

Dr. Benjamin Goldberg
MW 3:05 - 4:20
PED 104

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Office: CPR 369
Hours: By appointment

HUM 3242: THE ENLIGHTENMENT

Course Description

This is a course on the European Enlightenment, a complex cultural phenomenon of the 18th century. The Enlightenment is the idea that we have found the correct world view, from the moral to the scientific, and that we can structure our way of life according to the principles of Enlightenment. In many ways, this time period is responsible for the picture we have today, from the justifications of our political institutions, economic arrangements, and social lives, to the structure of our science and its place within that society. We shall explore this idea of Enlightenment through various readings from philosophy, science, politics, and elsewhere, in the hopes of not just understanding the history and meaning of this concept, but also how this idea might inform current ideas and debates. The class will involve lectures, group activities, and discussions. Please come prepared!

Course Objectives

Students completing this course should be able to:

1. Think critically about the meaning and history of the Enlightenment
2. Understand the changes and effects (social and intellectual) brought about by the Enlightenment, in areas from science to politics to morality.
3. Critically analyze, interpret, and discuss various kinds of texts.
4. Write clearly and persuasively through both historical contextualization and close reading and interpretation of texts.

Required Books

(E) *The Enlightenment* – Dorinda Outram, CUP: 2013

(PR) *The Portable Enlightenment Reader* – Isaac Kramnick, Penguin: 1995

(@) Various readings in PDF format will be made available online

Plagiarism / Cheating

Academic dishonesty of any type, including plagiarism, is unacceptable. Plagiarism is the representation of another person's work, words or ideas as your own. The cost of plagiarising/cheating starts with failing the course and may result in stiffer penalties.

Learning Disabilities/Personal Problems

If you feel that you are dealing with an issue that is in any way affecting your college experience, please come talk with me or. Anything we discuss will be private, and we will do our best to offer solutions and to help you work through any problems that you may have.

If you have a learning disability that requires special accommodations or affects your contribution to or performance in class, please speak with one of us privately and contact the office of Disabled Student Academic Services in SVC 2043 (974-4309) so that they can help accommodate your needs. The Tutoring (<http://lib.usf.edu/tutoring/subjects/>) and Writing Center (<http://www.lib.usf.edu/writing/>) are all great resources that I encourage you to use, but please remember that it fills up fast, so please make an appointment!

Emergency Notifications

In the event of an emergency, USF might suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor the Canvas site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

Course Requirements and Grades

Library Contact: Lily Todorinova, ltodorinova@usf.edu

Grading scale

100-93% A	<93-90% A-	<90-87% B+	<87-83.1% B	<83-80% B-
<80-77% C+	<77-73% C	<73-70% C-	<70-67% D+	<67-63% D
<63-60% D-	< 60% F			

Class Participation and Attendance (20%)

This class will have both group work and class discussions, and all students are expected to participate actively and often. Attendance is therefore required, barring serious emergencies. Note that attendance doesn't just mean showing up: it requires you to read the assignments and come to class prepared to discuss them. If you plan to miss class for any reason please let me know via email. I realize some people are very shy and cannot easily participate in class. If this is the case, please get in touch with me and we can work out an alternate arrangements.

Three Reaction Papers (45%)

Over the course of the term you are required to write three reaction papers. These are short essays written in response to one of the **primary source readings** assigned. These can use the secondary sources, but should focus upon the primary sources. You can write these about any of the assigned readings, and turn them in at any time before the final day of class.

Guidelines:

1. **No more than 2 pages** (double spaced, standard fonts and spacing).
2. The primary source being responded to should be identified and **briefly** summarized.

3. Your reaction should :
 - a. Evaluate the piece (Is the argument or idea a good one? Why or why not? What assumptions are being used, if any? etc).
 - i. You need not respond to the entire piece, it is fine to respond only to some small part if that is more manageable.
 - b. Discuss the piece in the context of today's world (if it is a political piece, does it help us understand current politics? If it is a scientific piece, has it been superseded or proven correct? etc).
 - i. If the piece is completely irrelevant to today's world, it is fine to write this so long as you provide some reason why this is so.
4. All quotes and references should be identified and cited.
5. These papers should be printed out and turned in with your name and section.

Final Essay (35%)

The final essay **must be turned in through CANVAS by Monday, December 9 by 5pm**. The essay can, however, be turned in at any time during the term. The essay should incorporate the work we have done over the course of the term, and it should answer two questions: first, the question we began the course with: 'What is Enlightenment?' Second, 'Are we still Enlightened today (or, Have we ever been Enlightened?)'. The following are some guidelines:

1. Your paper should be **no longer than 10 pages** (double spaced, standard font and spacing).
 - a. There is **NO MINIMUM length**—the essay can be as short as you need to properly answer the question. Write what you need to, no more.
2. Your essay should use both primary and secondary sources, both properly cited. (Please bear in mind that it is unlikely that you could write a paper without at least a few quotations from primary and secondary sources.) You may use any resource you like, so long as its relevant.
 - a. If you have any concerns about a source, just ask me!
3. Your essay should propose your own answer to the first question of 'What is Enlightenment?', using your sources to support your case. This answer should include:
 - a. A thoughtful summary of your position, making sure you clearly define your conception of what it means to be Enlightened.
 - b. An argument for your position, using textual evidence from your earlier response papers, any of the readings or secondary sources discussed in class, or other sources you have found on your own.
 - c. A discussion of possible problems with your position, noting not just the arguments against you, but evaluating those arguments and responding to them.
4. Your concluding sections of the essay should answer the question of 'Are we still Enlightened today (or have we ever been Enlightened?)' This answer should include:
 - a. A clear statement of whether you think we have, as a society, ever been Enlightened, and whether you think we are Enlightened today (given your definition of Enlightenment in response to the first question).
 - b. An argument for your position, using evidence to support it. This evidence could be taken from newspaper reports, artwork, poetry, historical or political records, social trends and statistics, your own or others experiences, and so on.

Schedule (subject to change)

M 8/26

Introduction; argument and interpretation

W 8/28

PR pp.1-7: Kant – *What is Enlightenment?*

Reading and Writing; Kant answering the question, “What is Enlightenment?”

M 9/02 – NO CLASS, LABOR DAY –

W 9/04 – What is the Enlightenment?

E Ch.1 – What is Enlightenment?

E Ch.2 – Coffeehouses and Consumers

PR pp.7-21: D’Alembert – *The Human mind Emerged from Barbarism*; Diderot – *Encyclopédie*

M 9/09 – Politics and Government 1

E Ch.3 – Enlightenment and Government

PR pp.395-404; 442-448: Locke – *The Second Treatise of Civil Government*; Paine – *Common Sense*

W 9/11 – Politics and Government 2

E Ch.3 – Enlightenment and Government

PR pp.448-452; 469-473: Jefferson – *The American Declaration of Independence*; Paine – *The Rights of Man*

M 9/16 – Politics and Economics 1

E Ch.4 – Political Economy

PR pp.483-496: Franklin – *Industry and the Way to Wealth*; Hume – *Of Luxury*

W 9/18 – Politics and Economics 2

E Ch.4 – Political Economy

PR pp.505-515: Smith – *The Wealth of Nations*

M 9/23 – Race and Culture 1

E Ch.5 – Exploration, Cross Cultural Encounters, and Ambivalence

PR pp.629-636: Hume – ‘Negroes...naturally inferior to the whites...’; Woolman – *Considerations on the Keeping of Negroes*

W 9/25 – Race and Culture 2

E Ch.6 – When People are Property

PR pp.657-668: Jefferson – *Of Indians and Negroes*

M 9/30 – Race and Culture 3

E Ch.6 – When People are Property

PR pp.637-649: Kant – *The Difference between the Races*; Diderot – ‘Who are you, then, to make slaves’; Long – ‘Bestial manners, stupidity, and vices...’; Paine – *African Slavery in America*

@ Justin E.H. Smith – “The Enlightenment’s ‘Race’ Problem, and Ours,”
<http://opinionator.blogs.nytimes.com/2013/02/10/why-has-race-survived/>

W 10/02 – Race and Culture 4

@ Nicholas Hudson - “From “Nation” to “Race”: The Origin of Racial Classification in Eighteenth-Century Thought”

M 10/07 – Gender 1

E Ch.7 – Enlightenment thinking about Gender

PR pp.568-590; 591-601: Rousseau – *Duties of Women*; Kant – *The Fair Sex*; Paine – *Women, adored and Oppressed*; Macaulay – *Women’s Education*

W 10/09 – Gender 2

E Ch.7 – Enlightenment thinking about Gender

PR pp. 601-609: Constantia – *On the Equality of the Sexes*

M 10/14 – Gender 3

E Ch.7 – Enlightenment thinking about Gender

PR pp.609-628: de Gouges – *The Rights of Woman*; Wollstonecraft – *Vindication of the Rights of Woman*

W 10/16 – Gender 4

@ Karen O’Brien – “The Feminist Critique of Enlightenment”

@ SEP – Topics in Feminism, <http://plato.stanford.edu/entries/feminism-topics/>

M 10/21 – Science 1

E Ch.8 – Science and the Enlightenment

PR pp.39-51: Bacon – *The New Science*; Newton – *Mathematical Principles of Natural Philosophy*; Cotes – *The New Physics*

W 10/23 – Science 2

E Ch.8 – Science and the Enlightenment

PR pp.51-60: Voltaire – *On Bacon and Newton*

M 10/28 – Science 3

@ John Henry – “Science and the Coming of Enlightenment”

PR pp.64-73; 181-185: Condorcet – *The Utility of Science*; Priestley – *The Organization of Scientific Research*; Descartes – “I think, therefore I am...”

W 10/30 – Science 4

PR pp.60-64; 190-209: Buffon – *The Rat*; Voltaire – *On Mr. Locke*; Hume – *A Treatise of Human Nature*; la Mettrie – *Man a Machine*

M 11/04 – Religion 1

E Ch.9 – Religion and the Enlightenment

PR pp.75-90; 96-100; 109-115: Bayle – *On Superstition and Tolerance*; Locke – *A Letter Concerning Toleration*; Newton – *The Argument for a Deity*; Hume – *Of Miracles and the Origin of Religion*

W 11/06 – Religion 2

E Ch.9 – Religion and the Enlightenment

PR pp.101-109: Collins – *A Discourse of Free-Thinking*; Montesquieu – ‘If there is a God...’;

M 11/11 – NO CLASS, VETERAN’S DAY –

W 11/13 – Religion 3

@ James Dybikowski – “The Critique of Christianity”

PR pp.115-133; 174-180: Voltaire – *Reflections on Religion*; Paine – The Age of Reason

M 11/18 – Revolution 1

E Ch.10 – The End of Enlightenment?

PR pp.546-552: Voltaire – *Splendid Armies*; Franklin – ‘There never was a good war...’

W 11/20 – Revolution 2

E Ch.10 – The End of Enlightenment?

PR pp.552-559: Kant – *Perpetual Peace*

M 11/25 – The Counter-Enlightenment

@ Graeme Garrard – “The Enlightenment and Its Enemies,” pp.664-680

W 11/27 – The Counter-Enlightenment

@ Graeme Garrard – “The Enlightenment and Its Enemies,” pp.664-680

M 12/2 – Post-Modernism and the Enlightenment

@ Susan Wilson – “Postmodernism and the Enlightenment,” pp.648-659

W 12/4 – Post-Modernism and the Enlightenment

@ Susan Wilson – “Postmodernism and the Enlightenment,” pp.648-659