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Office hours: Thurs, 11-1 and by appointment

French 376
Culture, Politics and Society in France
from the Religious Wars to the Revolution

Tues, Thurs 3:30-5:20; Johnson 179

Description. This course offers a historical exploration of France and the Francophone world from the Religious Wars in the 1500s up to the Revolution of 1789. This critical moment witnessed the emergence of France as a modern state and, ultimately, a nation, with a centralized administration, an official language, and the claim to a shared French culture and national identity. We will read a mixture of historical documents from the time -- literary texts, political and philosophical writings, and administrative documents -- along with secondary works to study the following:

- * new theories and practices of kingship and monarchical power (absolutism; divine right, Versailles, the court and the cult of royal grandeur; the importance of military campaigns) as well as efforts to limit the scope and power of the king (noble and Parliamentary resistance and revolt during the Fronde; the rise of public opinion in the eighteenth century, emerging ideals of the "Nation" and theories of "citizenship")
- * cultural, literary and linguistic politics; culture and literature in the service of royal propaganda and the court; writers as critics of the king in a period of control and censorship; efforts to elevate and regulate French as the language of the King and both the royal court and the judicial courts
- * social upheavals; the traditional "orders" -- the nobility, the clergy, the "third estate" -- transformed by the expanding administrative state and by economic and cultural changes brought on by new realities: urbanization, mobility, new consumption patterns entailed by global trade and colonialism
- * shifting attitudes towards marriage and gender; notions of private life and the domestic sphere
- * religion and politics, after the Religious Wars of the 1560s-1590s, with the establishment of a large Protestant population in a committed but strategic Catholic monarchy; tensions with Rome and the development of an autonomous French Catholicism in Gallicanism
- * the importance of new media and communications environments; the rise and impacts of printing and the expansion of books and literacy; royal propaganda, censorship, and the use of pamphlets to contest royal power; creating and shaping public opinion; the postal system and the establishment of new interpersonal networks and a sense of privacy

Course Goals.

- 1) to understand the key political and social changes of France from the 16th to the late 18th centuries;
- 2) to understand, against the backdrop of this history, the development of intellectual culture in its major articulations from Humanism through Classicism and the Enlightenment;
- 3) to reflect more broadly upon the notion of culture and its relation to events and to media;
- 4) to develop analytical, reasoning, and writing skills.

Work, Expectations, and Grades:

Written work: **2 tests**, accounting for **40%** of your final grade.

Scheduled for 2/14 (20%) and 3/14 (20%)

3 papers – 2 short papers (1-3 pages) and a longer paper (4-5 pages), accounting for **45%** of final grade.

Due 1/22 (10%), 2/21 (10%), and 3/18 (25% including 5% for topic and outline)

Class work: **will account for 15% of your final grade.** This will include:

- * 6 writing exercises to complete before the classes indicated (these are brief reflections [1-2 paragraphs] on one or more of the readings assigned for that class)
- * in-class writing exercises
- * in-class activities and discussions

Our course has been assigned a teaching associate.

Florentina Dedu-Constantin

Email: fdconst@uw.edu

Office: PDL C-228

Office hours: Tues, Thurs 1:30-2:30

In addition to grading, Florentina will be available to discuss paper ideas and will run workshops and reviews sessions throughout the quarter.

IMPORTANT NOTES

1. Academic honesty and use of sources. Students in French 376, like all UW students, are expected to maintain “the highest standards of academic conduct,” and any misconduct will be taken very seriously. This includes cheating and plagiarism. Please consult the statement on “Student Academic Responsibility” prepared by the Committee on Academic Conduct in the College of Arts and Sciences:

<http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>

2. Students with disabilities are encouraged to contact the office of Disability Services which coordinates reasonable accommodations for students with documented disabilities:

<http://www.washington.edu/admin/dso/>.

PLAN FOR THE COURSE

Do the readings for the session in which they are assigned.

Jan 8 – Introduction: Stability and Change

Jones, from *Cambridge Illustrated History of France*, 127-35

Beik, “Introduction: France and its Population,” 1-14

Davis, *The Return of Martin Guerre*, 1-26

Jan 10 – Religion and Religious Wars

Beik, “Ecclesiastical Power and Religious Faith,” 164-200

Jones, from *Cambridge Illustrated History of France*, 135-43

“How Luther Went Viral,” *The Economist*, Dec 17, 2011

Davis, *Martin Guerre*, 26-61

Archive to explore: pamphlets of the Wars of Religion.

Writing exercise #1 due. Upload to Canvas <i>before class</i>
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Jan 15 – The Order(s) of Old Regime Society

Loyseau, “A Treatise on Orders,” 13-15 (“Foreward”), 19-23 (chs. III and IV), 27-31 (ch. VIII)

Excerpt from Corneille, *Le Cid*, act 1

Beik, “The Monarchy and the New Nobility,” 134-161

Collins, *The State in Early Modern France*, 38-53

Jan 17 – Selfhood and Identity in the Age of Humanism, Discovery, and Communications Revolution

Montaigne, “To the Reader” and “On the Cannibals,” 228-241

Aldus Manutius, “The Life of a Scholar-Printer,” 396-401

Davis, *Martin Guerre*, 63-125

Archive to explore: quarto edition of *Essais* with Montaigne’s annotations:

<http://artflsrv02.uchicago.edu/cgi-bin/philologic/getobject.pl?c.0:2:0.montaigne>

French version of “Au lecteur”; image of page with Montaigne’s corrections:

<http://artflsrv02.uchicago.edu/images/montaigne/0000b.jpg>

Visit of Deb Raftus, Romance Languages Librarian

Writing exercise #2 due. Upload to Canvas <i>before class</i>
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Jan 18 -- Writing Workshop (optional)

Jan 22 – Early Modern Politics I – Defining Tensions

Richelieu, *Political Testament*, 9-12 and 20-33 (Ch. IV is Richelieu's portrait of Louis XIII. Worth reading if you plan to write your paper on kingship, but not required for class).

Collins, 36-38; 53-70

FIRST PAPER DUE – upload to Canvas before class: 1-2 pages

Jan 24 – Politics of Language

Timothy Murray, "1634, 13 March, The Académie Française, Created by Cardinal Richelieu, Holds Its First Meeting"

Paul Cohen, "Linguistic Politics on the Periphery: Louis XIII, Béarn, and the Making of French as an Official Language in Early Modern France"

Reading for Rachael Scarborough King's talk on Jan 29:

Jan 29 – Visit of Rachael Scarborough King: "Improving Literature: The Enlightenment in Manuscript and Print"

Jan 31 – Early Modern Politics II – The Fronde

From *Louis XIV and Absolutism: A Brief Study with Documents*:

"Mme de Motteville's Account of the Paris Disturbances," 19-29

"A Mazarinade Against the Queen and the Cardinal," 29-35

Bercé, *The Birth of Absolutism*, 157-82

Archive to explore: Mazarinades

Writing exercise #3 due. Upload to Canvas before class

Feb 5 – Early Modern Politics III – "Absolutism"

From Beik, *Louis XIV and Absolutism* (I suggest you read in this order):

Louis XIV, "The King's Own Words" (from his *Mémoires*), 204-215

Bossuet "Divine Right Monarchy" 166-173

Colbert, "Managing France," 82-96

Louis XIV, *Mémoires*, 101-104

Saint-Simon, *The Age of Magnificence*, "Portrait of the King," 137-150

Feb 7 – Marriage, Religion, and Retreat

Mademoiselle de Montpensier, letters to Mme de Motteville, 27-61

Sharon Kettering, from *French Society: 1589-1715*, "Women and Men," 20-33

Writing exercise #4 due. Upload to Canvas before class

Feb 12 – Crises of Conscience I: Religious Controversy

Bayle, from *Historical and Critical Dictionary*, "Manicheans," 349-354 (skip "The Third Clarification"); from *Diverse Thoughts on the Comet*, "On the Authority of Tradition," 22, and "What the True Case is of the Authority of an Opinion," 65-66

Beik, from *Louis XIV and Absolutism*, "Dealing with the Gallican Church," "Dealing

with the Jansenists” and “Dealing with the Huguenots,” 173-197
Collins, *The State*, 121-128
Jones, *The Great Nation*, 18-23

Archive to explore: ARTFL database of French texts
<http://artflsrv02.uchicago.edu/cgi-bin/dicos/baylepublic.pl?objectid=2072>

Feb 13 – Review session (optional)

Feb 14 – **TEST 1**

Feb 15 – Writing workshop (optional)

Feb 19 – Crises of Conscience II: War and Poverty in a Time of Climate Change
Fénelon, letter to Louis XIV
Collins, *The State*, 152-163 and 180-190
Jones, *The Great Nation*, 23-28

Feb 21 – Regency, Bubbles, and Colonial Adventures
Montesquieu, from *Persian Letters*, intro, letters 24, 29, 30, 35, 36, 37, 92, 140, 142
Jones, *The Great Nation*, 43-73

SECOND PAPER DUE – uploaded to Canvas: 2-3 pages

Feb 26 – A New Society Takes Shape
Voltaire, selections from *Philosophical Letters*; and “Le mondain”
Collins, *The State*, 239-254
Jones, *The Great Nation*, 159-170
Darrin McMahon, “Lighting the Enlightenment,”
<https://voltairefoundation.wordpress.com/2018/10/23/lighting-the-enlightenment/>

Feb 28 – Enlightenment, War and Attempted Regicide
Selected articles from the *Encyclopedia* of Diderot and d’Alembert
<http://quod.lib.umich.edu/d/did/>
Darnton, *The Business of Enlightenment*, 6-17
Lyons, “Censorship and the Reading Public in Pre-Revolutionary France,” 105-118
Jones, *The Great Nation*, 171-178 and 226-245

Writing exercise #5 due. Upload to Canvas before class

PAPER TOPIC DUE: ½ page posted to Canvas)

March 1: Writing Workshop (optional)

March 5 – Inventing and Contesting the “Public Sphere”
Voltaire, *Treatise on Tolerance*, 3-13

Jones, *The Great Nation*, 270-271

Darnton, "An Early Information Society," 1-35

Chartier, "The Public Sphere and Public Opinion," from *Cultural Origins of the French Revolution*, 20-23

Writing exercise #6 due. Upload to Canvas *before class*

March 7 – Self and Community in the Age of Enlightenment

Voltaire, "Poste" from *Dictionnaire philosophique*

Goodman, "Epistolary Property: Michel de Servan and the Plight of Letters on the Eve of the French Revolution," (excerpts: 339-340; 344-346; and 352-359)

Lynn Hunt, "Torrents of Emotion," from *Inventing Human Rights*

Outline and bibliography due. Submit to Canvas. In-class work on papers

March 12 – Catch-up and review session for Test 3: bring questions!

March 14 – **TEST 2**

THIRD PAPER DUE, uploaded to Canvas; Monday, March 18 – 4-5 pages

***** Syllabus subject to change, depending on interests and discussions**