be able to articulate key concepts in this historiography.

3. You have increased research, writing and debate capacities through execution of course assignments, including research essay, question sets, classroom interventions and presentation (both as individual and as part of a thematic group presentation), and written final exam.
 4. You will have expanded your research and documentation capacity as well as presentation effectiveness. You will have a stronger sense of disciplinary practice, and also the benefits of historical insight in addressing the contemporary world.
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5 Teaching and Learning Activities

*** denotes readings held on Reserve or linked to the course website as E-Books or digitized articles.

5.1 Lecture

Week 1

Topics: **“Early Modern France”: who, what, when, where and why?**

William Beik, *Social and Cultural History of Early Modern France* (Cambridge, 2009): 1-14 and 367-71 (Appendix 1 “A brief synopsis of early modern French history.”)

***Fernand Braudel, *The Identity of France*, pp. 58-109

Week 2

Topics: **Rural communities and rural economy**

Beik, *Social and Cultural History*: 15-42

***Philip Hoffman, “Land Rents and Agricultural Productivity: The Paris Basin, 1450-1789”, *Journal of Economic History*, 51 (1991): 771-805

Week 3

Topics: **Family structures: gender roles; economic functions of household; marriage, inheritance, birth and death.**

Beik, *Social and Cultural History*: 43-65

*** Emmanuel Le Roy Ladurie, “A System of Customary Law: Family Structures and Inheritance Customs in Sixteenth-Century France” and Micheline Baulant, “The Scattered Family: Another Aspect of Seventeenth-Century Demography”, in *Family and Society. Selections from the Annales*, ed. R. Forster and O. Ranum, trans. E. Forster and P. M. Ranum (Baltimore, 1976): 75-116.

***Sarah Hanley, “Engendering the State: Family Formation and State Building in Early Modern France”, *French Historical Studies* 16 (1989): 47-80.

Week 4

Topics: **Nobility: "blood" and power. Noble role in government; noble ways of life.**

Beik, *Social and Cultural History*: 66-97

***Ellery Schalk, "The Court as 'Civilizer' of the Nobility", *Princes, Patronage and the Nobility. The Court at the Beginning of the Modern Age*, eds. Ronald Asch and Adolfe Birke (Oxford, 1991): 245-63

***Stuart Carroll, The Peace in the Feud in Sixteenth and Seventeenth-century France, *Past & Present* 178 (2003): 74-115

Week 5

Topics: **Cities: inside the Wall. Economic function; political culture; role in larger political "system".**

Beik, *Social and Cultural History*: 98-133

*** Richard Sennett, *Flesh and Stone* (New York, 1994) chapter 6 (pp. 186-211)

***Philip Benedict, "More than Market and Manufactory: The Cities of Early Modern France, *French Historical Studies*, 20 (1997): 511-38

Week 6

Topics: **Monarchy: evolution of "court"; strategies of dynastic advancement; transition practices including regency; forms of "leadership".**

Beik, *Social and Cultural History*: 134-155

***Claude de Seyssel, *Monarchy of France*, 38-68

***Davis, *Society and Culture in Early Modern France*, ch. 4 "The Reasons of Misrule": 97-123

Week 7

Topics: **Church: back to black**

Beik, *Social and Cultural History*: 164-203

*** Davis, *Society and Culture in Early Modern France*, ch. 6: 152-188

"The Rites of Violence" *** Barbara Diefendorf, "Rites of Repair: Restoring Community in the French Religious Wars". *Past & Present* 214 (2012), 30-51.

Week 8

Topics: **Instability of Monarchy 1559-1598: effects of religious strife; noble agitation and foreign intervention.**

Beik, *Social and Cultural History*: 204-238

***Guy Rowlands, "Louis XIV, Aristocratic Power and the Elite Unites of the French Army," *French History* 13 (1999): 303-33.

Week 9

Topics: **Print culture; trends in art and architecture.**

Beik, *Social and Cultural History*: 313-339

*** Davis, *Society and Culture in Early Modern France*, ch. 7 "Printing and the People": 189-226

***Michel de Montaigne, *Essays*, "On Cannibals"

***René Descartes, *Discourse on Method* Parts I, II and III.

Week 10

Topics: **Bourbon monarchy: "hard" and "soft" power.**

Beik, *Social and Cultural History*: 255-289

***Chandra Mukerji. "Space and Political Pedagogy at the Gardens of Versailles." *Public Culture* 24, no. 3 68 (2012): 509.

Week 11

Topics: **Social mobility: the margins of society; bourgeois practices; noble struggles.**

Beik, *Social and Cultural History*: 289-312

***Davis, *Society and Culture in Early Modern France*, ch. 8 "Proverbial Wisdom and Popular Errors": 227-267

Week 12

Topics: **New coalition: Royal Absolutism and Enlightenment**

References: Beik & other readings: review.

6 Assessments

6.1 Assessment Details

HIST*3820 Pre-Quiz: what do we know about Early Modern France? (0%)

Date: Mon, Jan 6, 1:00 PM - 1:15 PM, MCLN 101, our regular classroom

The HIST*3820 W20 "pre-quiz" is a short, **non-evaluative (i.e. no grade attached)** exercise to determine class participant's baseline knowledge and recall about French History. The instructor views the results, and returns the Pre-Quiz at a later point, allowing the HIST*3820 participant to assess their own progress in building an informed perspective on French and Early Modern History.

Question Set 1 (12%)

Due: Mon, Jan 27 - , 11:30 PM, Dropbox in Courselink

Question Set 2 (12%)

Due: Mon, Feb 24 - , 11:30 PM, Dropbox in Courselink

Thematic Research Proposal (Group) (5%)

Date: Wed, Jan 22, 1:00 PM - 2:20 PM, in class

Class participants will identify with thematic group, and, group meeting will establish the topics as well as the interrelated elements which will be developed as part of group presentation March 2020.

Thematic Research Presentation (Group) (10%)

Due: 9-30 March 2020, MCLN 101

Each thematic group will organize a 30 minute presentation (depending on number of group members, who will each present 8-10 multimedia talk or activity). Presentation schedule available 26 February 2020

Thematic Research Essay (Individual) (31%)

Due: Fri, Mar 22 - , 11:30 PM, Dropbox in Courselink

The research paper expands upon the presentation you have made for the class; it involves demonstration of professional documentation of high quality sources (8-10 scholarly articles; monographs; primary documents), and the clear identification of thesis or point of view.

Final Exam (30%)

Due: Wed, Apr 15, 12:00 PM, Take-Home

HIST*3820 W19 Take-home exam will be released Sunday 12 April at 12:00 p.m. It is due Wednesday 15 April 12:00 p.m..

7 Course Statements

7.1 HIST*3820 Policy on Late Assignments and Missed Participation

Late submission of Question Set and Research Essay are penalized at rate of 10% per week when not accompanied by request for academic consideration. Please see "When you cannot meet a course requirement" below.

Students who miss a class are encouraged to cover missed activities through consultation of "Content" section of website as well as the readings assigned on weekly schedule.

7.2 TURNITIN

HIST*3820 uses Turnitin.com, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower

themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

8 University Statements

8.1 Email Communication

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

8.2 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. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

8.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

8.5 Accessibility

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 book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website
<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website
<https://www.ridgetownc.com/services/accessibilityservices.cfm>

8.6 Academic Integrity

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 encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

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.

Undergraduate Calendar - Academic Misconduct
<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

8.7 Recording of Materials

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

8.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>
