

History 2P40

Politics and Culture in Eighteenth-Century France



Vernet, *Première vue du port de Bordeaux: prise du côté des Salinières*

Fall 2014

Professor McLeod

Lectures: Friday 10-12 (Th 244)

Teaching Assistant:

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Office Hours: Th 11-30-12:30 or by appointment
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Seminars: #1 Tuesday 10-11 EA 106
 #2 Wednesday 3-4 J 209

Outcomes

Students will learn about French society from 1700-1789 and be able to assess whether political developments can be linked with the cultural, demographic and economic changes that affected French men and women. They will be able to document the importance of war as a stimulus of social reform.

COURSE REQUIREMENTS

1. Preparation for and active participation in weekly **seminars** is an important part of this course. All students will read and be prepared to discuss the assigned readings every week.
2. Seminar Leadership: Each student will **lead** one seminar discussion. Students must meet with Anna Jocsak, the teaching assistant in this course, prior to leading their seminars. Grades will be deducted if this meeting does not take place.
3. Each student will write one **book review** - about 1,500 words in length due on **Tuesday, October 7, 2014** of *Contraband: Louis Mandrin and the Making of the Global Underground* (Harvard University Press, 2014) pp. 1-284 and pp. 342-365. Your central argument should be stated on the first page of your paper and the remainder of the paper should provide evidence for this central argument. Footnotes or endnotes must be used to provide references to the pages in the book where you obtained your information. It is not necessary to use other sources but, if you decide to do this, your sources must be properly cited in footnotes or endnotes. Use your own words to make your points and do not rely on quotes from the book to do your writing for you. Marks will be deducted from late papers at the rate of 3 % a day. **Papers must be put into the Essay Box in the History Department (or handed in to the Teaching Assistant) before 4 pm on your due date.**
4. Each student will write a **short think piece**, 2-3 pages in length, written on #10. Instructions about the format will be provided by your teaching assistant. They will be submitted one week after the seminar takes place. Late penalties will be deducted at the rate of 3% a day.
5. There will be a **final examination**.

Calculation of Grade

Book Review	25 %
Think Piece	5 %
Seminar participation	30 %
Seminar Leadership	10 %
Final Examination	30 %

Plagiarism is the use of another's ideas without acknowledgment. Words taken from another must be set off in quotation marks and the source cited. The course penalty for plagiarism is zero on the assignment. Consult your university calendar for the further consequences of committing plagiarism at Brock.

REQUIRED TEXTS

Michael Kwass, *Contraband: Louis Mandrin and the Making of A Global Underground*
Colin Jones, *The Great Nation*

SEMINAR TOPICS AND READINGS

1. **September 8, 2014.** Introductory Seminar.

What is the relationship between historians and the subjects they study? How are historical subjects chosen? Why? Why is it important to examine the views of an historian who writes about an historical subject? How difficult is it to create a narrative out of historical documents?

ALL STUDENTS TO READ

Robert Darnton, " How Historians Play God" *Raritan: A Quarterly Review*, vol. 22 no. 1 (Summer 2002), 1-19.

<http://proxy.library.brocku.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=7344515&site=eds-live&scope=site>

2. **September 15, 2014** Read Michael Kwass, *Contraband: Louis Mandrin and the Making of the Global Underground*, pp. 1-116.

What do historians mean by a "consumer revolution" in the eighteenth century? What do they mean by "globalization" in the early modern world? Why was the trade in tobacco, sugar, salt so controlled? How was this done? How helpful is it to study "history from below" and smuggling? What do we learn by doing this on a microhistorical level by studying a smuggler named Louis Mandrin? What parallels do you see between the underground economy of the eighteenth-century and that of the current world?

3. **September 22, 2014.** Read Michael Kwass, *Contraband: Louis Mandrin and the Making of the Global Underground*, pp. 117-216.

How did eighteenth-century men and women protest? What were the common forms of rebellion? How have historians interpreted these? What is the "moral economy of the gang"? How convincing is Kwass on this subject? What is his evidence? Why were the authorities unable to enforce the laws of the land? Who was Mandrin? Why was he famous? Why was he powerful? What does his story tell us about the eighteenth century?

4. **September 29, 2014.** Read Michael Kwass, *Contraband: Louis Mandrin and the Making of the Global Underground*, pp. 197-284 and 242-365.

Examine the judicial system eighteenth-century France and try to explain the treatment of Mandrin after he was captured. Was there consensus on the treatment of smugglers? Why were special courts created? What motivated the government to crack down on smuggling? What did Kwass mean when he said that the "State could execute Mandrin, but it could not remake popular culture"? How was Mandrin's story handled by the media? What does this tell us about the eighteenth century? How did the governments of Revolutionary France deal with the problem of unpopular indirect taxes, monopolies and with smuggling? Why did they care whether tobacco was a necessity or a luxury? How dependent were the revolutionary and Napoleonic governments on revenues from tobacco? Is Kwass accurate when he tries to argue that in the eighteenth century the politicization of fiscal and mercantile policy had major consequences for France? How helpful was Mandrin's story in helping you to understand the state and the economy in eighteenth-century France?

5. **October 6, 2014.** No Seminar. **Book Review Due. October 7 by 4 p.m.**

Break Week October 13-17

6. October 20, 2014. November 10, 2014. Enlightenment: Beccaria and Judicial Reform

What was the Enlightenment? Why were enlightened men and women concerned with happiness? How did they differ from their predecessors? What assumptions did they make? Who was Beccaria? How did his ideas reflect Enlightenment thinking? What are some of the consequences of the Enlightenment in the judicial world? What are some other consequences of the Enlightenment?

Beccaria's *On Crime and Punishment* : <http://www.fordham.edu/halsall/mod/18beccaria.asp>

Colin Jones, *The Great Nation*, pp. 171-225.

Kwass, pp. 285-317.

7. October 27, 2014. Armies and Warfare

Describe eighteenth-century warfare? What was the role of the nobility? What were the major changes in armies and warfare in the seventeenth and eighteenth centuries? What did this mean for soldiers and for officers? What did it mean for governments?

David Bell, *The First Total War*, pp. 21-51

Colin Jones, "The Welfare of the French Foot Soldier" *History*, vol 65, Issue 214, June 1980, pp. 193-212. (Available online)

<http://proxy.library.brocku.ca/login?url=http://onlinelibrary.wiley.com/doi/10.1111/j.1468-229X.1980.tb01940.x/abstract>

8. November 3, 2014. Nationalism

What was the Seven Year's War? When did the idea of the nation develop in France? Why did this happen? What role did print play? What were some of the consequences? Assess Bell's argument. Do you find it convincing?

David Bell, "English Barbarians and French martyrs," in *The Cult of the Nation*, Chapter 3, pp. 78-106 (On reserve).

9. November 10, 2014. Historians and Identity.

By studying a dentist in Paris in the eighteenth century Colin Jones attempts to address a number of themes in the political, economic and cultural history of the eighteenth century. How does he do this? What are these themes? Analyse his approach. How does his approach help those historians who study people as members of classes or social groups? What does Jones mean when he counsels against adjudicating between the different identities people may have had?

Colin Jones, "Pulling Teeth in Eighteenth-Century Paris," *Past and Present* , Volume 166, 2000, pp. 100-145.

<http://proxy.library.brocku.ca/login?url=http://www.jstor.org/stable/651296>

Think Piece due in next seminar.

10. November 17, 2014. Louis 16 and kingship in the late eighteenth century.

How does Colin Jones explain the collapse of the French monarchy? What do the documents listed below tell us about the role and power of kings? Compare the documents in the reigns of Louis 15 and Louis 16. Explore the argument that kings believed that the people wanted them to have sole authority. Who thought this? What were the alternatives? Why?

Colin Jones, « The Bourbon Monarchy on the Racks », pp. 336-394.

Compare the following documents which present interpretations of monarchical power in the reigns of Louis XV and Louis XVI:

1. Louis XV : Session of the Scourging (1766): <http://chnm.gmu.edu/revolution/d/236/>
2. Louis XVI : Lamoignon, "Principles of the French Monarchy, 1787": <http://chnm.gmu.edu/revolution/d/237/>
3. Description of the Coronation of Louis XVI : <http://chnm.gmu.edu/revolution/d/235/>

11. November 24, 2014. Media and Information in the Eighteenth Century.

What does Darnton mean by an information circuit? Analyse how his model works. What does the term "age of information" mean? How helpful is it? How did news travel in the eighteenth century? Why is this important? What is Darnton's central argument and why does he say that he cannot prove it? What do you take away from this article that helps you understand eighteenth-century society?

Robert Darnton, "The News in Paris: An Early Information Society," *American Historical Review* February 2000, Vol. 105 Issue 1, pp. 1-35.

<http://proxy.library.brocku.ca/login?url=http://www.jstor.org/stable/2652433?seq=2>

LECTURE SCHEDULE AND READING ASSIGNMENTS

Introduction

Absolutism in France

Trade, Merchants, the Bourgeoisie, Jones, pp. 159-170; 349-363.

Rural World, the Peasantry, Agriculture and Popular Culture, Jones, pp. 148-159.

Religion, Jones, 91-110

Enlightenment, Jones, 171-212

Women and the Family

Monarchy in the Eighteenth Century, Jones, *The Great Nation*, pp. 1-35.

Nobility and Politics, Jones, pp. 36-91.

Causes of the French Revolution, 336-348; 364-394.

Review