

History 307

Rhode Island College

J. Schneider

Fall 2006

Europe in the Age of Enlightenment

COURSE SYLLABUS

Purpose

Europe of the 17th and 18th centuries experienced some remarkable events that have greatly affected the way people live today. Things that have become commonplace in the modern world such as the secularization of society, the separation of church and state, representative democratic government and science and technology's impact on life, were discussed, debated and fought over during these centuries. History 307 examines the major issues, ideas, and events of this time which help define our world. Through such political events as the Thirty Years War, the English Civil War, the reign of Louis XIV and intellectual movements such as the Scientific Revolution and the Enlightenment, an integrated picture will emerge of those centuries. Those issues will be investigated through class lectures and a series of primary sources found in *The Enlightenment A Sourcebook and Reader*. The "other side" of history will be investigated through the four monographs assigned for the class which investigate Early Modern Europe's underworld—that of the outcasts, deviants, and the criminals.

Structure

History 307 meets once a week for two hour and fifty minutes classes. The course will have a lecture/discussion format. Each class meeting will involve a discussion and most days this will include one or two primary source units. (See further information below.) Students are encouraged to ask questions, both of a content or interpretive nature, whenever appropriate, during the discussion segments.

Requirements

Reading

The following books are assigned texts for the course:

Natalie Zemon Davis, *The Return of Martin Guerre* (Harvard)

Brian Levack, *The Witch-Hunt in Early Modern Europe*, 3rd ed. (Longman)

Robert Darnton, *The Literary Underground of the Old Regime* (Harvard)

Jeffrey Freedman, *A Poisoned Chalice* (Princeton)

Paul Hyland, ed., *The Enlightenment A Sourcebook and Reader* (Routledge)

These books are available for purchase at the college bookstore.

The following text is recommended and is ON RESERVE at Adams library:

Jackson Spielvogel, *Western Civilization A Brief History*

PLEASE KEEP UP WITH THE READING AS OUTLINED IN THE COURSE CALENDAR NOTED BELOW.

Written

First Assignment:

Book Review Essay

Due Oct. 16th

Each student will write a review essay of Brian Levack's *The Witch-Hunt in Early Modern Europe*. The review must be 10 to 12 pages in length (typewritten, double-spaced, with appropriate margins). A separate hand out describing a book review essay will be distributed to the class.

Second Assignment:

Book Review Essay and Beyond

Due Dec. 11th

Each student will write a review of either Robert Darnton's *The Literary Underground of the Old Regime* or Jeffrey Freedman's *A Poisoned Chalice*. In addition, each student will seek out two book reviews about that book and compare what the professionals have to say about the book, in contrast to what his/her review has to say. The review "and beyond" must be 12 to 15 pages in length (typewritten, double-spaced, with appropriate margins) and must include copies of the professional reviews consulted.

Examinations

History 307 will have two in-class examinations, a mid-term on October 23rd and a final on December 18th. The exams will have an essay format.

Oral

Class Discussion Leader

Each student will act as a discussion leader for part of each Primary Source unit. To begin the discussion, he/she will briefly introduce the basic theme of the readings and then **pose questions** to the class about the main points covered. The class is expected to participate in this process as well, i.e. responding to the questions. Each discussion leader will hand in a **one page summary** of his/her thoughts or reactions to the reading from that day.

Class Discussion

During the time set aside for class discussion, students are expected to ask questions that relate to the material under consideration. The professor will have prepared questions, but everyone will have a chance to raise questions as well.

Evaluation Procedures

Students always ask what various assignments in a course are "worth" with respect to the final grade. Here is the breakdown for History 307:

| | |
|------------------------------------|-----|
| Book Review Essay | 20% |
| Mid-Term | 15% |
| Discussion Leader | 5% |
| Book Review Essay and Beyond | 20% |
| Final Exam | 30% |
| Class Attendance and Participation | 10% |

Note to Students Taking Course for Graduate Credit

Exams will be judged on a higher standard than those of the undergraduates. Papers presented must be approximately twice the length of those submitted by the undergraduates. Students will meet **two times** during the semester with the professor to talk about the course and its content.

Alignment Chart of Learning Objectives

The History Department, in compliance with the directives of professional associations that help oversee the teaching of history, includes in every syllabus an alignment chart which shows the department's learning objectives and how various assignments in the class assess those objectives. That chart can be found on the last two pages of the syllabus.

Class Calendar

Sept. 11 Introduction to History 307
 The Nature of Early Modern Society
 "Images of 16th and 17th century Europe" (Slide Lecture)

Sept. 18 Society in Turmoil: The Age of Religious Wars
 Richelieu and State Building

READING: Davis, *The Return of Martin Guerre*, read entire book

DISCUSSION: *The Return of Martin Guerre*

Sept. 25 Absolutism and the Court of Louis XIV
 "The Splendors of Versailles" (Slide Lecture)

READING: Bossuet, Selection from *Treatise on Politics* (handout)
 Hobbes, *The Leviathan* (Hyland Reader, pp. 8-11)
 Locke, *The Second Treatise on Government* (Hyland Reader,
 pp. 153-162)

DISCUSSION: Theories of Absolutism and its Critic

Oct 2 The Tudors and the Stuarts and The English Civil War

READING: Hyland, Ch. 1 “Human Nature”
Hyland, Ch. 2 “The Search for Knowledge”
Levack, *The Witch-Hunt in Early Modern Europe*, begin reading

DISCUSSION: Human Nature and The Search for Knowledge

Oct. 9 **NO CLASS—Columbus Day**

Oct 11 “The Return of Martin Guerre” (Movie)

READING: Levack, *The Witch-Hunt in Early Modern Europe*, continue reading

Oct 16 Eastern Europe’s Political Responses
European Imperialism and Political Challenges

READING: Hyland, Ch. 3 “Religion and Belief”
Levack, *The Witch-Hunt in Early Modern Europe*, complete

DISCUSSION: Religion and Belief
The Witch-Hunt in Early Modern Europe

Book Review Essay Due

Oct. 23 **Mid-Term Exam**

“Baroque Culture” (Slide Lecture)

Oct. 30 The Emergence of the New Science
Proponents of the New Science

READING: Hyland, Ch. 4 “The Natural World”
Hyland, Ch. 5 “Science and Invention”

DISCUSSION: The Natural World and Science and Invention

Nov. 6 The Enlightenment Spirit

READING: Hyland, Ch. 6 “Political Rights and Responsibilities”
Hyland, Ch. 7 “Development of Civil Society”
Darnton, *The Literary Underground of the Old Regime*, begin reading

DISCUSSION: Political Rights and Responsibilities and The Development of Civil Society

Nov. 13 Voltaire as Critic
 Rousseau and His Challenges

READING: Hyland, Ch. 13 “Autobiographical Reflections”
 Darnton, *The Literary Underground of the Old Regime*, continue

DISCUSSION: Autobiographical Reflections

Nov.20 Manners and Morals in the 18th century

READING: Hyland, Ch. 8 “Moral Principles and Punishments”
 Darnton, *The Literary Underground of the Old Regime*, complete

DISCUSSION: Manners, Morals and Grub-Street

Nov. 27 Women and the Enlightenment’s Mixed Legacy
 Britain and France Face Off

READING: Hyland, Ch. 9 “Gender and Society” and Ch. 14, Tomaselli
 Hyland, Ch. 12 “Radicalism and Revolution”
 Freedman, *A Poisoned Chalice*, start reading

DISCUSSION: Gender and Society and Radicalism and Revolution

Dec. 4 Reason and Progress
 Enlightened Despotism

READING: Hyland, Ch. 14 “Modern Critical Reflections” Selections from
 Cassirer, Gay and Darnton
 Freedman, *A Poisoned Chalice*, complete reading

DISCUSSION: Assessing the Enlightenment
 Crime in 18th century Switzerland

Dec. 11 Customs and Culture at the End of the 18th century
 Culture in the Age of Reason (Video)

READING: Hyland, Ch. 10 “Art, Architecture and Nature”

DISCUSSION: Art, Architecture and Nature

Book Review Essay and Beyond Due

Dec. 18

Final Examination

RHODE ISLAND COLLEGE
HISTORY 307
EUROPE IN THE AGE OF ENLIGHTENMENT
STANDARDS ALIGNMENT

| DEPARTMENT OUTCOMES | RHODE ISLAND BEGINNING TEACHER STANDARDS | NATIONAL COUNCIL SOCIAL STUDIES STANDARDS | MET | NOT MET | ASSESSMENT(S) |
|---|--|---|-----|---------|---|
| 1. Understand how historians gather, interpret and analyze a wide range of primary and secondary source data/material (including literary, geographical, political and socio-economic material) and how historians construct a coherent narrative from this information. | 1.1, 1.2, 1.3, 2.1 | 1.4, 1.7 2.1.2, 2.1.3, 2.1.4 | X | | COURSE READING, DISCUSSION LEADERSHIP, BOOK REVIEWS , EXAMS |
| 2. Demonstrate the skills of historical analysis and interpretation, such as compare and contrast, differentiate between historical facts and interpretation, consider multiple perspectives, analyze cause and effect relationships, compare competing historical narratives, recognize the tentative nature of historical interpretation and analyze the influence of the past. | 1.1, 1.2, 1.3, 2.2 | 1.4, 1.6, 1.9 2.1.3, 2.1.5 | X | | DISCUSSION LEADERSHIP, BOOK REVIEWS, EXAMS |
| 3. Think chronologically and comprehensively, identifying temporal structures of historical narratives and comprehending the meanings of historical texts, monographs and documents, including their audiences, goals, perspectives and biases. | 1.1, 1.2, 1.3, 2.2, 2.3 | 1.2 2.1.1 | X | | DISCUSSION LEADERSHIP, BOOK REVIEW, EXAMS |

| DEPARTMENT OUTCOMES | RHODE ISLAND BEGINNING TEACHER STANDARDS | NATIONAL COUNCIL SOCIAL STUDIES STANDARDS | MET | NO MET | ASSESSMENT(S) |
|---|---|---|-----|--------|--|
| 4. Develop research capabilities that enable them to formulate historical questions and themes, obtain and question historical data, identify the gaps in available records, place sources in context, and construct reliable historical interpretations. | 1.1, 1.2, 1.3, 2.2, 2.3 | 1.7 2.1.1, 2.1.4 | X | | BOOK REVIEW AND BEYOND ASSIGNMENT |
| 5. Demonstrate their knowledge of the history, culture and values of diverse peoples and traditions throughout the world and compare patterns of continuity and change. | 1.1, 1.2, 1.3, 2.7 | 1.1, 1.3, 1.5, 1.6, 1.9 2.1.6, 2.1.7 | | | |
| 6. Understand the historical context for the interaction and interdependence of politics, society, science and technology in a variety of cultural settings. | 1.1, 1.2, 1.3, 2.1, 2.3, 2.4 | 1.1, 1.5, 1.6, 1.7, 1.8, 1.10, 2.1.8 | X | | COURSE READING, DISCUSSION LEADERSHIP, BOOK REVIEWS, AND EXAMS |
| 7. Formulate and explain their own interpretations of the past by examining and communicating them with clarity and precision in a variety of oral and written assignments. | 1.1, 1.2, 1.3, 2.1, 2.5, 2.6, 2.7, 8.1, 8.2 | 2.1.1, 2.1.3, 2.1.4 | X | | EXAMS, AND BOOK REVIEW |
| 8. Demonstrate research skills utilizing the full-range of available materials including those found in libraries, archives, museums and electronic resources. | 1.1, 1.2, 1.3, 2.1, 2.4 | 2.1.2, 2.1.4 | X | | BOOK REVIEW AND BEYOND ASSIGNMENT |
| 9. Demonstrate the skills necessary to be an independent and lifelong learner. | 10.1, 10.2, 10.3, 10.4 | 2.1.1-2.1.8 | X | | ALL OF THE ABOVE |