

Spring 2007

History B355 (Section 26102)
Grad. H509 (Section 22999)

Europe: Louis XIV to French Revolution:
The Cultural Dimensions and Civilizing Processes of Early Modern Europe.

Time: Tue./Th. 1:30-2:45 p.m.
Place: Cavanaugh Hall 235

Instructor: Dr. Kevin C. Robbins
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Office Hours: T/Th. 12:00-1:00 p.m.
(and by Appointment.) CA 503Q.

Course Objectives: This edition of B355/H509 will investigate the economic, social, political, and cultural history of early modern Europe (circa 1500-circa 1789) with special emphasis on the emergence of civilized norms and codes of human behavior. Central to this study will be investigation of how European patterns of consumption and valuations of material objects altered under the economic and cultural innovations of the era. Crucial aspects of this investigation will include: the demographic system of early modern Europe (human populations, population movements, and vital statistics), alterations in the educational institutions and value systems of early modern Europeans, and attendant transformations in cities and global trade. Special attention will be given to the material objects that embody changing European conceptions of “proper” or “civilized” human existence and sociability at this time. This course will examine carefully the new history of foodstuffs and cuisine as a determinant of identity in early modern times. Students will also encounter new historical scholarship, informed by anthropological methods of study, that addresses the etiquette, symbolism, and moral implications of gift giving in early modern times. How the acquisition and transmission of knowledge changed significantly in this era will also be explored. Early modern Europe witnessed remarkable, global expansion in marine exploration and commerce. European global economic ventures had profound effects on art, science, culture, and the sweeping rise of consumer behavior at this time. These events transformed European patterns of domestic life, interior decoration, and the internal thought-processes and mental preoccupations, neuroses, and phobias of our ancestors. Class readings will take up each of these themes. The class will conclude with analysis of the forces conspiring to produce revolutionary political movements in the era. Especially important here is the development of clandestine, illegal, and very popular genres of literature (like outrageously naughty pornography) de-sacralizing monarchy and probing the true nature of the body politic. This course will take continental Europe as its center of gravity with close attention given to England, France, Spain, the Habsburg Empire, and northern German states.

Since Europe discovered and intensely interacted with the rest of the world in the early modern era, our readings and discussions will cover the increasingly global dimensions and tests of European civilization at this time. Students will be consistently encouraged to view these various European territories, kingdoms, and empires as participants in a common,

dynamic, contentious, and often violent system of inter-state rivalry, beautifully ritualized diplomacy, cultural conflict, technological competition, and imitation. Students should strive to develop and maintain a comparative analytical perspective, seeking consistently to understand how increasingly elaborate inter-actions between these state entities in western, central, northern, and eastern Europe shaped the socio-political and socio-cultural history of early modern Europe as a whole--a history that remains powerfully influential in modern western rites of politics, warfare, science, technology, consumerism, civility, and self-fashioning. In essence, we are not just studying the past, we will be investigating a crucial epoch in time that still very powerfully shapes the way each of us lives and consumes things today. Early modern Europe has civilized us and continues to civilize us. Here we will attend to the revolutionary making of the modern world, of *our* world and of *our* ways of learning, thinking, behaving, and misbehaving.

B355/H509 will meet twice a week on Tuesdays and Thursdays. Meetings will be divided into introductory lectures by the instructor on key course problems or themes followed by general class discussion of all assigned readings. Class discussion of these readings will focus on the sources, methods of argument, interpretive strengths and weaknesses, and general conclusions of the authors read. Class discussions will be accompanied at appropriate points by multi-media illustrations including images, music, and objects of material culture. In class discussions, the instructor will question students closely on all aspects of the readings. **The reading list for this course is very demanding in terms of the beauty, length, and complexity of the texts assigned.** Students should plan their work outside of class accordingly, leaving ample time to read, to reflect on, and to re-read the course text assignments. Plan ahead, be prepared to do daily readings of the assigned texts throughout the entire semester, and come to class prepared to ask questions of the texts, of the instructor, and of your classmates.

Required Course Readings: Primary required readings for this course will be taken from recent masterworks in the fields of early modern European social, political, ethnographical, material, and cultural history. All texts are for sale at the IUPUI Bookstore, Cavanaugh Hall, Basement, History Section, B355 Shelves. Buy them all at once! Note that new and used copies of all class texts can easily be purchased through online booksellers (like Amazon.com) normally at prices better than those offered at the campus bookstore. (With the money you save on books at online dealers, opt for the fastest means of shipment to you from the dealer to get your texts as quickly as possible. Overnight is best.) Our readings are historical masterworks informing readers not just about history, but also about historiography, that is, how histories get designed, organized, justified, and argued.

Required course texts (in order of use) are:

Kamen, Henry. *Early Modern European Society*. Routledge Press, 2000.

ISBN: 0-415-158-656.

Elias, Norbert. *The Civilizing Process*. Blackwell Publishing, 2000.

ISBN: 0-631-22161-1.

Melchior-Bonnet, Sabine. *The Mirror: A History*. Routledge Press, 2002.

ISBN: 0-415-924-480.

Davis, Natalie. *The Gift in Sixteenth-Century France*. Univ. of Wisconsin Press,

2000. ISBN: 0-299-16884-0.

- Smith, Woodruff. *Consumption and the Making of Respectability in Early Modern Europe, 1600-1800*. Routledge Press, 2002. ISBN: 0-415-933-293.
- Burke, Peter. *A Social History of Knowledge*. Polity Press, 2000.
ISBN: 0-7456-2485-5.
- Camporesi, Piero. *Exotic Brew*. Polity Press, 1994.
ISBN: 0-7456-2197-X
- Darnton, Robert. *The Forbidden Best-Sellers of Pre-Revolutionary France*. Norton, 1996.
ISBN: 0-393-3144-21.

General Course Requirements: 1) regular attendance at all class sessions, two unexcused absences will lower your final mark. **Class rosters will be circulated at every class meeting--be certain that your name is on them;** 2) completion **by the dates listed below** of all assigned course readings; 3) informed participation in all class discussions (your instructor really wants to hear your opinions about what you are reading and seeing and your clearly expressed opinions in civil class discussion are absolutely essential to assure the educational quality of this course); 4) completion on time of one take-home final examination; 5) completion on time of two short essays (5 pages minimum) on a topic assigned by the instructor relevant to class readings; and 6) completion on time of one final research paper (15 pages minimum exclusive of notes and bibliography) on a theme, problem, material object or suite of objects either proposed by the instructor or developed by the student in close consultation with the instructor and relevant to main class topics.

Students enrolled in H509 for graduate credit will meet all of the general requirements above **except** point 6) on the final paper. Graduate students will prepare instead both a final, brief annotated bibliography (15 sources minimum) on their own research topic and a final research paper on that topic of 20 pages minimum (exclusive of notes). Graduate students are especially encouraged to make use of specific material objects (like printed books or technical treatises or maps of the era) and to develop an interdisciplinary or trans-disciplinary research project. If practicable, graduate students should make scholarly use of any relevant foreign language skills they may possess for more extensive reading and research in relevant subject areas.

The instructor will be delighted to assist all students with the selection, organization, and enhancement of their research paper projects. He will be glad to provide frequent paper conferences with student writers throughout the term and will be pleased to read, correct, and comment on drafts of all student written assignments prior to their deadlines provided that such drafts reach him in a timely and coherent manner.

All Students are required to maintain excellent class attendance, to arrive at class on time, and must always bring to class their copies of all assigned readings. Cell-phones must be turned off. No student is to use the classroom as a place to eat or sleep during class time. If you fall asleep in class, then I will fail you for the course.

Course Grading: Short Essays 20% of Final Grade; Final Exam 20% of Final Grade; Main Research Paper 50% of Final Grade; Class Participation 10% of Final Grade. For Graduate Students: Short Essays 15%, Final 10%; Annotated Bibliography 20%; Research Paper 40%, Class Participation 15% of Final Mark.

COURSE OUTLINE AND READING ASSIGNMENTS
(Note: All Readings Below to Be Completed By the Date Given)

- Tue. 1/9 Course Introduction. Distribution of Syllabus. Explanation of Course Objectives and Logistics. First Remarks on History and Historiography. The Objectives of Cultural History: Material Objects, Manners and Mentalities (Patterns in Material Life, Modes of Behavior, and Habits of Thinking--*Mentalités*.)
- Thr. 1/11 Lecture/Discussion: Human Realities, Communities, Horizons, and Identities in Early Modern Europe--Overview.
Readings: Kamen, *Early Modern European Society*, Chapt. 1, pp.1-34.
- Tue. 1/16 Lecture/Discussion: Early Modern Europe: Realities of Governance and the Basic Social Structures. Overview.
Readings: Kamen, *Early Modern European Society*, Chapt. 2-5, pp. 35-119.
- Thr. 1/18 Lecture/Discussion: Early Modern Social Solidarities and Social Tensions.
Readings: Kamen, *Early Modern European Society*, Chapt. 6, pp. 120-156.
All Graduate Student Research Topics Must Be Approved by This Date.
- Tue. 1/23 Lecture/Discussion: The Meanings of Social Discipline, Gender Roles, Modernization, and Individualism in Early Modern Europe--Overview.
Readings: Kamen, *Early Modern European Society*, Chapt. 7-9, pp. 157-233.
First Short Essay Topics to Be Distributed in Class.
- Thr. 1/25 Lecture/Discussion: What is the History of "Civilization"? What is the History of the "Civilizing Process"?
Readings: Elias, *The Civilizing Process*, Preface and Part One, pp. ix-43.
- Tue. 1/30 Lecture/Discussion: How Does the Historian Document and Write Transformations of Human Behavior in Past Time? What is the History of "Civility"?
Readings: Elias, *Civilizing Process*, Part Two, pp. 47-172.
- Thr. 2/1 Lecture/Discussion: The Early Modern Politics of Mannerly Self-Discipline. The "Socio-Genesis" of the European Monarchical State.
Readings: Elias, *Civilizing Process*, Part Three, pp. 187-194 and 257-277.
First Essays Due in Class (No Exceptions).
- Tue. 2/6 Lecture/Discussion: The Historic Implications of Social Constraint Toward Self-Constraint.
Readings: Elias, *Civilizing Process*, Part Four, pp. 365-447.

- Thr. 2/8 Lecture/Discussion: Cultural History Through the Looking Glass. Why the History of the Mirror Matters.
Readings: Melchior-Bonnet, *The Mirror: A History*, Preface, Introduction, and Chapt. 1, pp. ix-34.
- Tue. 2/13 Lecture/Discussion: What's to be Seen in the History of Mirrors?
Readings: Melchior-Bonnet, *The Mirror*, Chapt. 2-5, pp. 35-155.
- Thr. 2/15 Lecture/Discussion: Regarding the Self and Regulating the Self: Mirrors As Moral Machines.
Readings: Melchior-Bonnet, *The Mirror*, Chapt. 6-7, pp. 156-221
- Tue. 2/20 Lecture/Discussion: Early Modern European Culture and the Anthropology of the Gift.
Readings: Davis, *The Gift in Sixteenth-Century France*, Introduction and Chapt. 1-3, pp. 3-42.
Second Short Essay Topics to be Distributed in Class.
- Thr. 2/22 Lecture/Discussion: The Early Modern Economy of Good and Bad Gifts.
Readings: Davis, *The Gift*, Chapt. 4-5, pp. 43-84.
- Tue. 2/27 Lecture/Discussion: The Stature of Gifts in Early Modern European Religious and Political Conflicts.
Readings: Davis, *The Gift*, Chapt. 6-7 and Conclusion, pp. 85-132
- Thr. 3/1 Lecture/Discussion: The New Histories of Consumption: Acquiring Goods and Acquiring Status in Early Modern Europe.
Readings: W. Smith, *Consumption and the Making of Respectability*, Introduction and Chapter 1, pp. 1-24.
- Tue. 3/6 Lecture/Discussion: The Commodification of Luxury, Comfort, and Virtue.
Readings: Smith, *Consumption*, Chapt. 2-4, pp. 25-138.
Second Short Essay Due in Class (No Exceptions).
- Thr. 3/8 Lecture/Discussion: The Commodification of Gender Roles. Masculine and Feminine Identities Under the Empire of Things.
Readings: Smith, *Consumption*, Chapt. 5-6, pp. 139-188.
- SPRING BREAK. SPRING BREAK. NO CLASSES 3/12—3/18.
- Tue. 3/20 Lecture/Discussion: Buying Respect and Respecting Buying: The Early Modern Economy of Prestige.
Readings: Smith, *Consumption*, Chapt. 7-8, pp. 189-246
- Thr. 3/22 Lecture/Discussion: The Changing Meanings of Knowledge in Early Modern Europe. Modes of Communicating Wisdom and New Constructions of Authority.
Readings: Begin Burke, *A Social History of Knowledge*, Chapt. 1, pp. 1-17.

- Tue. 3/27 Lecture/Discussion: The Clergy's Loss of Monopoly Knowledge Power, New Sites and Forms of Knowledge Construction and Projection.
Readings: Burke, *A Social History of Knowledge*, Chapt. 2-4, pp. 18-80.
- Thr. 3/29 Lecture/Discussion: The Vital Effort at Classifying and Organizing Knowledge. The Making and Stocking of Print.
Readings; Burke, *Social History of Knowledge*, Chapt. 5, pp. 81-115.
**Undergraduate Final Research Topics Must be Approved by This Date.
Graduate Annotated Bibliographies Due in Class (No Exceptions).**
- Tue. 4/3 Lecture/Discussion: Cultural Conflicts in the Control of Knowledge. Censorship, Press Markets, Readership, and Energizing Dissent.
Readings: Burke, *Social History of Knowledge*, Chapt. 6-8, pp. 116-196.
- Thr. 4/5 Lecture/Discussion: Enlightened Ways of Living Right (or You Are What You Eat). What Can European Foodways Teach Us?
Readings: Begin Camporesi, *Exotic Brew*, Chapt. 1, pp. 1-11.
- Tue. 4/10 Lecture/Discussion: What Are the New Signs and Signifiers of Living Right?
Readings: Camporesi, *Exotic Brew*, Chapt. 2-9, pp. 12-95.
- Thr 4/12 Lecture/Discussion: How Did the Enlightenment and The Craze for Decorous Living Alter Human Patterns of Consumption and Human Sense Experience (Sensuality) in the World?
Readings: Camporesi, *Exotic Brew*, Chapt. 10-14, pp. 96-160.
- Tue. 4/17 Leture/Discussion: Do Books Cause Revolutions?
Readings: Robert Darnton, *Forbidden Best-Sellers*, Introduction and Chapt. 1-2, pp. xvii-xxiii and 3-82.
- Thr. 4/19 Lecture/Discussion: What is the History of the Book and What Books Got Bought in Early Modern France? Were These Texts Revolting?
Readings: Darnton, *Forbidden Best-Sellers*, Chapt. 3-4, pp. 85-136.
- Tue. 4/24 Lecture/Discussion: From Political Slander to Political Sedition. Books and the Revolutionary (Pornographic) Modification of Political Discourse.
Readings: Darnton, Chapt. 5, 7, and 8, pp. 137-166 and 181-216.
- Thr. 4/26 Lecture/Discussion: Recovering the Historical Impact of Books on People and Public Opinion. Were There Revolutionary Readers?
Readings: Darnton, Chapt. 9-10, pp. 217-246.
**Take-Home Final Examination Distributed in Class.
All Final Research Papers Due From All Students (No Exceptions).**
- Thr. 5/3 **FINAL EXAMS DUE BACK TO INSTRUCTOR BY 5:00 P.M.
SUBMIT IN HARDCOPY TO INSTRUCTOR'S MAILBOX
CA 503Q OR BY E-MAIL TO krobbin1@iupui.edu. NO EXCEPTIONS!!**