

Florentina Dedu-Constantin

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Office Hours: In person M 10:30-11:20, and on Zoom F 1:30-2:20 (as well as by apt. as needed)

JSIS 488

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

Tues, Thus 10:30-12:20; Bank of America Executive Education Center Boeing Auditorium 110

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 We will read a mixture of historical documents from the time -- literary texts, political and philosophical writings, and administrative documents -- along with secondary works to study the following: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.

Texts. The following texts are available at the University Book Store.

William Beik, ed., *Louis XIV and Absolutism. A Brief Study with Documents* (Bedford)
Colin Jones, *The Great Nation* (Penguin)

The Colin Jones book is available mainly as a Kindle eBook on Amazon:

https://www.amazon.com/Great-Nation-Napoleon-Penguin-History/dp/0140130934/ref=tmm_pap_swatch_0?encoding=UTF8&qid=1661374820&sr=1-1, but any physical copy is acceptable as well.

Note that *any device can read a kindle book without needing an actual Kindle device. Just download the free Kindle app and start reading Kindle books instantly on your smartphone, tablet, or computer - **no Kindle device required**. You can read instantly on your browser with [Kindle Cloud Reader](#).*

Other readings available at the Canvas site for the course.

Work, Expectations, and Grades:

Written work: **3 tests**, accounting for **30%** of your final grade.

Scheduled for 10/20 (10%), 11/10 (10%), and 12/8 (10%).

Tests will be conducted online on Canvas and will be each accessible for any **continuous 2 hours during the corresponding the 24-hour time periods** indicated above.

Additionally, these tests are **NOT** open book. You will be expected to **NOT** engage in, condone or assist others in any act of academic dishonesty or plagiarism. Any such violations will be reported to [Community Standards & Student Conduct](#) and may be subject to further action according to the [University's Student Conduct Code](#).

1 final paper – 10-15 pages in length – accounting for **50%** of final grade.

Due 12/12 (5% for topic and outline) to be submitted on Canvas.

Any unoriginal or unratable work submitted will receive a partial or full **zero** and may be reported according to the [University Student Conduct Code](#).

Class work: **will account for 20% of your final grade.** This will include:

* 6 writing exercises to complete before the classes indicated (these are brief

reflections [2-3 paragraphs] on one or more of the readings assigned for that class)

* in-class writing exercises

* in-class activities and discussions

IMPORTANT NOTES

1. **This class is conducted in-person. Per [UW policy \(9/9/22\)](#), masks are strongly recommended indoors during the first two weeks of autumn quarter.** Students are expected to participate in class to fully benefit from course activities and meet the course's learning objectives. Students should only register for this class if they are able to attend regularly in-person. To protect their fellow students, faculty, and staff, students who feel ill or exhibit possible COVID symptoms should not come to class. When absent, it is the responsibility of the student to inform me in advance (or as close to the class period as possible in the case of an unexpected absence), and to request appropriate make-up work as per policies established in the syllabus. What make-up work is possible, or how assignments or course grading might be modified to accommodate missed work, is the prerogative of the instructor. For chronic absences, the instructor may negotiate an incomplete grade after the 8th week, or recommend the student contact their academic adviser to consider a hardship withdrawal (known as a Registrar Drop).

2. University personnel, students and units are required to report a COVID-19 positive test result to the [COVID-19 Response and Prevention Team](#), *regardless of vaccination status*.

If you test positive for COVID-19 or if you had [close contact](#) with someone who tested positive for COVID-19, you should **immediately** contact the [COVID-19 Response and Prevention Team](#) at covidehc@uw.edu or (206) 616-3344, and a public health professional will give you guidance to keep yourself and others safe based on your particular circumstances.

Please also consult the CDC's [isolation and precautions for people with COVID-19](#) and the [UW COVID-19 Public Health Flowchart](#) and about returning safely to class.

The Department of French and Italian Studies is unable to provide remote access to classes conducted and designed to be in-person. For disability-related accommodation needs, please contact [Disability Resources for Students](#) (uwdrs@uw.edu, 206-543-8924).

3. Students in French 376 and HSTEU 490, like all UW students, are expected to maintain a high standard of academic ethics, honesty and integrity. Academic misconduct includes but is not limited to: plagiarism, cheating, harassment, and disruptive or offensive behavior (see statement below), and will not be tolerated. Please refer to the [University's Student Conduct Code](#). Any student or situation found to be in violation of proper academic conduct will be addressed and potentially reported according to university policy.

4. Your experience in this class is important to me, and it is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. [Disability Resources for Students](#) (DRS) offers resources and coordinates reasonable accommodations for students experiencing a wide range of temporary and permanent disabilities and/or health conditions that may impact their ability to perform well

in the classroom. These include but are not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts. If you are experiencing any such difficulties, please contact DRS as soon as possible. Once you have established accommodations, please submit them to me at your earliest convenience so we can discuss your needs and success in this course.

5. Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/) (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](https://registrar.washington.edu/students/religious-accommodations-request/) (<https://registrar.washington.edu/students/religious-accommodations-request/>).

OTHER RESOURCES

[Novel coronavirus & COVID-19: facts and resources](#)

[UW COVID-19 Public Health Flowchart](#)

[CDC isolation and precautions for people with COVID-19](#)

[Face covering requirements](#)

[LiveWell](#)

[Hall Health Center](#)

[The Counseling Center](#)

[UW Leadership Without Borders](#)

[The Q Center](#)

PLAN FOR THE COURSE

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

Sept 29 – Introduction: Stability and Change

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

Beik, "Introduction: France and its Population," 1-14

Oct 4 – 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

Archive to explore: pamphlets of the Wars of Religion.

Writing exercise #1 due. Upload to Canvas <i>before class</i>
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Oct 6 – Old Regime Society and its Order(s)

Loyseau, “A Treatise on Orders,” 13-15 (“Foreword”), 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

Oct 11 – 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

Optional: Library and Research module in preparation for class papers

Writing exercise #2 due. Upload to Canvas before class

Oct 13 – 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 – uploaded to Canvas: 1-2 pages

Oct 18 – 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”

Oct 20 - **TEST 1 to be taken on Canvas**

Oct 25 – 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

Oct 27 – 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

Nov 1 – Marriage, Religion, Work, and Women's Lives in the Early Modern Era

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

Nov 3 – Crises of Legitimacy I: Religious Controversies

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

Nov 8 - Crises of Legitimacy 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

Writing exercise #5 due. Upload to Canvas before class

Nov 10 – **TEST 2 to be taken on Canvas**

Nov 15 – 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

Lanchester, *How the Little Ice Age Changed History*

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

Nov 17 – 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/>

Writing exercise #6 due. Upload to Canvas before class

Nov 22 – Enlightenment, Global War and Attempted Regicide

Selected articles from the *Encyclopédie* 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

FINAL PAPER TOPIC DUE: ½ page uploaded to Canvas

Nov 24 – Thanksgiving: No class

Nov 29 – 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

Dec 1 – 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, uploaded to Canvas.

Dec 6 - Origins of the Revolution

de Tocqueville, from *The Old Regime and the French Revolution*, 195-202

Chartier, "Do Books Make Revolutions", from *Cultural Origins of the French Revolution*, 67-91

In-class work on final papers

Dec 8 – **TEST 3 to be taken on Canvas**

Dec 12 – **THIRD PAPER DUE, uploaded to Canvas; 5 pages + bibliography**

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