How was power exercised, constructed, and contested during the early modern period? How was authority defined and who was deemed to rightfully possess it? To consider these questions, this class will examine three case studies from early modern Europe: Renaissance Italy, imperial Spain, and absolutist France. The early modern period saw pivotal changes in the ways in which power was imagined and wielded; it was marked by the increasing reach of the state over its subjects, the assertion of masculinity as a prerogative of authority, the use of force to impose religious uniformity, and the amplification of Europeans’ claims to superiority over all other peoples. Our discussions will be structured around three primary axes: social class, gender, and race/religion. Together, these categories shaped a person’s level of power and influence in society, both official and unofficial. Discussion will be an integral part of our learning experience and all students are encouraged to raise issues for the class to debate. This course fulfills University Studies learning outcomes as listed here: [http://uncw.edu/hst/learningoutcomes.html](http://uncw.edu/hst/learningoutcomes.html).

As we consider how the story of the past is contested and written, I hope that you will increasingly appreciate the importance of close reading, critical thinking, and creative questioning. Furthermore, I expect that you will develop your ability to ask significant questions of historical evidence, to read and interpret primary and secondary source material, to recognize interpretive differences, and to express your ideas logically and concisely.

Assignments:

- **Attendance** at all class sessions and the completion of all assigned reading before the seminar meets. Participation in class discussion will be graded daily and comprise 20% of your final grade.
Biweekly discussion questions. Your discussion questions must be emailed to the class by 2 pm on Sundays, or the day before the first class meeting of the week. Late questions will not be accepted as they are intended as preparation for class discussion; posting them after we meet is of no use. Please print out all questions, including your own, and bring the copies with you to class (15%).

Research paper on a topic of your choosing (15-18 pages of text). This assignment is broken down into a number of components: the topic is due February 10, a prospectus and bibliography on March 2 (10%), a source presentation on March 16 (5%), a complete first draft on April 4 (15%), and the final paper is due May 4 (25%).

Poster presentation during the last week of class. During the last two class meetings, the members of the seminar will prepare and present posters of their research and findings (10% of final grade). Be sure to submit your poster to CSURF by April 15.

Learn the vocabulary found in your readings. If you do not know the meaning of a word that you encounter, please consult the online Oxford English Dictionary that is available through the Randall Library web site. There may be occasional vocabulary quizzes.

All papers must be grammatically flawless with all words spelled correctly. Papers will be graded on both content AND grammar. As in all history classes, your ability to write clearly and convincingly will be heavily weighted.

Paper formatting must also be correct; all papers must be paginated, footnoted, double-spaced, with 1” margins, and typed in 12-point font. For footnote styles, please follow Turabian’s A Manual for Writers of Term Papers, Theses, and Dissertations. A useful guide is online: http://www.chicagomanualofstyle.org/tools_citationguide.html

Policies:

- Each assignment must be handed in at the exact time specified. After that time, it will be considered late. Unless I indicate otherwise, you must submit your paper to me personally—I will not accept papers left in my mailbox nor sent via email.

- No extensions will be granted unless you have spoken to me at least 24 hours before the due date and have satisfactorily explained why your assignment is delayed. If your paper is late because of your sudden illness, you must provide a note from your doctor or from UNCW Health Services.

- Late papers will lose one third of a grade for each day that they are overdue. After one week, the late paper will no longer be accepted and will be assigned a zero. Keep in mind, therefore, that even an “F” is a much higher numerical grade than a zero. Please be sure to keep an extra hard copy of your paper as well as an electronic one; if your paper is lost, you must have another to submit.

- All submitted work must be original and prepared for this course alone.

- Students are responsible for following UNCW’s policy on academic honesty: http://www.uncw.edu/policies/documents/03_100FINALHONORCODE_Aug2009.pdf. Failure to abide by the accepted standards of academic honesty will result in an F for the course. Be aware that university policy requires that any infraction of the honor code be reported to the Dean of Students.

- We all have varying abilities; we all carry various strengths and weaknesses. Some of these may be documented with a place like the Office of Disability Services (2-7555). If so, please let me know as soon as possible in the semester. I am more than happy to provide any accommodations that have been determined by the student and the DS staff. With or without documentation, it is my intent to make this learning experience as accessible as possible. Please let me know now what I can do to maximize your learning potential, participation, and general access in this course. I am available to meet in person or to discuss such things on email.
On writing discussion questions:

Seminar participants will be assigned to one of two groups on the first day of class. On alternate weeks, each of the members of one group will be responsible for individually generating two questions derived from the week’s readings and posting those questions to BlackBoard by 2 pm on Sundays, or the day before the first class meeting of the week. Questions should be approximately 100 to 150 words. Whether the questions address one specific passage or refer to a number of texts, they should catalyze a thoughtful, productive, and original discussion of the material. They might begin with a short quotation, but the question posed should lead the class to a larger discussion of the issues raised by the work. The line of inquiry developed should demonstrate close reading and critical thinking.

Our discussions will be structured around your questions, so the members of the group that does not post questions on a given week will be responsible for preparing thoughtful answers in response. Weekly questions will comprise 15% of your grade; participation in discussion will comprise another 20%.

On class participation:

Participation in class discussions, aside from its intrinsic merits, is also a considerable percentage (20%) of your final grade. Because the majority of our time will be spent in discussing course material, the success of our class requires that each participant be ready to articulate and defend his or her ideas, as well as to listen to and work with the ideas of the other participants. The participation of each member of the class will therefore be assessed on quality and frequency:

<table>
<thead>
<tr>
<th>Quality &amp; frequency</th>
<th>A: Exemplary</th>
<th>B: Competent</th>
<th>C: Developing</th>
<th>D: Not yet competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attends class regularly and <em>always contributes</em> by raising thoughtful questions; analyzing relevant issues, building on others’ ideas, synthesizing across readings and discussions, expanding the class’ perspective, and appropriately challenging assumptions and perspectives</td>
<td>Attends class regularly and <em>sometimes contributes</em> to the discussion in the aforementioned ways</td>
<td>Attends class regularly but <em>rarely contributes</em> to the discussion in the aforementioned ways</td>
<td>Attends class regularly but <em>never contributes</em> to the discussion in the aforementioned ways</td>
<td></td>
</tr>
</tbody>
</table>


**Matters of etiquette:**

**Email:** the best way to contact me outside of class or office hours is email. Please keep in mind that any correspondence sent to one of your professors should err on the side of formality. Therefore, always include a salutation (‘Dear Dr. Mollenauer’), employ proper
grammar, punctuation, and capitalization, and identify yourself and the course in which you are enrolled. When UNCW is in session, I will endeavor to respond to emails within one day.

**Computers:** Students using laptops for any other purpose than taking notes (say, updating your Facebook profile) will no longer be permitted to use their computers in class.

**Cell phones:** Please turn cell phones off during class, and refrain from texting during discussion. I can see you. 😊

Required books: (available at the UNCW Bookstore and on reserve at Randall Library)


---

**SCHEDULE**

The assigned reading must be finished by the day indicated. Please be sure to bring the day’s readings with you to class.

---

**Jan. 11**

**Introduction:** Rulership

**Week 1**

- **M:** Introductions
- **W:** Paul Kléber Monod, *The Power of Kings*, Ch. 1

William Monter, *The Rise of Female Kings in Europe, 1300-1800*, Ch. 2

BLACKBOARD
UNIT ONE: RENAISSANCE ITALY

Jan. 18  
Princes  
Discussion Questions:  
Group 1  
  M:  MARTIN LUTHER KING DAY, no class  
  W:  Machiavelli, *The Prince*, 1-146  

Jan. 25  
Violence and Masculinity  
Discussion Questions:  
Group 2  
  W:  Edward Muir, *Mad Blood Stirring*, Chs. 5-6 and conclusion  

Feb. 1  
Social Disciplining  
Discussion Questions:  
Group 1  
  M:  Nicolas Terpstra, *Lost Girls: Sex and Death in Renaissance Florence*, entire  
  W:  No class  

Before you hand in your research topic next Wednesday (2/10), carefully read:  
“How to Ask Good Questions” and “What Makes a Question Good?”  
http://academic.bowdoin.edu/WritingGuides/  

UNIT TWO: IMPERIAL SPAIN

Feb. 8  
One King, One Faith, One Law  
Discussion Questions:  
Group 2  
  W:  Monod, *The Power of Kings*, Ch. 4  

RESEARCH PAPER TOPIC DUE WEDNESDAY 2/10: Hand in a one-paragraph proposal that states your research question and identifies the body of primary sources
that you will draw upon to answer it. Make a case for the topic’s feasibility – show that you have access to all the primary sources that you will need to write your paper.

Feb. 15  Week 6
Research conferences

M: Individual conferences

W: Individual conferences

Feb. 22  Week 7
New World Empires

Discussion Questions:

Group 1


BLACKBOARD


BLACKBOARD


BLACKBOARD

Feb. 29  Week 8
The Spanish Inquisition

Discussion Questions:

Group 2

M: Kagan and Dyer, Inquisitorial Inquiries, entire

W: PROSPECTUS AND BIBLIOGRAPHY DUE

(U’grads: at least 15 journal articles, 8 books, primary sources; Grads at least 18 journal articles, 12 books, primary sources)

March 7  SPRING BREAK

March 14  Week 10
UNIT THREE: ABSOLUTIST FRANCE

Rational Rulership

Discussion Questions:
Group 1

M: Monod, *The Power of Kings*, Chs. 5-end

W: **SHOW AND TELL DAY**
Seminar participants will make a 5-minute presentation explaining how their most important primary source will inform their research

March 21
**Splendor and Power**

Group 2

M: Peter Burke, *The Fabrication of Louis XIV*

W: **EASTER BREAK, no class**

March 28
**Court Society**

Discussion Questions: Groups 1 & 2

M: Madame de Lafayette, *The Princesse of Clèves*

W: Excerpt from *The Memoirs of the Duke de Saint-Simon*
http://legacy.fordham.edu/Halsall/mod/17stsimon.asp

Accounts of Louis XIV
http://history.hanover.edu/texts/louisxiv.html

The Duchess of Orleans on Versailles Etiquette, 1704
http://legacy.fordham.edu/Halsall/mod/1704duchess.asp

UNIT FOUR: RESEARCH & WRITING

April 4
**First Drafts Due**

M: Writing Workshop - bring two copies of your first draft to class for peer review

W: First Draft Conferences

April 11
**Conferences**

*Submit poster slides to CSURF no later than Friday, April 15*

M: First Draft Conferences
April 18
Conclusions

W: First Draft Conferences

M: First Draft Conferences

W: Reflections/Conclusions

April 25
Poster sessions

M: Poster session I

W: Poster session II

FINAL PAPERS DUE 12:00 NOON, MAY 4

Page 1 image:

Evrard Chauveau, “Courses de Testes et de Bague Faites par le Roy et par Les Princes et Seigneurs de sa Cour en l’Année 1662, ou Carrousel de Louis XIV”

http://ecuyersdelhistoire.e-monsite.com/medias/images/7ae4935530.jpg

Page 2: http://www.npg.org.uk/collections/search/portraitLarge/mw02070/Queen-Elizabeth-I