

**HIST 4235: France Before the Revolution
Spring 2018**

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Course Description:

In the early 1400s, the Kingdom of France experienced the ravages of war and disease. Things looked chaotic. Yet, surprisingly, by the mid-1700s, France at the center of European politics, culture, and life. This class investigates the development of a particularly influential socio-political model in Europe between the Renaissance and the Revolution. Over the semester, we will investigate this model's strengths and its limitations. The class ends with a consideration of how and why things fell apart at the end of the eighteenth century.

Learning Outcomes:

Students who complete successfully all course assignments will demonstrate the following:

- a deeper understanding of crucial aspects of French history between the 1400s and the 1700s, including background factors, major issues, and central figures.
- an understanding of how multi-variable process have functioned in the past.
- increased skills at reading critically and analyzing primary sources.
- increased abilities at crafting arguments, in both written and oral form.

These outcomes help reinforce the following History Department Program Learning Outcomes:

Students who earn the Bachelor of Arts in History will be able to:

- Demonstrate content knowledge of history.
- Analyze primary and secondary sources for their historical content and interpretations.
- Demonstrate writing skills that reflect persuasive historical arguments based on evidence and proper citation.

The History Department believes that these learning outcomes will contribute to a student's ability to think historically, which includes:

- understanding the people of the past.

- understanding the perspective of historical actors and to view those historical actors from a critical, scholarly perspective.
- recognizing that people, events, ideas, and cultures have influenced later people, events, ideas, and cultures.
- recognizing that history involves both change and continuity over time; and,
- explaining connections between particular people, events, ideas, or texts and their historical contexts.

Required Readings:

Michel de Montaigne, *Essays*, J.M. Cohen, trans. (Penguin Classics); ISBN 978-0140178975.

- Read Pages: 26-49, 86-133, 137-190, 235-285, 343-406.

Blaise Pascal, *Pensees* (Penguin Classics); ISBN 978-0140446456.

- Read Pages: 38-95, 135-165, 212-215, 244-245.

Henry Bertram Hill, trans., *The Political Testament of Cardinal Richelieu* (The University of Wisconsin Press); ISBN 978-0299024246.

- Read Pages: 3-128.

Madame de Sévigné, *Selected Letters* (Penguin Classics); ISBN 978-0140444056.

- Read Pages: 29-154.

Moliere, *The Misanthrope, Tartuffe, and Other Plays* (Oxford World’s Classics); ISBN 978-0199540181.

- Read Pages: 131-273 (Tartuffe and The Misanthrope).

Jean-Jacques Rousseau, *The Confessions* (Penguin Classics); ISBN 978-0140440331.

- Read Pages: 17-20, 261-404.

Robert Darnton, “Readers Respond to Rousseau: The Fabrication of Romantic Sensativity,” in *The Great Cat Massacre and Other Episodes in French Cultural History* (New York: Basic Books, 1984), 215-256. [PDF available on Course Den]

Grading and Policies:

Your final course grade will be factored as follows:

Primary Source Research Paper Project	30%
Critical Reactions (six in total)	20%
Examinations (two in total)	30% (or 15% each)
Participation	20%

• *General University Policies:*

Information regarding university-wide policies can be found at:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

In addition, for information from the University System of Georgia Board of Regents regarding your second amendment rights and responsibilities on campus, please see <http://www.usg.edu/hb280>.

• *Factoring Grades:*

I will not factor your grade until the end of term when all assignments are completed. If you are interested in your current standing in the class, please keep assignments and use the percentages above.

• *General Points:*

Detailed information regarding assignments will be provided separately, both in specific assignment sheets posted on Course Den and in class.

All assignments are on the date indicated in the Course Outline below. Only a serious and unavoidable cause, such as a documented medical condition or family emergency, will be accepted as an excuse for failing to completing an assignment on time. Official documentation must be provided for all causes.

Assignments must be submitted electronically, via the Course Den Dropbox (aka Assignment Submissions) before the beginning of class on the days marked on the Course Outline below. All assignments must be typed, double-spaced, in 12-pt Times New Roman font, with regular margins (1.25 left and right, 1.0 top and bottom). You must write the full page-length of the assignment—that means, any space devoted to your name, the date, the class, etc. at the top of the first page does not count towards fulfilling the page length.

As for readings, all assignments must be read before related discussions, as marked on the Course Outline below.

• *Grading Criteria*

Assignment and final grades reflect your mastery of assigned materials, particularly lectures and readings.

In general, “A” grades reflect totally excellent work—work that is well written, well organized, and well argued; work that avoids summarizing and instead integrates lecture and reading material into a deep analysis. “A” work contains no factual errors, excellent writing with no mistakes in spelling, grammar, or organization, and displays complete mastery of the main issues of our class.

“B” grades indicate good work—work that mixes analysis with summary. “B” work contains few factual errors, good writing with few mistakes in spelling, grammar, or organization, and displays a good command of the main issues of our class.

“C” grades indicate average work that offers only summary and lacks analysis and organization. “C” work contains some factual errors, average writing with some mistakes in spelling, grammar, or organization, and displays an average command of the main issues of our class.

Something to think about: a “C” reflects summarizing of the material (the questions of who, what, and when)—“B” and “A” indicate you have gone beyond mere summary to address the crucial questions of why and how.

“D” grades reflect poor work that fails to demonstrate a mastery of assigned material. “D” work contains many factual errors, poor writing with many mistakes in spelling, grammar, or organization, and displays a less-than-average mastery of the main issues of our class.

“F” grades reflect work that fails to achieve any of the above criteria and display no mastery of assigned materials whatsoever.

Numerical Equivalents of Letter Grades:

	B+ = 88	C+ = 78	D+ = 68	F = 50
A = 95	B = 85	C = 75	D = 65	
A- = 92	B- = 82	C- = 72	D- = 62	
A-/B+ = 90	B-/C+ = 80	C-/D+ = 70		

Note: Failure to complete/turn in an assignment will result in a grade of zero, not F.

• *Plagiarism*

All assignments in this course are designed to test your ability to use and analyze class materials, including readings and lectures. Outside materials, including the internet, are not necessary to answer any of the assigned questions. To be more precise, only your discussion of required class material will count towards your grade—information from outside WILL NOT BE FACTORED IN YOUR GRADE.

However, ANY ACT of plagiarism (the use of someone else’s words or ideas without citation) from ANY SOURCE (class materials and/or outside, including from the internet) will be dealt with severely, so remember to always cite all words and ideas that are not your own. Please recall that when you entered UWG, you consented to uphold our Honor Code, in which all students “pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrications, aid of academic dishonesty, lying, bribery or threats, and stealing.” Moreover, you agreed to the following: “[a]s a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member.” You can review the Honor Code at: <http://www.westga.edu/~handbook/index.php?page=honorcode>.

For any instance of plagiarism discovered, I will report the incident to relevant university authorities and impose the same penalty: an absolute 0 points for the assignment. An absolute zero for the assignment will have an adverse impact on the final grade; at the worst, it may result in failure for the course. Based on the severity of the incident, additional measures may be taken. Plagiarism is simple to avoid: if in doubt, cite! If you have any questions regarding plagiarism and the policies stated above, please come see me.

Also, please note that any papers turned in for multiple classes (for classes in this or previous semesters) are in violation of plagiarism guidelines.

• *Participation*

Your active participation is absolutely critical for the success of our class. Discussions are an important component of this course and I expect you to be ready to ask and answer questions and, moreover, to be willing and able to lead debates about the issues under question. Beyond speaking during discussions, participation means being actively engaged in the process of learning at all times. This includes being alert, asking questions directly related to class material, and taking notes during lectures and taking advantage of office hours. Being absent, arriving late, or leaving early will earn you 0 participation points for the day. So, too, will sleeping in class. Twenty percent of your final grade rests on your participation—that is the difference between a 95 and a 75.

• *Etiquette and Obligations*

Throughout the semester, I expect you to behave with civility and courtesy—especially so considering the nature of the subject matter under discussion. By choosing to enter UWG, you have decided to engage in a professional endeavor, and must comport yourself accordingly. Not only does this mean always being

respectful of your colleagues even when you disagree with their viewpoints, but also means continually contributing to a productive learning environment for all.

These contributions include keeping all comments and questions connected to specific course material, and making sure your cell phone and other electronic devices (I-Pods, etc.) are turned off and not used or consulted during class. Laptops will only be allowed with a valid medical cause and the permission of the instructor. Recording of lectures is not permitted.

Again, it should go without saying that when you come to class, you are to remain awake, alert, and mentally engaged for the entire period. If you chose to come to class, you must stay awake and remain. Do not sleep or leave early.

Unprofessional behavior and any disruption of the learning environment cannot and will not be tolerated. Continual behavioral issues constitute grounds for being dropped from the course.

In addition, USG and UWG have become concerned about what they call “non-engagement,” meaning displaying the behaviors discussed above. This is because students who do not maintain mental focus on class material tend to do poorly in specific classes and have difficulties completing college in general. Early in the semester, those who remain “non-engaged” with the learning process are to be identified by faculty to appropriate university offices so that the University can intervene with appropriate support and assistance to ensure student success.

Enrolling in this course means that you and I have a contractual obligation to one another: I am obligated to teach to the best of my ability; you are obligated to know the material provided in lectures, to complete the readings and writing assignments in a timely manner, and to engage actively and professionally in the process of learning.

• *Accessibility Services*

One of the most important resources across the entire university is the Office of Accessibility Services (http://www.westga.edu/counseling/index_8884.php), which works to help ensure equal opportunities for all students. For those who have need of the Office’s services, please make sure your information packet is e-mailed to me from your official university address during the first week of the semester. If you plan on taking the two exams at the testing office (<http://www.westga.edu/lst/index.php>), you must make arrangements at least a week in advance. I will direct the center to administer the exam on the day marked in the Course Outline below.

• *Communications*

All electronic communication must use your UWG e-mail account. Please keep in mind that I will check my e-mail during normal business hours Monday through Friday. In other words, do not expect instantaneous responses. In addition, in order to respect your privacy, I cannot discuss grades over e-mail.

Finally, I reserve the right to modify this syllabus during the semester if circumstances warrant. You will be informed at all times of any changes. If changes are substantial, I will either tell you in class or issue a revised syllabus.

Course Outline:

Week:	Monday:	Wednesday:
01	01/08: Class Introduction	01/10: What Was “France Before the Revolution?” – Some Basics
02	01/15: <u>MLK, Jr. DAY – NO CLASS</u>	01/17: Legacies of Medieval France
03	01/22: The Hundred Years’ War (1337-1453)	01/24: Recovery and Growth in the late 1400s <u>DUE on Course Den</u> (by 12PM): • Primary Source Research Paper Project – Draft Proposal and Bibliography
04	01/29: Renaissance France, 1	01/31: Renaissance France, 2
05	02/05: The Reformation and Religious War	02/07: <u>Discuss:</u> Montaigne <u>DUE on Course Den</u> (by 12PM): • Critical Reaction 1 (Montaigne)
06	02/12: The Catholic Reformation	02/14: <u>Discuss:</u> Pascal <u>DUE on Course Den</u> (by 12PM): • Critical Reaction 2 (Pascal) • Primary Source Research Paper Project – Revised Question + Annotated Bibliography

07	02/19: The Seventeenth Century, 1	02/21: The Seventeenth Century, 2 <u>DUE on Course Den</u> (by 12PM): • Exam 1
08	02/26: From Cardinal Richelieu to Louis XIV	02/28: <u>Discuss:</u> Richelieu <u>DUE on Course Den</u> (by 12PM): • Critical Reaction 3 (Richelieu)
09	03/05: Louis XIV and Absolute Monarchy in France	03/07: Louis XIV and Europe <u>DUE on Course Den</u> (by 12PM): • Primary Source Research Paper Project – Draft of Intro Section + Detailed Outline
10	03/12: The Court of Louis XIV	03/14: <u>Discuss:</u> Sévigné <u>DUE on Course Den</u> (by 12PM): • Critical Reaction 4 (Sévigné)
11	03/19: <u>SPRING BREAK – NO CLASS</u>	03/21: <u>SPRING BREAK – NO CLASS</u>
12	03/26: The Culture of France’s <i>Grand Siècle</i>	03/28: <u>Discuss:</u> Molière <u>DUE on Course Den</u> (by 12PM): • Critical Reaction 5 (Molière)

13	04/02: Eighteenth-Century France: Commercialization and Economic Developments	04/04: Eighteenth-Century France: Intellectual Developments and the Enlightenment
14	04/09: French Wars in the Eighteenth Century	04/11: Eighteenth-Century France: Kings and the Public – The Enlightenment and French Traditions
15	04/16: An 18 th Century Life: Jean-Jacques Rousseau	04/18: <u>Discuss:</u> Rousseau and Darnton <u>DUE on Course Den</u> (by 12PM): • Critical Reaction 6 (Rousseau) • Critical Reaction 7 (Darnton)
16	04/23: 18 th Century Reform Efforts 1	04/25: 18 th Century Reform Efforts 2 Due on Course Den (by 12PM) • Primary Source Research Paper Project – Final Draft
17	04/30: Legacies of France Before the Revolution	
EXAM WEEK	Tuesday, May 08, 2018 <u>DUE BY 11:59PM</u> on Course Den: • Exam 2	