



HIST 191: The Age of Louis XIV: Rays of the Sun King

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Fall 2016

Class Time: MWF 9:00 – 9:50 AM

Class Location: Rush Rhees 456

**Office Location: 355 Rush Rhees Library
(Third Floor, New Stacks)**

**Office Hours: Mondays 10:00 AM – Noon, and
by appointment**

Course Description

Louis XIV, King of France from 1643 to 1715, dominates the history of his age and exemplifies the role and power of the absolute monarch in Europe. Drawing all things to his sumptuous Palace of Versailles, the “Sun King” constructed an opulent form of courtly life and controlling politics. In the orbit of Versailles, new philosophic and artistic endeavors were spun that define Classical French literature, philosophy, and theology. This course explores the world that Louis built, its politics, poems, and prayers, and seeks to understand how a singular individual came to embody the nation he ruled.

Course Objectives

- Understand the life, politics, philosophy, and cultural meanings of Louis XIV as a man, a leader, and a Kingly Ideal.
- Comprehension of the major themes in the culture, politics, religion and philosophy of Early Modern France from the early seventeenth through early eighteenth centuries.
- Work towards an understanding of the general narrative of French and European History from the early seventeenth century through 1715.
- Development of critical thinking in both writing and class discussions.
- Recognition of the value in using primary documents to the study and practice of history.
- Recognition of the importance of historical knowledge for understanding contemporary issues.



Required Texts

John B. Wolf. *Louis XIV.* (New York: W.W. Norton & Company, 1974). ISBN 978-0393007534

Peter Burke. *The Fabrication of Louis XIV.* (New Haven: Yale University Press, 1992).
 ISBN 978-0300059434

Blaise Pascal. *Pensées.* trans. A. J. Krailsheimer. (London: Penguin, 1995). ISBN 978-
 0140446456

Molière. *Tartuffe.* trans. Richard Wilbur. (New York: Harvest Books, 1992). ISBN 978-
 0156881807

Electronic Reserves and Links

In addition to the above texts, certain course materials will be made available electronically on our course Blackboard site and will be indicated as such with either an ER or Link. You are required to bring a printed copy of all assigned Electronic Reserves and linked webpages (except those of musical recordings) to their respective class session in order to facilitate discussion.

Assignments

There is no Mid-Term or Final Exam in this course. As History is a discipline focused on making evidence based interpretations regarding the reality of the past, instead of formal exams you will have multiple writing assignments throughout the semester. The only Exam-like assignment you will have is a map quiz of basic French and surrounding European geography on September 30.

Writing Assignments: In this course you will write a *weekly* 1 page Brief. The nature of and expectations for the Briefs are described below. In addition to the weekly brief, you will write one 7-10 page Research

Paper as well as a short Research Paper Proposal. The nature of and expectations for the Research Paper and Research Paper Proposal are described below. In general, all papers must be double-spaced in 12 point “Times New Roman” type, have 1 inch margins on all sides, and also include page numbers. Citations must be made in the Chicago Style (more information on this type of formatting will be provided to you). The heading for your paper should be three single spaced lines beginning with your name, our course number, and, finally, the date. Make sure to proofread your papers yourself for grammatical and spelling errors. Never rely on “spell-check;” it misses far too many common errors.

Briefs: Briefs are due every Friday IN CLASS unless otherwise noted in the syllabus (*there are ten assigned briefs in total*). Briefs are concise and critical responses to the week’s readings that explore issues, themes, or ideas that strike you as noteworthy for whatever reason. You can select any subject related to a week’s assigned material. While writing, you should develop an argument centered on a single concept from one of the readings. It is often more useful to consider a single section from a text or even a short passage than to try to address the entire week’s reading. You might also compare the readings for the week with other texts we’ve encountered or relate it to larger questions that have come up in class. The purpose of this assignment is twofold. First, it is excellent practice for identifying relevant aspects of the reading, for writing concisely, and for developing coherent and focused written arguments. Second, your briefs should provide you with observations and questions that will hopefully lead you to a topic for the Research Paper. Again, Briefs are due every Friday. **I will not accept late briefs.**

To get you started, here are some possible questions to address in your briefs:

- What is the object or topic of the passage?
- What is the author’s agenda or purpose?
- What argument does the author make; what is his logic?
- What evidence does the author use to support that argument?
- What is not mentioned?

Research Paper: You will research and write a 7-10 page Research Paper on any topic related to Louis XIV and/or France from 1638-1715 chosen in consultation with me. The Research Paper is in place of a Final Exam and is **due on our class’s Final Exam Day: December 21 by 5pm**. Research Papers make use of both Primary and Secondary Sources to answer a specific question about the past. The proper Research Paper has a clear thesis, flow, and structure. It also utilizes common practices for the discipline of History including Chicago style footnotes for citation and formal academic writing style. More information will be provided to you over the course of the semester on what the specifics of writing in this style entails.

Research Paper Proposal: In order to gauge the feasibility of your project and acquaint you with subject literature, you will develop a Research Paper Proposal. This proposal will include a description of at least two paragraphs of *two* potential topics that you would like to research. For each you must include an annotated bibliography (annotated means 2-3 sentences below the citation describing what the book/text says). Your annotated bibliography will list one secondary and two primary sources. **The Research Paper Proposal is due IN CLASS on October 14.** We will then meet personally on Friday October 21 to discuss your proposals in detail and select one of your two topics. We will also discuss research strategies, developing an effective and convincing argument, time management, and any concerns you may have about research and writing.

Style Guide: To help guide you through the writing process for both the Briefs and the Research Paper and its Proposal, the following is a general list of my expectations for academic writing.

ALWAYS:

- Have a single spaced left-aligned heading with your name, the course number, and the date.
- Have an introductory paragraph/section in which you summarize the issues at stake. For briefs this should be a short explanation of the subject that interested you. For the Research Paper this will be much longer and introduce the major themes of the paper. In both cases, the final sentence of this paragraph should usually be your thesis statement. (See below)
- Have a clearly identifiable thesis statement (meaning argument) to guide your writing. The successful thesis will be clearly identifiable as an argument
- Have coherent grammatical structure and flow.
- Have Proper Citations: When referencing assigned materials in the syllabus to make your argument, simply reproduce the citation information provided in the syllabus in a footnote followed by the page number(s) you to which you are referring. If you have any questions about footnotes, please email me

NEVER:

- Plagiarize.
- Fail to make an argument.
- Not meet the length requirement.
- Use the first person (you, I, we, us, our, my, etc.).
- Use *contractions* or *colloquialisms*, ‘cause I ain’t got no time fo’ dat, lol.
- Repeat clichéd phrases or sloppy historical generalizations like “back then,” or “in the past.”
- Have poor wording and tense confusion (remember, the past is written about in the past tense, books we read about the past are written about using the present tense. For example: John B. Wolf *writes* about the central role Cardinal Mazarin *played* in the early life of Louis XIV).

Map Quiz: In order to make sure you are familiar with basic French and Western European geography, we will have short map quiz on **September 30**. You will be provided with a map that we will fill in together and go over on the second day of class. This map will be what you are quizzed over. It is recommended that as you read our course materials and encounter a place you are unfamiliar with that you look up its location and place it on this map.

Class Participation: All students are expected to attend all class meetings and to notify me in advance if you must miss a class. Excessive unexcused absences will affect your grade. You should come to class having read the assigned texts and prepared to discuss them. Simple attendance is not enough; there is no such thing as passive participation. Expressing opinions is an essential part of class discussion and I expect and encourage a diversity of perspectives, as well as honest and respectful disagreement. If you are having difficulties speaking up in class, please come see me and we will develop some strategies together.

What does effective class participation look like? In terms of the class participation grade, the following rubric roughly outlines my expectations:

- A: regular class attendance, always fully prepared (= having completed *and* thought about the readings), regularly contributes positive, thoughtful comments
- B: regular class attendance, usually prepared, makes a sincere effort to contribute often
- C/D: several absences, inconsistent preparation, occasional contributions to discussion
- F: many absences, usually unprepared, vague or rare contributions

Grading

Participation and attendance:	20%
Briefs:	30% (3% each)
Research Paper Proposal	5%
Research Paper Meeting	5%
Research Paper:	40%
Extra Credit Map Quiz	5%

Grades for this course will be determined using the University of Rochester's grading scale:

93-100 = A	73-76 = C
90-92 = A-	70-72 = C-
87-89 = B+	67-69 = D+
83-86 = B	63-66 = D
80-82 = B-	60-62 = D-
77-79 = C+	0-59 = F

Technology Policy

For good or ill (most likely ill), we currently live in a “digital” age. Although the value of handwritten note taking skills for your comprehension of the course and intellectual development cannot be overstated, you may nonetheless bring a laptop or tablet to class to take notes. However, the use of cell phones and smart phones is strictly forbidden during class, and if used will result in a failing participation grade. If you choose to use laptops or tablets in class, it must be for academic purposes. Occasionally, I may ask you to turn off your devices (such as during class discussion when total attention is required). If the use or misuse of technology becomes an issue during in-class discussions, workshops, and assignments (i.e., checking Facebook, watching Youtube videos, Tweeting, Snapchatting, etc.), then I reserve the right to alter the technology policy (and your grade) as I see fit.

Late Work and Missed Assignments

Late work will not be accepted. **No exceptions.** Any extenuating circumstances should be communicated directly to the instructor as soon as possible. Assignment deadlines are made clear at the beginning of the course which means there are very few reasonable excuses for missing them.

Academic Integrity

As members of an academic community, students and faculty assume certain responsibilities, one of which is to engage in honest communication. Academic dishonesty is a serious violation of the trust upon which an academic community depends. A common form of academic dishonesty is plagiarism. Plagiarism entails the representation of another person's work as one's own, or the attempt to blur the line between one's own ideas or words and those borrowed from another source. More specifically, this means the use of an idea, phrase, or other materials from a written or spoken source without acknowledgment in a work for which a student claims authorship. Poor or weak paraphrasing also counts as plagiarism. It is simply not enough to substantially copy the work of another author and place a footnote at the end of a sentence or paragraph. The sentence structure, word choice, and flow of the sentence must be yours and not anyone else's. Further examples of plagiarism include: the misrepresentation of sources used in a work for which the student claims authorship, the improper use of course materials in a work for which the student claims authorship, the use of papers purchased online and turned in as one's own work, submission of written work such as laboratory reports, computer programs, or papers, which have been copied from the work of other students, with or without their knowledge and consent. A student can avoid the risk of plagiarism in written work or oral presentations by both competently paraphrasing and clearly indicating, either in footnotes or in the paper or presentation itself, the source of any idea or wording that he or she did not produce. Again, sources must be given regardless of whether the idea, phrase or other material is quoted directly, paraphrased or summarized in the student-writer's own words.

In cases where plagiarism is evident, the University of Rochester's policy governing academic dishonesty will be followed. The penalty for a first event of plagiarism in a first year writing course is a "0" for the assignment. This pertains to rough drafts as well as final drafts and informal writing assignments. As required by the University of Rochester's academic honesty policy, all instances of plagiarism will be reported to the College Board of Academic Honesty for further review.

For the complete University of Rochester academic honesty policy, see <http://www.rochester.edu/college/honesty/index>.

Academic Assistance

Please know that this classroom respects and welcomes students of all backgrounds and abilities. I invite you to talk with me about any concerns or situations that may affect your ability to complete your assignments successfully. If you have any issues throughout the semester I strongly encourage you to contact the Center for Excellence in Teaching and Learning (CETL). CETL supports undergraduate students at the University of Rochester with services that promote academic success, including course-specific collaborative study groups, study skills counseling, a study skills course, and disability support.



Course Schedule (August 31 – December 22)

Mise en scène: Bienvenue

Wednesday 8/31: Introduction.

Prologue: La France avant Louis

Friday 9/2: Seventeenth Century France as Place

Maps of France Handed Out

ER: Excerpts from Pierre Goubert. *Louis XIV and Twenty Million Frenchmen*. trans. Anne Carter (New York: Vintage Books, 1970), 19-57.

Note: No Brief Due Today

Monday 9/5: Labor Day: No Class

Wednesday 9/7: **The Legacy of Henri IV and Louis XIII**

ER: Excerpts from G.R.R. Treasure. *Seventeenth Century France*. (London: Rivingtons, 1966), 1-51.

Friday 9/9: The Thirty Years War and Cardinal Richelieu

ER: D.H. Pennington. "The Thirty Years War." in *Europe in the Seventeenth Century*. (London: Longman, 1989), 332-360

ER: A. Lloyd Moote. "The Thirty Years War: Spain and France." in *The Seventeenth Century: Europe in Ferment*. (Lexington, MA: D.C. Heath and Company, 1970), 186-210.

ER: "Richelieu and his Policy of Strengthening the Kingship." in James Harvey Robinson. *Readings in European History*. Vol. II (Boston: Ginn and Company, 1906), 268-270.

First Brief Due (note: this brief may make use of any reading from 9/2-9/9)

Acte 1: Louis le Dieudonné

Monday 9/12: Boy King

Wolf, Chapters: 1-3

ER: Antonia Fraser. "Gift From Heaven" in *Love and Louis XIV: The Women in the Life of the Sun King*. (New York: Doubleday, 2006), 3-19.

Wednesday 9/14: The Fronde

Wolf, Chapters: 4-5

ER: William Beik. "Confronting French Society during the Fronde." in *Louis XIV and Absolutism: A Brief Study with Documents*. (Boston: Bedford/St.Martins, 2000), 19-44.

Friday 9/16: Images of the Dieudonné

Link: Images found in the "Louis le Dieudonné (BNF)" folder under the "Reserves" and then "Reserve Readings" tabs on our course Blackboard site

Second Brief Due

Monday 9/19: Educating a King

Wolf, Chapters: 6-7

ER: Madame de Motteville. *Memoirs of Madame de Motteville on Anne of Austria and her Court*. trans. Katharine Prescott Wormeley (Boston: Hardy Pratt & Company, 1902), 144-146.

Wednesday 9/21: Early Court Life

Wolf, Chapters: 8-10

ER: Régine Astier. "Louis XIV, 'Premier Danseur'" in *Sun King: The Ascendancy of French Culture during the reign of Louis XIV* ed. David Lee Rubin (London: Associated University Presses, Inc., 1992) 73-102

Link: Music from "Le Ballet royal de la Nuit" found in the ""Le Ballet royal de la Nuit" folder under the "Reserves" and then "Reserve Readings" tabs on our course Blackboard site

Friday 9/23: Trip to Rare Books and Special Collections

(Meet in 456 before walking over to Rare Books)

Third Brief Due

Acte 2: Louis le Roi Soleil

Monday 9/26: Personal Rule

Wolf, Chapters: 11-12

ER: Louis XIV. *A King's Lesson in Statecraft: Louis XIV Letters to his Heirs with introduction and notes by Jean Longon.* trans. Herbert Wilson (New York: Albert & Charles Boni, 1925), 39-59.

Wednesday 9/28: An Absolute Monarch

Wolf, Chapters: 13-14

ER: *Excerpts from* Jean Bodin. *Six Books of the Commonwealth.* trans. M.J. Tooley (Oxford: Basil Blackwell), 1-6, 25-36, 51-56, 158-161, 190-200

Friday 9/30: Map Quiz

MAP QUIZ

Note: No Brief Due Today

Monday 10/3: The Word of Versailles

Wolf, Chapters: 19

ER: *Excerpts from* Guy Walton. *Louis XIV's Versailles.* (Chicago: The University of Chicago Press, 1986), 35-91.

ER: "Louis XIV and his Court" in James Harvey Robinson. *Readings in European History.* Vol. II (Boston: Ginn and Company, 1906), 283-287.

Wednesday 10/5: A Family at Court

Wolf, Chapters: 20-21

ER: Antonia Fraser. "Peace and the Infanta" and "Our Courts Laughing Face" in *Love and Louis XIV: The Women in the Life of the Sun King*. (New York: Doubleday, 2006), 40-81.

Friday 10/7: A Tour of Versailles (on film)

Fourth Brief Due (note: this brief may make use of any reading from 9/26- 10/5)

Enti'acte: "Tartuffe"

Monday 10/10: Tartuffe Part I

Molière, Introduction & Acts I-II

Wednesday 10/12: Tartuffe Part II

Molière, Acts III-V

Friday 10/14: Tartuffe on Film

RESEARCH PROPOSAL DUE

Sign-up sheet for Research Proposal Meeting Times on 10/21

Note: No Brief Due Today

Acte 3: Louis le Guerrier

Monday 10/17: Fall Break: No Class

Wednesday 10/19: Early Modern Warfare

Wolf, Chapters: 15

ER: Excerpts from John A. Lynn. *The Wars of Louis XIV: 1667-1714*. (London: Longman, 1999), 17-46.

Friday 10/21: One on One Meetings for Research Proposals

Meet in Rush Rhees 335. Bring a copy of your Research Proposal as well as your Fifth Brief.

Fifth Brief Due (note: this brief may make use of any reading from 10/10- 10/19)

Monday 10/24: War with the Dutch

Wolf, Chapters: 16-18

ER: *Excerpts from* John A. Lynn. *The Wars of Louis XIV: 1667-1714*. (London: Longman, 1999), 113-159.

Wednesday 10/26: The Nine Years War

Wolf, Chapters: 25-28

ER: Michel Brenet and Mariola Chardon. "French Military Music in the Reign of Louis XIV." *The Musical Quarterly* Vol. 3, No. 3 (Jul., 1917), pp. 340-357.

Friday 10/28: Louis the Painted Warrior and Musical Marcher

Link: Images found in the "Louis the Painted Warrior" folder under the "Reserves" and then "Reserve Readings" tabs on our course Blackboard site

Link: French Military Marches found in the "Military Marches" folder under the "Reserves" and then "Reserve Readings" tabs on our course Blackboard site

Sixth Brief Due

Monday 10/31: The War of the Spanish Succession

Wolf, Chapters: 29-31

ER: "Opening of the War of the Spanish Succession" in James Harvey Robinson. *Readings in European History*. Vol. II (Boston: Ginn and Company, 1906), 293-297.

Wednesday 11/2: Peace at Last?

Wolf, Chapters: 32-33

ER: *Excerpts from* John A. Lynn. *The Wars of Louis XIV: 1667-1714*. (London: Longman, 1999), 361-376.

Friday 11/4: Field trip to Old Fort Niagara

Details to Follow

Acte 4: Louis le Pieux?

Monday 11/7: By Divine Right

Wolf, Chapters: 23-24

ER: "Kings 'By the Grace of God'" in James Harvey Robinson. *Readings in European History*. Vol. II (Boston: Ginn and Company, 1906), 272-277.

Wednesday 11/9: The Catholicism of Seventeenth Century France

ER: Gerald R. Cragg. "The Church Life of France under Louis XIV, 1648-1715." in *The Church and the Age of Reason 1648-1789* (Harmondsworth, Middlesex: Penguin, 1970), 17-36.

ER: *Excerpts from* Alexander Sedgwick. *Jansenism in Seventeenth Century France: Voices from the Wilderness*. (Charlottesville: University Press of Virginia, 1977), 1-13, 107-138.

Friday 11/11: Catholic Sacred Music

ER: Jean-Paul C. Montagnier. "French Grand Motets and Their use at the Chapelle Royale from Louis XIV to Louis XVI." *The Musical Times* Vol. 146, No. 1891 (Summer, 2005), pp. 47-57

Link: French Catholic Sacred Music found in the "Sacred Music" folder under the "Reserves" and then "Reserve Readings" tabs on our course Blackboard site

Seventh Brief Due

Monday 11/14: Pascal & Seventeenth Century Christian Thought Part I

Pascal, Section One Chapters I-III, XIII-XVI

Wednesday 11/16: Pascal & Seventeenth Century Christian Thought Part II

Pascal, Section One Chapters XXII-XXIII, XXVI, Section Two Chapters II-IV, XXVIII-XXX.

Friday 11/18: The Protestant Challenge Part I

ER: Clarke Garrett. "Your Sons and Daughters Shall Prophesy" in *Spirit Possession and Popular Religion: From Camisards to the Shakers*. (Baltimore: The Johns Hopkins University Press, 1987), 13-34.

ER: Raymond A. Mentzer and Andrew Spicer. "Introduction: Être protestant" in *Society and Culture in the Huguenot World: 1559-1685*. (Cambridge: Cambridge University Press, 2002), 1-9.

ER: Raymond A. Mentzer. "The Edict of Nantes and its institutions" in *Society and Culture in the Huguenot World: 1559-1685*. (Cambridge: Cambridge University Press, 2002), 98-116.

Eighth Brief Due

Monday 11/21: The Protestant Challenge Part II

ER: Mark Greengrass. “‘Speaking the King’s Language’: the Huguenot magistrates of Castres and Pau” in *Society and Culture in the Huguenot World: 1559-1685*. (Cambridge: Cambridge University Press, 2002), 117-138.

ER: Martin Dinges. “Huguenot poor relief and health care in the sixteenth and seventeenth centuries” in *Society and Culture in the Huguenot World: 1559-1685*. (Cambridge: Cambridge University Press, 2002), 157-174

ER: Andrew Spicer. “‘Qui est de Dieu oit la parole de Dieu’: the Huguenots and their temples” in *Society and Culture in the Huguenot World: 1559-1685*. (Cambridge: Cambridge University Press, 2002), 175-192.

Wednesday 11/23: Thanksgiving Break: No Class

Friday 11/25: Thanksgiving Break: No Class

Note: No Brief Due Today

Acte 5: Louis, sa fin, son image

Monday 11/28: Sunset of the Sun King Part I

Wolf, Chapters: 22, 34

ER: Robert N. Nicolich. “Sunset: The Spectacle of the Royal Funeral and Memorial Services at the End of the Reign of Louis XIV” in *Sun King: The Ascendancy of French Culture during the reign of Louis XIV* ed. David Lee Rubin (London: Associated University Presses, Inc., 1992) 45-72.

Wednesday 11/30: Sunset of the Sun King Part II

ER: *Excerpts from* Antonia Fraser. *Love and Louis XIV: The Women in the Life of the Sun King*. (New York: Doubleday, 2006), 289-331.

Friday 12/2: In the King’s Wake

ER: *Excerpts from* Jay Caplan. *In the King’s Wake: Post-Absolutist Culture in France*. (Chicago: The University of Chicago Press, 1999), 1-40.

ER: *Excerpts from* The Duke of Saint-Simon. *The Memoirs of the Duke of Saint-Simon on the Reign of Louis XIV and the Regency*. trans. Bayle St. John. Vol. III (New York: James Pott & Company, 1901) 229-235, 271-286.

Ninth Brief Due (note: this brief may make use of any reading from 11/21- 11/30)

Monday 12/5: Fabricating the King Part I

Burke, Chapters I-IV

Wednesday 12/7: Fabricating the King Part II

Burke, Chapters V-VIII

Friday 12/9: Fabricating the King Part III

Burke, Chapters IX-XII

Tenth Brief Due

Monday 12/12: Last Day of Class

Informal Research Paper Discussion with Class and Refreshments

****Final Paper Due December 21 by 5 pm****

Email as either .pdf or word document.

