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## **HISTORY 324 ENLIGHTENMENT and EUROPEAN SOCIETY**

Course Description: This course focuses on the European Enlightenment, an eighteenth-century intellectual movement which shook the foundations of European society. Enlightenment writers not only affected their own time, but also helped shape many of our own institutions and our way of seeing the world. You may find that the issues they debated are similar to ones which concern you in your own lives.

In the first section of the course, you will be introduced to some of the most famous and influential authors of the Enlightenment. We will examine the radical questions they posed about the world around them, and how they tried to change their contemporaries' understandings of subjects like religion, politics, sexuality, and knowledge. Rather than trying to cover every major Enlightenment thinker, we will focus on a few important ones (Voltaire, Rousseau, and Diderot) to understand their views in greater depth. Though Enlightenment thinkers are often lumped together, we will look at the real differences which divided them.

In the second section of the course, we will examine how a variety of eighteenth-century readers read and reacted to the same Enlightenment works you read in the course's first half. We will focus on responses to Enlightenment works by members of groups (particularly religious minorities, women, and people of color) which had previously been on the margins of European society and intellectual life, as well as by members of established churches.

Course contract: I promise to do my utmost to make this course as interesting and intellectually challenging as possible. In return, students who enroll in it agree to the following terms.

1. Class attendance is mandatory. If you are chronically absent, your overall grade (not just your class participation grade) will be significantly lowered.
2. Students must do all required readings and assignments, and think carefully about how the texts relate to each other.
3. This course is taught seminar-style. Students must arrive at class ready to discuss texts, and participate actively and thoughtfully in discussions.
4. Students must treat each other and the instructor with courtesy and respect, and maintain their focus on the material.

## COURSE ASSIGNMENTS/REQUIREMENTS

1) *Regular attendance and active participation in class:* Class attendance and participation are mandatory. Being able to present your ideas orally is not only a value of the Enlightenment but an essential skill in the twenty-first century (20% of your grade).

2) *Discussion questions and other assignments:* You are expected to read all assignments carefully and closely, even when they are relatively short. To help stimulate discussion, students will be required to propose questions for discussion each week. Every student will not have to propose questions every week; we will alternate depending on the class size, with each student proposing 3 or 4 questions when it is his/her turn. Discussion questions may be turned into my office by the Thursday before class, or sent to me by e-mail by Monday at 9 am (NOTE: **late questions will not be accepted**; you are responsible if your e-mail does not work, so do not wait until the last minute) (15%). There will be other occasional assignments (in-class writing or assignments announced in advance) which will count as 5% of your grade. Discussion questions and other informal assignments will be graded on the following scale:

√+	outstanding work, equiv. to an A
√	acceptable work, equiv. to a B; feel free to come in if you want to improve your understanding of the material
√-	equiv. to a C; suggests that work is not being done carefully, or you are having difficulty understanding concepts; you are encouraged to come in for extra help
NC	for work that was not done or which raises academic honesty concerns.

3) *Close Reading Paper:* One paper will be required, focusing on the *Encyclopédie* produced by Diderot and other Enlightenment thinkers. You will choose one entry (the definition of a particular word) from either of the two translations of the *Encyclopédie* which are on reserve in the Library (Gendzier or Hoyt/Cassirer), or from the on-line Encyclopedia translation project at <http://quod.lib.umich.edu/d/did/>. Your selected entry must be at least 2 pages long, or you can combine 2 or 3 shorter entries which you think have some thematic coherence. Write an essay (approx. 4-6 pages, 1000 - 1500 words) about (1) what the entry is trying to change; (2) what the entry tells us about life in pre-Enlightenment or Enlightenment Europe; and (3) how the entry fits in with other Enlightenment texts we have read. More guidelines will be distributed in advance of the due date (**Sep. 25, at the beginning of class**). (20%)

4) *Exams:* Two exams will be held, which will include identification and essay questions. The midterm will be held on **Oct. 23** (20%) and the final on **Dec. 11** (20%).

### GENERAL INFORMATION

Class WebCT site: Go to [courses.csusm.edu](http://courses.csusm.edu) (then click on **WebCT 6** and **Log In** with your normal campus username and password to get to the Hist. 324 site). Syllabus and assignment guidelines will be posted there.

E-mail policy: Students are invited to come to office hours, which is the best means of discussing questions on course material. If you cannot attend office hours, I am happy to respond to emails M-F, and will make every effort to respond by the next business day (unless otherwise announced). Please note that **I am unable to answer individual requests about what was covered in class for students who are absent**; please consult a classmate.

ADA statement. Students with disabilities who require reasonable accommodations must be approved for services by the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours to ensure confidentiality.

**\*Academic Honesty/Plagiarism Policy\***: The vast majority of CSUSM students do their work honestly, and expect that all will be graded on merit. In order to ensure fair grades for all and to make sure you are capable of doing your own work, **plagiarism will not be tolerated**. Anyone attempting to plagiarize in this course (something both dishonest and cowardly) **will be referred to the Dean of Students and could face expulsion**. You are responsible for knowing what plagiarism is; if you have questions, see the University Policy on Academic Honesty in the course catalog; the relevant sections of the Bedford Handbook; the website at [library.csusm.edu/plagiarism/](http://library.csusm.edu/plagiarism/); or ask me in advance. In particular, be sure to read all the texts themselves (not summaries you find on the internet or elsewhere!) and generate your own questions and analyses of them. It will be obvious if you do not!

## READINGS

Required Texts: You are required to purchase the following texts, available at the University Store. Those marked with an asterisk are on reserve. Though you may find other editions of these books in other stores or libraries, please **make sure to purchase these editions**. This will ensure that each student is referring to the same translation and pages when we discuss books in class.

Voltaire, *Candide* (Dover)

\*Rousseau, *Emile* (Everyman's Library)

Wollstonecraft, *Vindication of the Rights of Woman* (Dover)

Equiano, *The Interesting Narrative of Olaudah Equiano* (Dover)

\*Diderot, *Rameau's Nephew/D'Alembert's Dream* (Penguin)

The following additional texts are on reserve in the library, for your reference or for other assignments:

Diderot et al., *Denis Diderot's The Encyclopédie* (trans. Stephen Gendzier)

Diderot et al., *Encyclopedia; selections* (trans. Nelly Hoyt/Thomas Cassirer)

William Doyle, *Old European Order*

Lynn Hunt, *French Revolution and Human Rights*

Jeremy Popkin, *A History of Modern France*

Required course bulkpack: Readings labeled as "BKPK" on the syllabus can be found in your course bulkpack, on sale from University Readers at <http://www.universityreaders.com> or 1-800-200-3908.

### Optional Text:

Diana Hacker, *Bedford Handbook for Writers*, 7<sup>th</sup> Edition

--I will use codes from this text when making suggestions on your papers. If you do not wish to purchase this text, there is a **copy on reserve** in the library, under my **History 301** course. It provides extremely useful explanations and exercises which can help you generate ideas for papers and express yourself clearly and forcefully (it will also be useful for any other classes which require papers).

## COURSE SCHEDULE

### I. EIGHTEENTH CENTURY BACKGROUND

Aug. 26) Course Introduction  
 Aug. 28) Introduction to the Old Regime  
Assignment: Popkin 1 - 15, 29 – 33 (\*library)

Sep. 2) Old Regime Continued/*Encyclopédie*  
Assignment: Doyle 73 - 80, 87-9, 151, 156 - 161 (\*library; optional to skim more)

Sep. 4) Continued/Voltaire Preview  
 \*No new reading\*

### II. VOLTAIRE: THE CRUSADING ENLIGHTENMENT

Sep. 9) From A to Z: Voltaire's *Philosophical Dictionary*  
Assignment: Voltaire, *Philosophical Dictionary* [BKPK]; Optional: Browse other *PD* entries at <http://history.hanover.edu/texts/voltaire/volindex.html>

Sep. 11) *Philosophical Dictionary* Continued

Sep. 16) All is for the Best? Voltaire's *Candide*

Sept. 18) “ “  
Assignment: Voltaire, *Candide*

### III. ROUSSEAU: THE OUTSIDER'S ENLIGHTENMENT?

Sep. 23) Rousseau on Education

Sep. 25) “ “  
Assignment: Rousseau, *Emile*, selections  
**\*Close Reading Paper due\***

Sep. 30) Video Lecture: Eugen Weber

Oct. 2) Rousseau on Religion

Oct. 7) “ “  
Assignment: Rousseau, *Creed of a Priest of Savoy* (pp. 274 - 332 in *Emile*)

Oct. 9) SALON DAY I (more guidelines to be given in advance)

### IV. DIDEROT: THE ATHEISTIC ENLIGHTENMENT

Oct. 14) Diderot

Assignment: “Conversation between Diderot and D'Alembert,” “D'Alembert's Dream” and “Sequel to Conversation” (pp. 149 – 233 in Diderot, *Rameau's Nephew and D'Alembert's Dream*)

Oct. 16) Diderot continued

Assignment: continued, + Lespinasse excerpts in Modern History Sourcebook (<http://www.fordham.edu/halsall/mod/18salons.html>)

- Oct. 21) Exam Review  
 Oct. 23) In-class midterm

#### V. FOCUS ON TOLERANCE

- Oct. 28) What is Tolerance?  
 Oct. 30) “ “

Assignment: Voltaire, “Tolerance” and “Intolerance” (from *Philosophical Dictionary*); Voltaire, “Treatise on Tolerance” (excerpt); “Edict of Toleration”; and Rabaut St-Etienne, “Letter...on the Edict of Toleration” (all in BKPK)

#### VI. THE ENLIGHTENMENT AND THE DISENFRANCHISED/ READERS RESPOND TO THE ENLIGHTENMENT

- Nov. 4) Enlightenment and the Jews

Assignment: Voltaire-Isaac de Pinto exchange; Sulamith, “Call for Religious Enlightenment”; Mendelssohn, *Jerusalem* (excerpt, handout); Zalkind Hourwitz, “Vindication of the Jews”; Petition by Jews in France to Revolutionary National Assembly (all in BKPK, except Mendelssohn handout)

Nov. 6: NO CLASS; PREVIEW TO BE POSTED ON WEBCT

Nov. 11: NO CLASS, VETERAN’S DAY

- Nov. 13) Enlightenment and Women

- Nov. 18) “ “

Assignment: Mary Wollstonecraft, *Vindication of the Rights of Woman*, selections

- Nov. 20) Enlightenment and Slavery

Assignment: Raynal and other slavery excerpts (BKPK)

- Nov. 25) A Slave’s Perspective/Enlightened Religion I?

Assignment: Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano* (selections TBA)

- Nov. 28) \*\*NO CLASS, THANKSGIVING\*\*

- Dec. 2) Enlightened Religion II: Catholic Counter-Enlightenment  
 + SALON DAY II

Assignment: Counter-Enlightenment excerpts [will send via e-mail]; Darrin McMahon, *Enemies of the Enlightenment* (32 – 42, \*library)

#### VII: COURSE WRAP-UP

- Dec. 4) Course Wrap-Up/Exam review

- Thurs., Dec. 11) \*\*FINAL EXAM, 1:45 – 3:45