

Topics in History: France in the Age of Louis XIV and Enlightenment

HIST 3110: Winter 2017

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Office hours: Mondays and Wednesdays 12:30-1:30.

This course offers an introduction to the history of France from the mid seventeenth century until 1789. The class will cover the articulation of a distinctive form of monarchy, associated with the person of Louis XIV, and its persistent strength and difficult challenges when faced by the different circumstances of the eighteenth century. It will also concentrate on the extensive and interlinked changes in culture, science, ideas, economy, society, and sociability during the period. We will particularly examine the movement for human emancipation known as the “Enlightenment,” and locate it in its particular contexts.

The class will feature two lectures a week, but most of the Friday classes will be “workshops” where we will discuss primary sources or important historical articles. Students should become familiar with some issues and disputes in recent historiography, as well as a range of primary sources. Although French reading knowledge is not a requirement, there will be opportunities for reading in French if you have the desire and ability. (Naturally enough, much of the best literature on the history of France is written in French.)

Course Books:

Available for purchase in the Bookstore; I will also expect you to print out some primary sources and journal articles.

William Beik, *Louis XIV and Absolutism: A Brief Study with Documents*. (Boston: Bedford St. Martin's, 2000).

Colin Jones, *The Great Nation: France from Louis XIV to Napoleon*. (London: Penguin Books, 2002).

Assignments:

Workshop preparation: 20%. Five, due at the beginning of the workshop in which the reading will be discussed. No late assignments will be permitted.

Write a question and a paragraph long observation about the reading assigned for the day; the paragraph need not answer your question, but address another facet of the readings.

Paper # 1: Secondary Sources 25 %, 6-8 pages: Due Monday. 13th February, 2017.

Critically scrutinize the articles assigned under each topic, and discuss how the authors

view the interaction of monarchical example and broader social practice in each of the domains under consideration. Prepare a brief bibliography that would serve as a point of departure for further research into the theme.

Theme 1: Court Culture and Consumption

Michael R. Lynn, "Sparks for Sale: The Culture and Commerce of Fireworks in Early Modern France," *Eighteenth century life*. 30, 2 (Spring, 2006): 74-97.

William H. Sewell, "The Empire of Fashion and the Rise of Capitalism in 18th Century France," *Past & Present*. 206, 1 (Feb, 2010): 81-120.

Theme 2: Natural Philosophy and Monarchy

Stephen Gaukroger, "The Academie des sciences and the Republic of Letters: Fontenelle's Role in the shaping of a new natural-philosophical persona, 1699-1734", *Intellectual History Review* 18, 3 (Sept, 2008): 385-402.

Anita Guerrini, "The King's Animals and the king's books: the illustrations for the Paris Academy's *Histoire des Animaux*," *Annals of science* 67, 3 (2010): 383-404.

Theme 3: Letters and Power

Thierry Sarmant and Pierre Waksman, "The King and his generals: the Military correspondence of Louis XIV in 1696," *French History*. 22, 2 (2008): 156-174.

Giora Steinberg, "Epistolary Ceremonial: Corresponding Status at the time of Louis XIV," *Past & Present*. 204, 1 (2009): 33-88.

Theme 4: Representing the monarchy

Victoria Sanger and Isabelle Warmoes, "The City Gates of Louis XIV," *Urban History*, 30, 1 (2003): 50-69.

Tatiana Senkevich, "The portrait of the king's minister and the state of collaboration," *Early Modern French Studies*, 37, 1 (2015):

Paper #2: Primary Sources: 25 %, 6-8 pages. Due Monday, 3rd April 2017.

Topics to be distributed later.

Final Examination: During Exam period: 30%.

A note on academic honesty: Education and scholarship depends upon a certain sort of basic honesty. I expect that when you claim to have done work, you will actually have done it. When you use the work or ideas of another scholar or student, you should respect them by treating their work fairly and accurately, and give them public credit by citing them openly. Always err on the side of giving too much credit to others than too little. In formal essays, I prefer citations in footnotes using the form known as the Chicago humanities style; see the quick guide at http://www.chicagomanualofstyle.org/tools_citationguide.html.

The University cares about academic honesty as well, because it has to maintain a standard of fairness and equity. You can find its mandate on “Plagiarism and Cheating” and on “Examination Impersonation” in Section 8.1 of General Academic Regulations of the University Undergraduate Calendar (<http://crscalprod1.cc.umanitoba.ca/Catalog/ViewCatalog.aspx>), but the Faculty of Arts requires me to repeat it here, as well.

“The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.

The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.”

Marking: I will make every effort to return papers within a week, and you will thus have considerable feedback before the voluntary withdrawal (VW) date of 31 March 2017. I will take into account the quality and diligence of research, the creativity, strength, and coherence of thought and argument, and the correct use of grammar, usage, proofreading and citation. Extensions will not be granted except in highly unusual circumstances, which will usually require documentation. 4 % a day will be deducted for unexcused lateness.

A+, 90-100 %: Exceptional: Astonishingly excellent work, which demonstrates originality and a singular command of the subject.

A, 80-89 %. Truly excellent work, free from errors. A strong thesis, well organized paragraphs, and substantial evidence of close reading on single source papers or broad research in the research paper. In research papers, some awareness of the development of historiographical traditions. Excellent and error free citations, and in the research paper a large and intriguing bibliography.

B+, 75-79 %. Very good work, but with some errors.

B, 70-75 %. Good, with evidence of hard work. Certainly must have a suitable thesis. Errors in grammar and usage, and less creativity and coherence in argument and interpretation. Sporadic references to the literature.

C+, 65-69 %. Satisfactory, but little coherence in argument and poor writing, and in the research paper, little evidence of creativity and diligence in research.

C, 60-64 %. Poorly written, and with little evidence of being familiar with the subject about which they are writing, and little evident effort placed into finding material for research.

D, 50-59 %. Poorly organized, without a useful thesis. Many errors in editing, sloppy writing, and little sign of diligent research or close reading. Using only the textbooks as a source in the research paper.

F, 0-49 %. Unacceptable work. Demonstrates little knowledge of the history of the early modern period or of the historian's craft.

Other things the Faculty thinks you should know: "Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them." If you do not pick up your work for four months after the end of the course, you will not only lose the incalculable benefits of my comments, but, as the Faculty puts it, the work "will become the property of the Faculty of Arts and will be subject to confidential destruction."

Useful References

Databases: *Historical abstracts* and *Iter* are useful bibliographies to find journal articles, books and dissertations about French history in this period. More complete bibliographic information can be found in the *Bibliographie annuelle de l'Histoire de France*.

Journals: The standard English journals on French history are *French Historical Studies* and *French history*. The second journal, published in England, tends to have more content on early modern subjects. Book reviews are available at H-France, on line.

Reference works: For French institutions in English, a useful place to start is Roland Mousnier, *The Institutions of France under the Absolute Monarchy* Brian Pearce and Arthur Goldhammer, trans. (Chicago: University of Chicago, 1979-1984). For readers of French, consult the invaluable Lucien Bély, ed. *Dictionnaire de l'Ancien Régime* (Paris : Presses Universitaires de France, 1996).

Student Resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/>. The History department will also make a writing tutor available exclusively to History students in the department on one day a week.

The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage (http://umanitoba.ca/student/resource/student_advocacy/).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>.

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, Kyle Feenstra. They are available on the Libraries page at

this link: <http://libguides.lib.umanitoba.ca/history>. Students who need research assistance can also schedule an appointment with a librarian through the website.

Reading Schedule

William Beik, *Louis XIV and Absolutism*, abbreviated as Beik.

Colin Jones, *The Great Nation*, abbreviated as Jones.

Lecture subjects and workshop readings are subject to change.

Read Beik, 1-16.

W: 18th January: Introduction

F: 20th January: Diversity and French institutions.

WEEK I:

Read Beik, 19-49.

M: 23rd January: France before Louis XIV

W: 25th January: Into the Fronde

F: 27th January Workshop I: Readings from Beik.

WEEK II

Read Louis XIV, *Mémoires*, from me.

M: 30^h January: Mazarin and Personal Rule

W: 1st February: Style of Rule

F: 3rd February: Workshop II: Louis XIV, *Mémoires*, From me.

WEEK III

Read: Beik, 50-120, 199-204.

M: 6th February: Court Culture and Versailles

W: 8th February: Dutch War

F: 10th February: Workshop III: Documents in Beik.

WEEK IV

Read: Beik, 166-198.

M: 13th February: *Paper # 1 Due!* Revocation of the Edict of Nantes.

W: 15th February: Religious dissent & alliances against Louis

F: 17th February: Workshop IV: Louis XIV, Orthodoxy, and Dissent: Beik, and Pierre Bayle, *A Philosophical Commentary on These Words of the Gospel, Luke 14.23, 'Compel Them to Come In, That My House May Be Full'* [1686], preliminary discourse. Available at

http://oll.libertyfund.org/index.php?option=com_staticxt&staticfile=show.php%3Ftitle=163&Itemid=27 On the .pdf file, read pages 27-45.

20-24th February: Louis Riel Day & Reading Week: No classes

WEEK V

Read Beik, 156-165, 219-222.

M: 27th February: Endless War

W: 1st March: Dissent and Death

F: 3rd March: Workshop V: Vauban and dissent: *The Royal Tithe*, From me.

WEEK VI

Read Jones, Introduction, 1-81.

M: 6 March: Hopes of the Regency
 W: 8th March: John Law and his consequences.
 F: 10th March : Workshop VI: Regency Culture: Montesquieu: Selected *Persian Letters*, available at <http://rbsche.people.wm.edu/teaching/plp/>

WEEK VII

Read: Jones, chapter 3.
 M: 13th March: Fleury's Regime.
 W: 15th March: Changes in Society.
 F: 17th March: Workshop VII: Voltaire, From the English Letters, letters 8,9, 10, 14 and 25.
 Available at <http://oll.libertyfund.org/titles/666>

WEEK VIII

Read: Jones, chapter 4.
 M: 20th March: French Empire
 W: 22nd March: Louis XV's Sunny Moment
 F: 24th March: **Workshop VIII:** *Encyclopédie*, I: Definition, "Encyclopédie/Encyclopedia."
 Available at "The Encyclopedia of Diderot and D'Alembert: Collaborative Translation Project," at <http://quod.lib.umich.edu/d/did/>

WEEK IX

Read Jones, Chapter 5.
 M: 27th March: The Encyclopedic Moment
 W: 29th March: Sentiment & the Royal Image.
 F: 31st March: **WORKSHOP IX:** *Encyclopédie*, I: Definitions "Cannibals," "Cuisine", "Giraffe", "Intolerance" and "Slavery", Available at "The Encyclopedia of Diderot and D'Alembert: Collaborative Translation Project," at <http://quod.lib.umich.edu/d/did/>

WEEK X

Read Jones, Chapter 6 and 7.
 M: 3rd April: Reform: **PAPER #2 Due!**
 W : 5th April: Seven Years War
 F: 7th April: **Workshop X:** Selections from Jacques-Louis Ménétra, *Journal of My Life*. From me.

WEEK XI

Read Jones, Chapter 8 and 9.
 M: 10th April: Reform or Revolution.
 W: 12th April: Towards the national convention
 F: 14th April : Good Friday, No class.

WEEK XII

Read Jones, 9 and 10.
 M: 17th April: The rights of man and the republic of virtue
 W: 19th April: **Workshop XI:** Selections from Abbé Sieyes, *What is the Third Estate?*
 F: 21st April: Review and Retrospect.