

Europe During the Old Regime: 1715 – 1789
History 340 (3 units)
Spring 2007
MWF 12:10 – 1:00
BUS 116

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Europe During the Old Regime will look at the eighteenth century in Europe from a variety of perspectives. There will be two parts of the course – a series of lectures (usually on Mondays) that will provide a basic political narrative and class discussions on assigned readings. The narrative from the Monday lectures will create a structure alongside which to discuss the readings and topics in the economic, intellectual, social, and cultural life of this period in Europe. Among our reading topics, we will discuss pirates, exploration and encounters, fairy tales, religious tolerance, early feminism, and the Enlightenment. The students and instructor will seek together to use primary source documents and insights from historians to go beyond a dry recitation of facts and to reach out and attempt to understand people who lived in the past. We will both learn about their experiences and think about the ways in which their lives and thoughts have provided and continue to provide a framework for our own.

This course is an upper-level division course in Europe after 1500 for the History major or minor. The only prerequisite for this course is English 214.

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with documented disabilities must register with the DPRC to facilitate the reasonable accommodations process. Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center is available to facilitate the reasonable accommodations process. The DPRC, located in SSB 110, can be reached by telephone at 338-2724 (voice/TTY) or by e-mail at dprc@sfsu.edu.

Academic integrity is a fundamental principle of the university. Academic dishonesty, in the form of cheating or plagiarism, represents an attempt to gain an unfair advantage and it is expressly prohibited by the San Francisco State University Student Code of Conduct. Cheating includes, but is not limited to, gaining unfair access to answers to exams, fabrication of work, helping other students to cheat, etc. Plagiarism can be defined as using another person's words or work without proper acknowledgment (see also <http://online.sfsu.edu/~rone/StudentHelp/Plagiarism.html#what> for more information on avoiding plagiarism). Students who are found to have cheated or plagiarized will be subject to discipline ranging from receiving a failing grade for the specific assignment to

referral to the Office of Judicial Affairs and Student Discipline to possible suspension or expulsion. All instances of academic dishonesty are reported to the Department Chair and College Dean. Students are responsible for knowing the SFSU regulations concerning cheating and plagiarism, found in the University Bulletin and online at: <http://www.sfsu.edu/%7Ehelpdesk/docs/rules/conduct.htm>.

Goals and Objectives for the course –

In this course, we will strive to:

- Make the past come alive by learning about people in the past,
- Approach people in the eighteenth century as though we were travelers in a foreign country,
- Work together to learn how to read and interpret historical documents,
- Conduct enthusiastic and respectful discussions in the classroom,
- Improve writing skills and produce clear, well-organized essays.

Attendance Policy –

Attendance and participation will make up 10% of your final grade for the course. You are encouraged to ask questions at any time and are expected to participate in any class activity, discussion, or exercise. An attendance sheet will be passed around at the beginning of every class. You must sign the sheet in order to be counted as present. If you need to arrive late, please make sure you sign in before you leave the room at the end of class. If you need to leave early, please tell the instructor at the beginning of class.

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process.

Readings –

There are five required books that will be available at the SFSU bookstore. There are also readings that will be available on-line, through the course website. **Please bring the relevant book(s) to class when we discuss them.** On-line readings will be available in .pdf format. These can be read with the Adobe Acrobat reader, which can be downloaded for free. When the readings are on-line, **please either print out the on-line excerpt or take detailed notes on the text.**

Darnton, Robert, *The Great Cat Massacre: And Other Episodes in French Cultural History*, ISBN 0465015565 (abbreviated on the syllabus as GCM)

Lessing, Gotthold Ephraim, *Nathan the Wise*, trans. by Ronald Schecter, ISBN 0312401523

Outram, Dorinda, *The Enlightenment*, ISBN 0521546818

Rousseau, Jean-Jacques, *Discourse on the Origin of Inequality*, trans. by Donald Cress, ISBN 0872201503

Wollstonecraft, Mary, *A Vindication of the Rights of Women*, ISBN 0141441259

Course Requirements –

In addition to informed and enthusiastic participation in class activities, discussions, and exercises, students in the course will also complete a response paper, two short essays, and a group presentation to help the class review for the final. The written work will be completed at home and handed in at the start of class on the days that they are due. If the assignments are late, they will immediately lose points and will continue to drop in score the longer they are late. The course will also feature a final exam, which will cover material from the entire course.

The course grade will be determined as follows:

Participation and attendance: 10%
Response Paper (1 – 2 pp., due week 3): 5%
First essay (5 pp., due week 6): 20%
Second essay (5 pp., due week 13): 25%
Group presentation (week 15/16): 10%
Final exam: 30%

Syllabus –

This syllabus and schedule are subject to change in the event of extenuating circumstances. **If you are absent from class**, it is your responsibility to check on announcements made while you were absent.

LECTURES: Each Monday will feature a lecture that will provide a basic narrative for the century, primarily of major political events. You will not have reading assignments for these classes, but the information in the lectures will be represented on the final exam. These lectures typically **will not match** the readings for the week, but will provide a chronological framework in which to situate the readings topics.

1/24 (Wed.): A Survey of Europe in 1715, Part I
1/26 (Fri.): A Survey of Europe in 1715, Part II
1/29: Life in Eighteenth-Century Europe
2/5: What is Enlightenment?
2/12: André-Hercule Cardinal de Fleury and his France, 1715 – 1743
2/19: Changes in Agriculture and Early Industrialization
2/26: The Seven Years' War

3/5: Enlightened Absolutists
3/12: Slavery and the Atlantic World System
3/19: Awakening in the East
3/26: Building the British Empire
4/2: Economics and the Life at Sea
4/16: An Embattled Monarch: The Reign of Louis XV from 1743 – 1770
4/23: Revolts and Rebellions, from Pugachev to Washington
4/30: Prelude to a Revolution: France, 1771 – 1788
5/16 (Wed.): A Survey of Europe in 1789

CLASS DISCUSSIONS: Typically, Wednesdays and Fridays will comprise discussions of readings on a variety of topics. For class, please complete the readings listed for that date, and please come prepared to discuss the main ideas of each text and what the text contributes to our understanding of life in eighteenth-century Europe. After each week's assignment, there are focus questions to help in guiding your reading for the week. Please think about the focus questions as you are doing your reading.

When the syllabus says a text is on-line, it can be found on our course website. **Log on to our website at ilearn.sfsu.edu by putting in your ID # and pin #.** Photocopies of the on-line readings may also be found on reserve in the library reserve room.

WEEK 1 - Introductions

1/24: Lecture (see lecture schedule)
1/26: Lecture

WEEK 2 - Eighteenth-Century Mentalities

1/29: Lecture

- GCM, Introduction, pp. 3 – 7

1/31: What can we learn from fairy tales?

- GCM, ch. 1, pp. 9 – 74

2/2: What makes something funny?

- GCM, ch. 2, pp. 75 – 106

How do we know how people thought in the eighteenth century?
What does it add to our understanding of history to know how people in the past thought?

WEEK 3 – What is Enlightenment? Intellectual Life in the Old Regime

2/5: Lecture
2/7: Circumstances of the Enlightenment

- Outram, chs. 1 – 3, pp. 1 – 46

2/9: Spirit of the Enlightenment

- On-line: Kant, “What is Enlightenment?”

- On-line: entries from the *Encyclopédie*
- GCM, ch. 5, pp. 191 – 214

Was the Enlightenment one, unified movement?

What were the goals of the Enlightenment? Did they meet them, and how did they work toward those ends?

RESPONSE PAPER (1 – 2 pp.), due in class 2/9 – Write a one to two-page response to the following questions: What is Enlightenment? Did the eighteenth-century intellectual movement live up to your ideas of enlightenment? This essay must be typed and double-spaced with sensible margins.

WEEK 4 – The Enlightenment and the Other

2/12: Lecture

2/14: Enlightenment and Exploration

- Outram, ch. 4, pp. 47 – 59

2/16: Introduction to Captain Cook

- On-line: *Blue Latitudes*, Prologue and ch. 1, pp. 1 – 41

What is the relationship between Enlightenment and exploration?

What sort of a person does Captain Cook seem to have been?

WEEK 5 – Captain Cook Continued

2/19: Lecture

2/21: Cook's Account of the World

- On-line: Cook's journals

2/23: A Great Misunderstanding?

- On-line: Hawaii readings

What happened to Captain Cook in Hawaii?

Why do you think he met that end?

WEEK 6 – Toleration and the Enlightenment

2/26: Lecture

2/28: Religion and the Enlightenment

- Outram, ch. 8, pp. 109 – 125
- Lessing, *Nathan the Wise*, Acts I and II, pp. 23 – 62

3/2: Nathan and Saladin

- Lessing, *Nathan the Wise*, Acts III – V, and documents “Jewry Revealed” and “On the Civic Improvement of the Jews”, pp. 62 – 137

Was the eighteenth century primarily a time of tolerance or intolerance?

How did Lessing depict the non-Christian characters in *Nathan the Wise*?

ESSAY (5 pp.), due in class Friday, 3/2 – Write a clear, well-organized essay with a coherent thesis statement on Lessing’s play *Nathan the Wise*.

Questions will be distributed in class 2/19. This assignment must be typed and double-spaced with sensible margins, and must include footnotes. With the permission of the instructor, you may also choose your own topic.

WEEK 7 – Romanticism and the Other

3/5: Lecture

3/7: Schlegel and Language

- On-line: Schlegel, *On the Speech and Wisdom of the Indians*

3/9: Herder and Origins

- On-line: Herder, *Reflections on the Philosophy of the History of Mankind*

Why were German Romantic thinkers so interested in India?

What did Schlegel and Herder think of history? Were things getting better or worse? What were their solutions?

WEEK 8 - Enlightenment and the Problem of Slavery

3/12: Lecture

3/14: Enlightenment Attitudes toward Slavery

- Outram, ch. 5, pp. 60 – 76
- On-line: Rousseau: *The Social Contract*

3/16: Rousseau’s *Discourse*

- Rousseau, *Discourse on the Origin of Inequality*, entire

Did Enlightenment thought about slavery fit with their overall goals?

Did their actions fit their thoughts?

WEEK 9 - Jean-Jacques Rousseau

3/19: Lecture

3/21: Rousseau’s Account of Himself

- On-line, Rousseau, *Confessions*

3/23: Reception of Rousseau

- GCM, ch. 6, pp. 215 – 263

What sort of person was Rousseau? Does reading his autobiography change your ideas about him?

Did Rousseau get his ideas across to his public? How do we know what people in general thought about him?

WEEK 10 - Building the British Empire

3/26: Lecture

3/28: Imagining the Empire

- On-line: Defoe, *Robinson Crusoe*
- On-line: Swift, *Gulliver's Travels*

3/30: NO CLASS – CESAR CHAVEZ DAY

How can *Robinson Crusoe* be seen as providing one view of empire building?

How does *Gulliver's Travels* present concerns about empire?

WEEK 11 - Economics, Empire, and Piracy

4/2: Lecture

4/4: Life on the High Seas

- On-line: Defoe, *A General History of the Pyrates*

4/6: Women and Piracy

- On-line: Defoe, *A General History of the Pyrates*

What does Defoe's history of piracy tell us about the economic world of the eighteenth century?

How are the pirates portrayed in Defoe's account? Are women pirates portrayed differently?

SPRING BREAK – NO CLASSES 4/9 – 4/13

WEEK 12 - Women

4/16: Lecture

4/18: The Rise of the Novel, Middle-Class Values, and Women's Readership

- On-line: Richardson, *Pamela*

4/20: Gender and the Enlightenment

- Outram, ch. 6, pp. 77 – 92
- On-line: Carla Hesse, *The Other Enlightenment: How French Women Became Modern*, ch. 1, pp. 3 – 30

How did women participate in the Enlightenment?

How did Richardson's novel portray women? What are the messages that female readers were supposed to take away from the book?

WEEK 13 - Mary Wollstonecraft

4/23: Lecture

4/25: Wollstonecraft and Early Feminism

- Wollstonecraft, *A Vindication of the Rights of Women*, pp. 11 – 50, 99 – 117

4/27: *Vindication* and Education

- Wollstonecraft, pp. 164 – 186, 196 – 222

How does Wollstonecraft make her arguments for the rights of women? What does she want to happen and why?
What does Wollstonecraft think of Rousseau?

ESSAY (5 pp.), due in class Monday, 4/27 – Write a clear, well-organized essay with a coherent thesis statement on gender, race, or otherness in the eighteenth century. Questions will be distributed in class 4/16. This assignment must be typed and double-spaced with sensible margins, and must include footnotes. With the permission of the instructor, you may also choose your own topic.

WEEK 14 - Eighteenth-Century Economic Theory

4/30: Lecture

5/2: Smith and the Invisible Hand

- On-line: Smith, *Wealth of Nations*

5/4: Group Work Session

What ideas did Adam Smith contribute to economics?
Do we still follow his basic understanding of capitalism?

WEEK 15 - Review week

5/7: Group Work Session

5/9: Class Presentations

5/11: Class Presentations

CLASS PRESENTATIONS, due in class 5/9 – 5/14. These presentations will create review sessions for the final exam – each group will be helping the class review one major topic. Guidelines and assignment will be given in class 4/23, and groups will have two class sessions and any additional time they choose to prepare.

WEEK 16 - Review Week and Conclusions

5/14: Class Presentations

5/16: Lecture

FINAL EXAM - Wednesday May 23, 10:45-1:15