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La famille en France à l'époque moderne.
Histoire sociale et anthropologique de la France aux XVII^e et XVIII^e siècles



**Louis DAVID (école, anonyme), *Camille Desmoulins, sa femme Lucile et leur fils Horace-Camille*, vers 1792,
Huile sur toile, 100 cm x 123 cm, Château de Versailles, Versailles.**

RELEVANT POLICIES

ACADEMIC HONESTY

Any student action that does not reflect complete intellectual honesty in the preparation and submission of all academic work is prohibited. Acts of academic dishonesty include plagiarism and cheating. Plagiarism is intentionally or unintentionally representing the ideas, research, language, creations, or inventions of another person as one's own without appropriately citing print and digital sources. Cheating is defined as giving, receiving, or attempting to give or receive any aid -- unless explicitly permitted by the instructor -- for any assigned work.

The use of machine translation apps and websites as well as other similar digital aids (ie the artificial intelligence chatbot, Chat GPT) -- unless explicitly permitted by the instructor -- also constitutes an act of cheating.

When you are in doubt, please contact your instructor before submitting work that you feel may violate any of the community standards expressed in this paragraph.

HONOR CODE

Students must write the following on all submitted written work: “Ceci est mon travail personnel. Je n’ai donné ni reçu d’aide non-autorisée.” (Translation: “This is my personal work. I have neither given nor received unauthorized aid on this assignment”)

ATTENDANCE and PARTICIPATION

Attendance and participation in all classes are mandatory and an integral part of the academic program. Students are not permitted to miss more than two class sessions (for courses that meet once a week) or three class sessions (for courses that meet twice a week, language courses), for any reason. Any more absences will result in a failing grade on their transcript.

ADA ACCOMMODATIONS

Students who have “Letters of Accommodation” are encouraged to contact their instructors as early in the semester as possible to ensure that such accommodations are implemented in a timely fashion. For those without Letters of Accommodation, assistance is available to eligible students through the Disability Resource Center (formerly called Student Accessibility Services). Please contact Jodi Litchfield, the ADA Coordinator, for more information: Jodi Litchfield can be reached at litchfie@middlebury.edu or 802-4435936. All discussions will remain confidential. Students requiring accommodations from Middlebury’s Disability Resource Center should complete an Accommodation Request Form. They should also notify their instructors and the Director and/or Associate Director of the School in France that they are seeking accommodations.

SUPPORT POLICY

- Tutorials are available; please ask the School in France Director or Associate Director.
- Dictionaries are allowed.
- On-line translators are prohibited.

INFORMATION and RULES REGARDING CLASS RECORDING

Your instructors may use Zoom to record class sessions. If your instructor uses Zoom to record a class session, Zoom provides audio and visual indicators to inform you when the recording starts, stops, is in progress, and is paused/unpaused. You may not yourself record a class session.

Links to class session recordings will be shared via the Canvas course webpage. Links to Zoom class session recordings will be removed at the end of the academic term. You may NOT disclose the link to/URL of a class session recording or copies of recordings to anyone, for any reason. The recording is a FERPA-protected asset and is available to your class only. You have the option to appear in an audio-only mode and to turn off your webcam during the recording.

You have the option to access Zoom class sessions under a pseudonymous username. To facilitate class participation, you are expected to communicate your pseudonym offline to your instructor.

CLASSROOM ETIQUETTE and DECORUM GUIDANCE

Active Listening and Engagement: When your teacher or other participants make contributions during discussions or oral exercise in the class, you are expected to devote your undivided attention. This level of attention is not only a matter of politeness and collegiality, it will also contribute positively to your own progress to learn the language. Therefore, please do not browse the internet on your laptop or use your cell phone during class. Also, please do not eat during class.

COMMUNITY CONDUCT

[Middlebury's Anti-Harassment/Discrimination Policy and Middlebury's Policy Against Sexual Misconduct, Domestic and Dating Violence and Misconduct, and Stalking](#) are in effect at the School in France during the academic year. These policies sanction a wide range of behaviors, including those that partly or exclusively occur in virtual communities.

If you feel that you are a victim or witness of an act of sexual misconduct/violence, or if you feel you are a victim or witness of an act of discrimination based on gender, sexual orientation, race, ethnicity, or nationality, please contact [Middlebury's Civil Rights & Title IX office](#).

If you report the incident to your instructor, he/she is by law obligated to act as a so-called "Mandatory Reporter." You find [here](#) more about the principles of confidential reporting, including resources that you can turn to who are exempt from reporting.

CYBER SECURITY

All members of the Middlebury community are required to observe all [institutional policies](#) that relate to information security. It is strictly prohibited to share any links and passwords with anybody.

Présentation du programme de cours et de travaux dirigés :

La famille constitue l'unité de base de la société française d'Ancien Régime, unité sociale, administrative, fiscale et politique. Mais qu'appelle-t-on une famille aux XVII^e et XVIII^e siècles ? Comment se construit-elle et quelle place accorde-t-elle aux hommes, aux femmes et aux enfants qui la composent ?

Ce cours aura pour objectif de faire comprendre aux étudiants la nature des structures familiales, les enjeux économiques, sociaux et religieux attachés à la formation des familles. Il permettra aussi de réfléchir aux conditions de vie des Françaises et des Français de l'Ancien Régime et à leur évolution, qu'il s'agisse de la répartition de la population sur le territoire, de la croissance des villes, des crises démographiques liées à la faim et aux épidémies, aux progrès sanitaires et médicaux.

Pour ce faire, nous évoquerons les sources utiles à l'histoire de la famille et nous travaillerons sur des documents de l'époque moderne lors des séances de travaux dirigés. Il s'agira d'envisager la vie conjugale, la naissance et l'éducation des enfants, la place des femmes et les relations au sein des familles, les soins face aux maladies et l'évolution des connaissances et de la pratique médicales. Ces problématiques d'histoire sociale et d'anthropologie historique seront toujours mises en perspective avec les évolutions économiques du royaume de France ainsi que la place importante de l'Église et de l'État dans la vie des individus.

Proposition de programmation (soumise à légères modifications) :

1. Qu'appelle-t-on la famille à l'époque moderne ?
2. Sur quelles sources historiques peut-on travailler pour connaître les structures familiales ?
3. La population en France : structures et évolution
4. La formation des couples
5. La vie conjugale sous contrôle
6. La famille comme unité de reproduction
7. Être enfant sous l'Ancien Régime
8. Structures familiales et rapports familiaux
9. « Selon que vous serez puissant ou misérable »¹... Des conditions de vie différentes
10. Les années de misère
11. La famille face à la mort
12. Faire face aux grandes épidémies : l'exemple de la peste
12. Devoir

¹ Jean de La Fontaine, « Les animaux malades de la peste », *Fables*, 1678.