“Monarchy, if it is true monarchy and not a caricature, is inseparable from Legitimacy. Legitimacy, in turn, means Legality, the faithful observance of both the spirit and the letter of the Law. Law, finally, is above and independent of human practice. Thus, Monarchical Legitimism must survive historical adversities and the inalienable rights of a dynasty must continue to exist irrespective of whether that dynasty actually rules or has been forcibly prevented by historical circumstances from holding power”

Prince Cyril Toumanoff
Professor of History
George Washington University

INTRODUCTION

The purpose of this course is to examine the role, structure and function of dynasties in the creation and history of the modern state. Our approach will be as much anthropological as historical. We will consider the dynasty as a particular type of family—with fathers, mothers, children, siblings, cousins, and so on—that possesses, as all families do, a range of personalities, structural features, “rules” for determining hierarchy, and the capacity for feuds and reconciliation. We will also examine a separate but related topic: the laws of succession and familial order in dynasties across Europe and the world. In this way, the course will focus particularly on the question of succession to the throne both as a legal and familial issue, and will pay particular attention to succession laws in monarchical states—ones that are still monarchies, and ones that are now republics of one sort or another but whose ruling families still live on (often in exile). The course will be broadly comparative, paying particular attention to the monarchical and dynastic systems in Europe, East and South Asia, and the Middle East. Students will, it is hoped, leave this course with a better understanding of the nature of pre-modern political systems, of the way modern political structures descend from and rely upon these pre-modern antecedents, and a greater appreciation of the role of monarchs and dynasties in the history of the modern world.

This is a research course, and so it is a primary goal of this experience to improve student writing and reasoning abilities. Students leaving this course, then, will have enhanced writing, reasoning, and arguing skills. They will know something about law, succession, and monarchical power. And they will know something more as well about the nature of historical knowledge and research. It is hoped that, as a 300-level course, this course will
reinforce and expand the skills and abilities students have already acquired in their survey courses.

OUTCOMES

On the most basic, stratospheric level, the goals of this course are:

1. To describe the interconnectedness and relevance of all knowledge;
2. To identify the nature and limits of historical claims;
3. To describe how historians make claims about the past;
4. To define what a primary source is for a historian;
5. To describe how historical knowledge evolves, changes, and is revised;
6. To demonstrate effective written and oral communication skills and to support these skills through the appropriate use of technology tools.
7. To demonstrate problem solving, critical thinking and, cooperative-learning skills.

and, on an affective level,

8. To instill a love of learning and respect for past and unfamiliar cultures.

These important and lofty goals will be achieved through reading historical texts, reading the works of historians who have worked with these texts, discussing with your peers and with the instructor the meaning and significance of these readings, and by writing about what you have discovered in this course.

The more specific goals of this reading, discussing, and writing are to:

1. **Describe** the evolution of several themes over the centuries covered in this course, including: power and authority, law and legitimacy, religious belief and tradition, geography and culture, and the rise and nature of the European nation-state (paper 1, paper 1, research paper);
2. **Identify** key historical factors that influenced the formation and structure of royal dynasties;
3. **Apply** the laws of succession studied to specific dynastic scenarios;
4. **Demonstrate** mastery of a core list of facts, including the names of important historical figures, key historical texts, dates and the chronology of events that helped to shape world monarchies from the medieval to the modern periods (paper 1, paper 2; in-class participation);
5. **Describe** the similarities and distinctive features of monarchical systems across the world and the reasons most historians attribute to the causes for these similarities and differences (paper 1, paper 1, research paper; in-class participation);
6. **Demonstrate** writing and reasoning skills by engaging this reading and writing (paper 1, paper 1, research paper);

and, on an affective level,
7. Enrich your lives forever (this entire course, as an element of a 4-year liberal-arts education)!

REQUIRED and ON-LINE TEXTS

Many assignments will be articles or article length materials in the form of handouts or on-line readings. Other works are available for purchase on Amazon and other booksellers. These works include:


An important on-line resource will be the (alas incomplete) compendium of succession laws at http://www.heraldica.org/topics/royalty/. This material will be very useful as students select their research projects.

In addition, students will receive in class a number of documents and other short articles that will be required reading for discussion.

ASSIGNMENTS

This course will be run as a seminar, and so the bulk of the final grade will be based on one research project, which will have both written and oral/presentation components. This project will be on laws of succession in any state in any part of the world, and will be chosen by the student (in agreement with the professor). The second largest element of the grade will be participation, which is to say coming to class each day prepared to discuss and contribute to the topic for the day. Two smaller assignments will also contribute to the final grade: two short papers (1500 words each) on topics and readings discussed during the course. The professor reserves the right to administer unannounced quizzes, as well, if he deems that students are not keeping up with the reading.

GRADING

1. The final grade will be determined according to the following breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Paper</td>
<td>40%</td>
</tr>
<tr>
<td>Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Two Short Papers</td>
<td>20% (10% each)</td>
</tr>
</tbody>
</table>
Participation 20%

2. Grades will be assigned according to the following numerical equivalencies:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-,...Etc.</td>
</tr>
</tbody>
</table>

**ON CITATION STYLES**

Most students at Westminster College have been taught MLA (Modern Language Association) or APA (American Psychological Association) citation conventions. These are good to know generally, but are not appropriate always for use in historical writing. It is the custom in the historical profession to use the *Chicago Manual of Style* (or CMS, currently in its 16th edition), or close adaptations of it. This is the method that makes use of footnotes or endnotes (which you use is entirely up to you), in preference to in-text or parenthetical references. Only CMS will be accepted for all matters of citation and style in this course.

**ACADEMIC HONESTY**

The *Undergraduate Catalog* provides the following definition for “academic integrity”:

Central to the purpose and pursuit of any academic community is academic integrity. All members of the Westminster community, including students, faculty, staff, and administrators, are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the College.

Academic dishonesty is a profound violation of this code of behavior.

For a course like this one, the major concern about “academic dishonesty” is plagiarism, partly because it remains, alas, fairly commonplace on college campuses, partly because what constitutes plagiarism is often unclear in the minds of students. Plagiarism is described in detail in the *Undergraduate Catalog*. For the sake of clarity, plagiarism can be defined as generally leading your reader (or in the case of oral presentations, listeners) to believe that what you have written or said is your own work when, in fact, it is not. Plagiarism runs from the rather mild to the totally flagrant. It can be the word-for-word reproduction of another person's text without quotation marks and appropriate citation. It can be a paraphrase that is far too close to the source text to constitute “being in your own words.” And it can be even the unattributed borrowing of apt phrases or terminology.
All of these degrees of plagiarism are equally unethical and may be penalized with failure for the assignment, or, in extreme cases, failure for the course.

*If you are ever in doubt as to whether your written work is plagiaristic in form, do not hesitate to consult with the professor.*

And please be informed that the final paper in this course may be submitted to turnitin.com, a licensed service to which the College has a subscription to help faculty identify papers that contain plagiaristic material.

**STATEMENT ON THE USE OF COMMUNICATIONS TECHNOLOGY**

Please be advised that the use of all cell phones, smart phones, pagers, iPods, or any other internet-capable technology is expressly prohibited during class unless part of a in-class assignment or activity. All students are required to turn off or silence their phones and to stow them out of reach and out of sight for the duration of the class. Violation of this policy may be considered a breach of the academic integrity policy of the College.

**COPYRIGHT OF LECTURES AND COURSE HANDOUTS:**

All federal and state copyrights in my lectures and course materials are reserved by me. You are authorized to take notes in class for your own personal use and for no other purpose. You are not authorized to record my lectures without my permission. You are not authorized to make any commercial use of my lectures or to provide them to anyone else other than students currently enrolled in this course. (This policy and its phrasing are adapted from the one in force at the University of Alabama.)
COURSE SCHEDULE

Week 1. Introduction: The Themes of Dynasty, Power, Law, and Succession

Week 2. Defining Terms
Read: Bendix, 3-20; Duindam, 21-86.

Week 3. The Sacrality of Monarchy
Read: Oakley, 44-107; Bendix, 21-60.

Week 4. Dynasty and Dynasties
Read: Oakley, 108-131; Duindam, 87-155.

Week 5. The King and his Dynasty
Read: Bendix, 218-46; Duindam, 156-226.

Week 6. Monarchs and Religion
Read: Monod, begin.

Week 7. Reformation and Resistance
Read: Monod, continue.

Week 8. Law and Monarchy: Montesquieu
Read: handouts on Montesquieu; Monod, finish.

Week 9. Road Trip (this week of site visits may be rescheduled as museum and grounds accessibility require)
Read: Duindam, 227-85; Oakley, 132-63.

Week 10. Law and Succession
Read: Handouts of laws of succession in various countries; Duindam, 286-318.

Week 11. Case Studies: Russia
Read: Bendix, 88-127, 491-582; Martin (articles, handouts in .pdf), Horan (handout in .pdf).

Week 12. Case Studies: France

Week 13. Case Studies: England
Read: Bendix, 176-217, 273-320; Nenner (handouts),

Week 14. Presentations
Week 15. Presentations