

**Course rationale:**

This third-year course focuses on the continent-wide reinforcement of order and authority during the later seventeenth century, roughly corresponding to the reign of Louis XIV. The French sovereign was a larger-than-life model imitated throughout Europe long after his death. Most of the states under consideration adopted some stronger form of royal hegemony, but the dosage differed from one state to another. The enhancement of authority and order over the period is unmistakable everywhere. Royal courts and capital cities like Paris, Vienna, Turin and Dresden were also the laboratory of a variety of political, social and cultural practices that used to be called “civilization”. The readings will focus on the invention and spread of luxury industries, the advent of elitist cultural institutions and the growing reach of central government over pre-industrial societies.

This proposed course will follow a lecture/tutorial format, with the latter consisting of two articles per week totalling 40 to 60 pages, which is customary in a third-year History course. The readings will be accompanied by the analysis of a few primary sources. If you cannot attend a class for legitimate reasons, you may make alternate arrangements with me.

Office 3176 McCain: hours Wednesday & Thursday 15:00 – 16:30, or walk in if door open

<b>Assignments and Grading:</b>	Short paper	15%
	Research paper	35%
	Participation	20%
	Final Exam	30%

Two writing assignments will accompany in-class teaching: an analytical short paper of 5 pages (1,400 words) comparing two articles based on empirical demonstration. This is a challenging little essay, due on week 4. The research paper of 4,000 words assigns each student a wider but still feasible topic enabling them to hone their skills of bibliographical research of the secondary literature and synthesis of that information. It will be due on week 9, graded and returned to students before the end of classes.

The final examination is based on definitions established in advance, and on the analysis of a primary source that students have not seen before.

**Time & Place:** Thursday 8:30 – 11:30, Mona Campbell 1107

## Short paper articles:

Le Roy Ladurie (E) Versailles observed: the court of Louis XIV in 1709, in *The Mind and Method of the Historian*, Chicago, 1981, 149-173

Kettering (S) Brokerage at the court of Louis XIV, *The Historical Journal*, 36/1, 1993, 69-87

## Lecture topics and weekly readings

### 1: Crisis of authority in the mid-seventeenth century

Beik (W) Urban factions and the social order during the Minority of Louis XIV, *French Historical Studies*, 15/1, 1987, 36-67

Rowen (H) The Revolution that wasn't: the Coup d'Etat of 1650 in Holland, *European Studies Review*, 4/2, 1974, 99-117

### 2: Louis XIV the Magnificent

Bonney (R) Vindication of the Fronde? The cost of Louis XIV's Versailles building programme, *French History*, 2007, 205-225

Rabinovitch (O) Versailles as a family enterprise: the Perraults, 1660-1700, *French Historical Studies*, 36/3, 2013, 385-416

### 3: Louis XIV, giver of laws

Rule (JC) The King in his council: Louis XIV and the Conseil d'en haut, *Royal and Republican Sovereignty in early modern Europe: essays in memory of Ragnhild Hatton*, 2006, 216-241

Salmon (JHM) The Audijos Revolt: Provincial liberties and institutional rivalries under Louis XIV, *European History Quarterly*, 14, 1984, 119-149

### 4: Louis XIV roi de guerre

Fonck (B) Satterfield (G) The Essence of War: French armies and small war in the Low Countries (1672-1697), *Small Wars and Insurgencies*, 25/4, 2014, 767-783

Rowlands (G) Foreign service in the age of Absolute Monarchy: Louis XIV and his 'Forces Etrangères', *War in History*, 17/2, 2010, 141-165

### 5: Leopold I and Confessional Absolutism in Central Europe

Louthan (H) Tongues, toes and bones: Remembering saints in early modern Bohemia, in *Relics and Remains: Past and Present (Supplement 5)*, 2010, 167-183

Nemeth (I) Representatives in a changing world: characteristics of urban advocacy at the turn of the seventeenth and eighteenth centuries, *Hungarian Historical Review*, 10/1, 2021, 3-34

### 6: Charles (Carlos) II and Spanish decadence

Borgognoni (E) The Royal Household of Marie-Louise Orleans 1679-1689: the struggle over executive offices, *The Court Historian*, 23/2, 2018, 166-181

Kamen (H) Public Authority and Popular Crime: Banditry in Valencia, 1660-1714, *Journal of European Economic History*, 3/3 1974, 654-687

### **7: Charles & James Stuart, overturning the Civil War**

Norrey (PJ) The Restoration regime in action: the relationship between central and local government in Dorset, Somerset and Wiltshire 1660-1678, *The Historical Journal*, 31/4, 1988, 789-812

Pincus (S) 'Coffee politicians does create': Coffeehouses and Restoration political culture, *The Journal of Modern History*, 67/4, 1995, 807-834

### **8: William III of Orange, Calvinist crusader in the Dutch Republic**

Rowen (H) William III, stadholder and king, *The Princes of Orange: The Stadholders in the Dutch Republic*, CUP, 1988, 131-47

Van der Steen (J) 'This Nation was not made for me': William III's introduction to Etiquette, ritual and ceremony at the English Court, 1688-1691, *Dutch Crossing*, 33/2, 2009, 121-134

### **9: Victor Amadeus of Savoy, the Piedmontese exception in Italy**

Symcox (G) From Commune to Capital: the transformation of Turin, 16<sup>th</sup> to 18<sup>th</sup> centuries, in R. Oresko ed., *Royal and Republican Sovereignty in early modern Europe*, Cambridge, 1997, 242-269

Storrs (C) Provincial governors and the absolute state in Piedmont 1713-1748, *European History Quarterly*, 37, 2007, 35-60

### **10: Augustus the Strong of Saxony/Poland, paragon of ambition**

Friedrichs (K) Court chapels in Saxony between 1697 and 1733: Augustus II the Strong between Catholicism and Protestantism, *Acta Poloniae Historica*, 116, 2017, 93-120

Penkala-Jastrzebska (A) Noble matrimonial policy at the royal court in Dresden during the reign of King Augustus the Strong (1697-1733): Public affairs, private interests, *The Court Historian*, 28/1, 2023, 80-95

### **11: Friedrich Wilhelm, Friedrich I of Hollenzollern and the Brandenburg army state**

Hagen (W) Seventeenth-century crisis in Brandenburg: The Thirty Years' War, the destabilization of serfdom and the rise of Absolutism, *American Historical Review*, 94, 1989, 302-335

McKay (D) Small-power diplomacy in the age of Louis XIV: the foreign policy of the Great Elector during the 1660s and 1670s, *Royal and Republican Sovereignty in early modern Europe: essays in memory of Ragnhild Hatton*, Cambridge, 1997, 188-21

### **12: Sparta of the North: Sweden 1660-1700**

Persson (F) The Struggle for access: Participation and distance during a Royal Swedish Minority, *The Culture of Access in Princely Courts, 1400-1750*, Leiden, 2016, 202-231

Upton (A) The Riksdag of 1680 and the establishment of Royal Absolutism in Sweden, *The English Historical Review*, 102, 1987, 281-308

## Accessibility and Accommodation

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Office of Student Accessibility & Accommodation (OSAA) prior to or at the outset of each academic term (with the exception of X/Y courses). Please see [www.studentaccessibility.dal.ca](http://www.studentaccessibility.dal.ca) for more information and to obtain the Request for Accommodation – Form A.

A note taker may be required to assist a classmate. There is an honorarium of \$75/course/term. If you are interested, please contact OSAA at 494-2836 for more information.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to participate in the class.

All students in this class are to read and understand the policies on **academic integrity** and **plagiarism** referenced in the Policies and Student Resources sections of the [academicintegrity.dal.ca](http://academicintegrity.dal.ca) website. Ignorance of such policies is no excuse for violations.

Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a serious academic offence which may lead to loss of credit, suspension or expulsion from the University, or even to the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course, students should read the Policy on Intellectual Honesty contained in the Calendar or on the Online Dalhousie website. The Senate has affirmed the right of any instructor to require that student papers be submitted in both written and computer-readable format, and to submit any paper to be checked electronically for originality. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand.

SECTION B: UNIVERSITY POLICIES, STATEMENTS, GUIDELINES and RESOURCES for SUPPORT This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate.

### University Statements

#### Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. [Click here to read more.](#)

#### Accessibility

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD). [Click here to read more.](#)

#### Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. Click here to read more.

#### Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). Click here to read more.

Recognition of Mi'kmaq Territory Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803 (leave a message).

#### University Policies and Programs

· Important Dates in the Academic Year (including add/drop dates)

[http://www.dal.ca/academics/important\\_dates.html](http://www.dal.ca/academics/important_dates.html)

· University Grading Practices: Statement of Principles and Procedures

[https://www.dal.ca/dept/university\\_secretariat/policies/academic/grading-practices-policy.html](https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html)

· Scent-Free Program <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>  
Learning and Support Resources

· General Academic Support - Academic Advising: [https://www.dal.ca/campus\\_life/academic-support/advising.html](https://www.dal.ca/campus_life/academic-support/advising.html)  
· Copyright and Fair Dealing: <https://libraries.dal.ca/services/copyright-office/fair-dealing/fair-dealing-guidelines.html> · Libraries: <http://libraries.dal.ca> · Student Health Services: [https://www.dal.ca/campus\\_life/health-and-wellness/health-services.html](https://www.dal.ca/campus_life/health-and-wellness/health-services.html) · Counselling and Psychological Services: [https://www.dal.ca/campus\\_life/health-and-wellness/counselling.html](https://www.dal.ca/campus_life/health-and-wellness/counselling.html) · Black Student Advising: [https://www.dal.ca/campus\\_life/communities/black-student-advising.html](https://www.dal.ca/campus_life/communities/black-student-advising.html) · Aboriginal Student Centre: [https://www.dal.ca/campus\\_life/communities/native.html](https://www.dal.ca/campus_life/communities/native.html) · ELearning Website: <https://www.dal.ca/dept/elearning.html> · Student Advocacy Services: <https://www.dsu.ca/services/community-student-services/student-advocacy-service> · Dalhousie Ombudsperson: [https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html) · Writing Centre: [https://www.dal.ca/campus\\_life/academic-support/writing-and-study-skills.html](https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html) · Studying for Success program and tutoring: [https://www.dal.ca/campus\\_life/academic-support/study-skills-and-tutoring.html](https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)