History 305: Age of Enlightenment  
Winter, 2011

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Office: 2117JFSB  
ext. 6285  
Office hours:  
MW 1:30-3:00  
or by appointment

Teaching Assistant: Heather Dew

In this course we will survey the history of the Enlightenment and Revolutionary Europe, from the late seventeenth century to the French Revolution and Napoleon. By so doing, we will deal with a number of important historical themes: absolutism, international rivalry, rural and urban society and their methods of social control, demographic trends, the transformation of agriculture and the roots of the industrial revolution, the origins of modern science and the culture of the Enlightenment, religion and its critics, and the French Revolution. For the overall aims of the undergraduate history curriculum, please refer to: http://history.byu.edu/undergrad/learning.htm

The course will proceed through a combination of lecture and discussion. On some days, I will lecture for part of the class time, and we will discuss selections from Enlightenment writers during the remainder of the time; on other occasions we will spend the entire class period in discussion. While we will study the history of the period from a number of perspectives, we will focus particularly upon the intellectual heritage of the Enlightenment and Revolution.

Required books for the course, available in the Bookstore, are:

Blanning, Eighteenth-Century Europe, 1688-1815  
Bosher, The French Revolution  
Voltaire, Candide, Zadig & Selected Stories  
Darnton, The Great Cat Massacre  
Packet of readings, on Blackboard

Grades will be calculated on the following basis:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Reading quizzes</td>
<td>10%</td>
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<tr>
<td>Research paper</td>
<td>20</td>
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<tr>
<td>2 exams</td>
<td>40</td>
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<tr>
<td>Final exam</td>
<td>30</td>
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A word about attendance: I will not take roll, but let me forewarn you that I have found a very high correlation in my courses between those who do poorly and those whose attendance is irregular. I therefore encourage you to come to class, prepared. Reading quizzes will be given at the beginning of class and cannot be made up.

Please respect the dates when the research paper is due and examinations
will be given. Papers are due at the beginning of class. Those turned in late will be penalized 5 points for each day they are tardy. I will give make-up exams only under extraordinary circumstances. If a serious illness or accident should prevent you from taking a scheduled exam, please communicate your absence to me or the departmental secretary (422-4335) immediately.

The research paper should focus on some topic related to the Enlightenment and/or the French Revolution. It should be 8-10 double-spaced pages of text in length, plus the bibliography. A strong paper will be based on extensive research, including primary sources; will develop an argument or thesis; and will be effectively organized and clearly written. You may use either footnotes or endnotes, preferably in the Turabian style. **The paper is due on April 7.**

Of course, I also expect the course to proceed under the principles contained in the University Honor code, including its provisions regarding dress and grooming standards. This means that honesty is essential and that cheating and plagiarism are intolerable. It also means that over the course of the semester, we need to treat each other and the cultures we are studying with the respect and dignity we would like to receive.

While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. See [www.byu.edu/honorcode](http://www.byu.edu/honorcode) for specific examples of intentional and inadvertent plagiarism, fabrication, and falsification. In keeping with the Honor Code, we also need to treat each other and the cultures we are studying with the respect and dignity we would like to receive.

**Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 378-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 378-2847.**

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (378-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the
basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 378-5895, D-282 ASB.

**Tentative Class Schedule:**

Jan.  5:  Introduction

7: Medieval Cosmology  
   Hall, “Introduction”
10: What Is Enlightenment?  
    Kant, "What Is Enlightenment?"
12: Origins of Modern Science  
    Blanning, 1-10
14: Origins of Modern Science

19: Origins of Modern Science  
    Hall, “Newton”
21: Descartes  [quiz]  
    Discourse on Method
24: Hobbes and Locke  [quiz]  
    Hobbes, Leviathan  
    Locke, Two Treatises on Government
26: English Constitutionalism  
    Locke, “Essay Concerning Human Understanding”
28: Absolutism: Louis XIV  
    Blanning, 11-51
31: Prussian State-Building

Feb.  2: Frederick the Great  
    Blanning, 218-246
4: Absolutism elsewhere

7: Absolutism elsewhere

9: Montesquieu  
   excerpts from Persian Letters
11: International Rivalry  
    Blanning, 178-217
14: International Rivalry  
    Pope, Essay on Man  [quiz]
16: Examination
Submit short prospectus for research paper. It should include: a tentative thesis (what are you going to argue or prove?), one or two paragraphs describing the project, and an initial bibliography. The paper should be original to this class, and not something previously used for another course. It will be 8-10 double-spaced pages and include foot- or endnotes and a bibliography. Use of primary sources and foreign language materials can add to the quality of the paper.
28: Stresses of Royal Absolutism  
   Bosher, chap. 1-4
31: French Revolution, 1789  
   Bosher, chap. 5 [quiz]  
   Sieyès, What Is the Third Estate?

April 1: French Revolution, 1790-92 Research paper due  
   Bosher, chap. 6-7  
   Declaration of the Rights of Man and of the Citizen
4: The Burkean Response  
   Burke, Reflections on the French Revolution [quiz]
6: The Terror and Thermidor  
   Bosher, chap. 8-12
8: Danton

11: Danton

13: Napoleon