



SPR 2018 Course
History 282:
Global Enlightenment
Race, Empire and the
European Imagination of the
World

Fulfills General Education

Requirements: [Individual and Society \(2IS\)](#); [Understanding the Past \(2UP\)](#)

[Prof. Sunil Agnani](#)

University of Illinois at Chicago

Class information

Tues/Thurs 12.30pm-1.45pm

3 credits. CRN: 41191

Classroom: Lincoln Hall 201

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University Hall. Office hours: TBA (but on Tues/Thurs and by appointment)

Course Description

The Enlightenment in Europe (roughly 1700-1800) made grand pronouncements “to gather all the knowledge that now lies scattered around the globe” (Denis Diderot) or to observe “with extensive view... from China to Peru” (Samuel Johnson). This course takes seriously that idea by introducing key thinkers from this period, alongside emerging notions of cultural difference and race in the period. As part of this, we explore the idea of progress (the progress of mankind, of language, of society, of the arts—since these were thought to follow a pattern) and also its critique. We also

consider the idea of empire—territorial empire, maritime empire, etc.—as it emerges in many of these texts. In authors like the abolitionist Equiano and in the Haitian revolution, the question of race overlaps with that of empire through the "triangular trade" (the transatlantic structure of slavery). We open with broad debates on the idea of Enlightenment as a process by reading a fundamental but brief essay by Kant. We then turn to two texts by Voltaire—one of the most significant writers and thinkers from this period (indeed, he becomes the very figure of the *philosophe* and intellectual). *Candide* gives us a sense of how Enlightenment thinkers viewed the New World, whereas his *Letters on England* reveal the mixture of admiration and envy expressed by pre-revolutionary French writers when looking at England. It also foregrounds the French/British rivalry which plays out in the imperial context—culminating in nineteenth-century projects of imperialism.

In order to get a sense of the moral and philosophical writing of the Enlightenment, we read the Scottish philosopher David Hume’s brief text, *An Enquiry Concerning the Principles of Morals*. Through this work we examine the debate taking place on the importance of reason and the passions in the period (which guides human nature?). We return to the idea of progress in the political sphere with Mary Wollstonecraft’s *Vindication of the Rights of Woman*, a landmark text making the case for female equality. We return to a thinker both intimate with and often seen as out of step with the main currents of the period, Jean-Jacques Rousseau. We examine his *Discourse on Inequality* (path mythical history, part anthropology) which is a scathing critique of the idea of property. The course concludes with Edmund Burke’s *Reflections on the Revolution in France*, since it is such an influential critique of the French Revolution, juxtaposed with his writings on India, which was a prescient critique of empire. This course aims to give students a non-Eurocentric approach to “Western Civilization” by keeping an eye on the global and colonial context of its self-definition.

There are **only two** required books to purchase, the rest will be PDFs or online sources. This course aims to gradually transition to all freely available textbooks, or open educational resources (OER). I will also include references to the best printed editions of books (many of which I will still use) for those who prefer to use these.

Week	Day	Date	Topic/Readings
1	Tues	16 Jan 2018	<p>Introduction to themes of course</p> <p>Let’s define some of the organizing terms and concepts of the class. What was the Enlightenment? When was the Enlightenment? An introduction to Kant’s essay, “What is Enlightenment?” Is it plural (many enlightenments) or singular? What is meant by the idea of progress? What do we mean by “global,” or “cosmopolitan”? How did European trading companies lay the groundwork for the modern world, globalization and (perhaps accidentally) plural, multi-racial and multi religious societies?</p>

	Thurs	18 Jan	<p>Enlightenment as a process: Kant’s “What is Enlightenment?” [1783-1784] and one attempt to define the period.</p> <ol style="list-style-type: none"> 1. Kant: “What is Enlightenment?” (on website) 2. Dorinda Outram, “What is Enlightenment,” from <i>The Enlightenment</i> , pp 1-10 (on website) <p>We read a short chapter from historian Dorinda Outram (UCLA) on the topic of "Defining Enlightenment" alongside this landmark essay from Kant as a way to inaugurate the course.</p>
2	Tues	23 Jan	<p>Voltaire’s <i>Candide</i> [1759], ch. 1-ch. 18 Topics: literature of the Old Regime in France</p> <ul style="list-style-type: none"> • pp. 3-47 [Pearson ed]. Please also use the “explanatory notes” (endnotes), pp. 287-291 • pp. 41-82 (Gordon ed.) • Introduction (by Daniel Gordon), pp. 1-15 (A PDF will be placed in the shared folder)
	Thurs	25 Jan	<p>Voltaire’s <i>Candide</i> [1759], ch. 19-ch. 30</p> <ul style="list-style-type: none"> • pp. 47-88 [Pearson ed]. Please also use the “explanatory notes” (endnotes), pp. 287-291 • pp. 82-119 (Gordon ed.) • Introduction (by Daniel Gordon), pp. 15-30 <p>Response paper #1 Due (on Voltaire’s <i>Candide</i>). Please post these to Blackboard, due 1 hour before class meets.</p>
3	Tues	30 Jan	<p>Diderot, <i>Armchair Anthropology and Empire</i> The South Pacific of the mind: Colonies & Utopias</p> <p>Diderot presents us with a comic and “inappropriate” parody of a travelogue. Sexual politics and the idea of colonial conquest are foregrounded.</p> <p>Diderot, <i>Supplement to the Voyage of Bougainville</i> [1772], pp 31-75 of <i>Political Writings</i>.</p>
	Thurs	1 Feb	<p>Diderot’s writings on Empire & Conquest</p> <p>Selections from Diderot & Raynal. <i>The History of the Two Indies</i> [1780] from Diderot: <i>Political Writings</i>, New York: Cambridge Univ. Press. pp 165-214.</p>

4	Tues	6 Feb	<p>The French view of England: Voltaire</p> <p>Voltaire, <i>Philosophical Letters, or Letters regarding the English Nation</i> (1733), Letters 1-9, pp 1-30 (Hackett ed)</p> <p>pp 9-41 (Oxford paperback); pp 23-50 (Penguin paperback)</p>
	Thurs	8 Feb	<p>Voltaire, <i>Philosophical Letters, or Letters regarding the English Nation</i> (1733), Letters 10-16, pp 30-61 (Hackett ed)</p> <p>pp. 42- 79 (Oxford classics); pp 51-85 (Penguin ed.)</p> <p>Response paper #2 Due (on Diderot or Voltaire's <i>Letters on England</i>)</p>
5	Tues	13 Feb	<p>Voltaire, <i>Philosophical Letters, or Letters regarding the English Nation</i> (1733), Letters 17-24; SKIP Letter 25, pp 63-100 (Hackett ed)</p> <p>pp 86-119 (Penguin ed.)</p>
	Thurs	15 Feb	<p>Voltaire Writings from recent historians and critics on Voltaire</p> <p>(1) Margaret Jacob, "Anglophilia," 46-55; "International republican conversation," 59-65. From her book, <i>The Enlightenment</i>. [Read this first; we will emphasize this]</p> <p>(2) John Leigh, "Voltaire and the Myth of England." From <i>The Cambridge Companion to Voltaire</i></p> <p>(3) Daniel Brewer, "The Voltaire Effect" from the <i>Cambridge Companion to Voltaire</i></p> <p>The take-home exam will be due on Saturday, Feb 17 at 7pm. Please submit your exam on Blackboard under assignments.</p>
	Sat	17 Feb	<p>Due: the take-home exam is due on Saturday, Feb 17 by 7pm. Submitted via Blackboard.</p>

6	Tues	20 Feb	<p>The Scottish Enlightenment: Hume's Moral Philosophy</p> <p><u>David Hume, <i>An Enquiry Concerning the Principles of Morals</i> [1751]</u>, day 1.</p> <p>Page numbers for this good, open source, on-line edition are indicated by the letters "SBN" underneath each image of the page. (If you are wondering, SBN refers to the "Selby-Bigge and Nidditch" edition).</p> <p>If you prefer a physical book, I recommend <u>this version</u> published by Hackett (ISBN: 978-0915145454)</p> <p>Read: Section 1-Section 3. Pages SBN 170-SBN 205. (Pages 13-34, Hackett ed)</p> <p>Topics: sources of morality; reason versus sentiment, the idea of sympathy.</p>
	Thurs	22 Feb	<p><u>David Hume, <i>An Enquiry Concerning the Principles of Morals</i> [1751]</u>, day 2. Section 4-Section 5. SBN 206-SBN 233. (Pages 34-51, Hackett ed)</p> <p>Please listen to this <u>BBC podcast</u> on David Hume. BEFORE class "In Our Time" by Melvyn Bragg, from 2011. A conversation on David Hume. An MP3 is also on Blackboard.</p>
7	Tues	27 Feb	<p><u>David Hume, <i>An Enquiry Concerning the Principles of Morals</i> [1751]</u>, day 3. Section 9, Part 2 (SBN 279-285); Appendix 1, "concerning moral sentiment" (SBN 286-295); Appendix 2, "of self-love" (SBN 296-303), Appendix 3, "some farther considerations with regard to justice" (SBN 304-312). (Pages 79-98, Hackett ed)</p>
	Thurs	1 Mar	<p>David Hume <u>"Of the Standard of Taste" (Norton ed.)</u> This is a separate, short essay on aesthetics.</p> <p>Response #3 due (on Hume)</p>

8	Tues	6 Mar	<p>Having covered Enlightenment ideas of progress and of morality, we turn now to political servitude and slavery in tension with these</p> <p>Olaudah Equiano, <i>The Interesting Narrative</i> [1789] [ISBN-13: 978-0142437162, Penguin Press. Physical book purchased for class] Alternative Edition here (this is in .ePub format and may not open in your browser)</p> <p>Topics: captivity narratives, the Black Atlantic, revising received notions of the 18th century, ownership over oneself, persons and property, slavery and commodification</p> <p>Reading assignment:</p> <ol style="list-style-type: none"> 1. Introductory letters [pp 5-14] (these are not printed in the epub edition of Library of America, only the Penguin press edition) 2. chapters 1-3 [pp. 31-76] 3. Dorinda Outram, "Slavery in the Enlightenment"
	Thurs	8 Mar	<p>Olaudah Equiano, Day 2</p> <p>Reading assignment:</p> <ol style="list-style-type: none"> 1. chapter 5 [pp. 95-112] 2. chapter 7 [pp. 131-147] <p>Film to watch on your own BEFORE class: "The Son of Africa: Olaudah Equiano" (1996, BBC films, 30 min).</p> <p>YouTube Links: Part I, Part II [Part 2 link is broken]</p>
9	Tues	13 Mar	<p>Olaudah Equiano, Day 3</p> <ol style="list-style-type: none"> 1. chapter 9 [pp. 161-177] 2. chapters 11-12 [pp. 198-236] <p>Possible In-class viewing of 5 min excerpt from film, "Amazing Grace" (2006)</p>

	Thurs	15 Mar	<p>The Haitian Revolution</p> <p>We turn to the Haitian Revolution as a second example of race in conflict with universal rights in Enlightenment discourse:</p> <p><i><u>Slave Revolution in the Caribbean, 1789-1804: A Brief History with Documents (The Bedford Series)</u></i></p> <p>Edited by Laurent Dubois & John Garrigus. Physical Book purchased for class</p> <p>Read: Introduction (pp 7-40)</p> <p><u>Documents to read:</u> Code Noir (49-54); prophecies of slave revolution (54-56); Moreau de St Méry (57-62); “Copy of a letter from the slaves of Martinique” (66-67); Free citizens of color (67-70); National Assembly (70-72); Abbé Grégoire (73-75); Vincent Ogé (75-78) [Most of these excerpts are NOT in our PDF]</p> <p>Response #4 due (on Equiano or Haitian Revolution documents)</p>
10	Tues	20 Mar	<p>The Haitian Revolution, day 2</p> <p><i><u>Slave Revolution in the Caribbean, 1789-1804: A Brief History with Documents (The Bedford Series)</u></i></p> <p>Edited by Laurent Dubois & John Garrigus</p> <p><u>Documents to read:</u> Julien Raimond (78-82); Debate of May 15, 1791 (82-83); National Assembly (84-85); Antoine Dalmas (89-93); Insurrection Reports (95-99); Olympe de Gouges (108-110); Jean-Paul Marat (111-112); Thomas Clarkson (113-115); Account of slave revolt (116-118); Jolicoeur [on Zaire] (119-120); Sonthonax (120-125); National Convention (129-132); Étienne Polverel (138-144); Jean-Baptiste Belley (144-147); Toussaint Louverture (147-153); Haiti & the US (159-162); Charles Brockden Brown (164-166); Toussaint Louverture’s Constitution (167-170); Napoléon & Leclerc’s letters (175-180); Haitian 1804 declaration of independence (188-191); Haitian Constitution (191-196)</p>

	Thurs	22 Mar	<p>Haitian Revolution and the Rights of Man, Day 3</p> <p>We continue with the documents above, plus possible additional PDFs to be placed in the shared folder.</p> <p>Please view the following film on GoogleDrive: Égalité for All: Toussaint Louverture and the Haitian Revolution (produced Patricia Asté, dir. by Noland Walker, 60 min, PBS, 2009). There is also (for now) an existing link on Youtube here. The narrator is the noted Haitian American writer Edwidge Danticat.</p>
	Sat	24 March	<p>Due date for exam #2: Saturday at 7pm Please submit this via Blackboard</p>
UIC SPRING BREAK, 26-30 MARCH 2018			
11	Tues	3 Apr	<p>Mary Wollstonecraft: Revolutions Public and Private, Political and Social</p> <p>Links to an on-line edition (from the Liberty Fund) are below. A link to the Yale edition is here. Page references are to Broadview Press (McDonald & Sherf, eds.).</p> <p>(1) Wollstonecraft, A Vindication of the Rights of Woman [1792], dedication to Talleyrand (101-105); introduction (pp 106-114); chapter 1 (117-125)</p> <p>We include a short excerpt from Rousseau's <i>Emile</i> to which Wollstonecraft replies:</p> <p>(2) Also read: Rousseau, On the Education of Sophie. "On the duties of Women," 568-579 (Kramnick ed.). This is an excerpt from his longer text, <i>Émile</i></p>
	Thurs	5 Apr	<p>Wollstonecraft, day 2 On-line edition: chapter 2 (p 126-148), chapter 3 (pp 149-165), Chapter 4 (Print: pp 166-197)</p>
12	Tues	10 Apr	<p>Wollstonecraft, day 3 Chapter 5, section 1: on Rousseau (Print: pp 198-216) Chapter 7 (pp 252-264) Chapter 9 (277-288)</p> <p>Response #5 due (on Wollstonecraft)</p>

	Thurs	12 Apr	<p>Rousseau's theory of progress (or decline)</p> <p>The Discourse on Inequality [1754]. Read first half of text. Yale 2002 edition: p67-109. Hackett 1987 edition: pp 25-53.</p>
13	Tues	17 Apr	<p>Rousseau's theory of progress (or decline)</p> <p>The Discourse on Inequality [1754]. Yale 2002 ed, p109-148. Hackett 1987 ed: pp 53-81 (end).</p>
	Thurs	19 Apr	<p>Edmund Burke's Writings on India: Linking modernity and colonialism</p> <p>Edmund Burke, Selections from <i>The Portable Edmund Burke</i> (Penguin Press, 1999)</p> <p><u>On India</u></p> <p>(1) "Speech on Mr. Fox's East India Bill" [1783], pp 363-378</p> <p>(2) "Speeches on the Impeachment of Warren Hastings" [1788-1794], pp 388-406</p> <p>(3) "Letter to Mary Palmer" (from Bromwich ed.). GoogleDrive.</p>
14	Tues	24 Apr	<p>Fearing Revolution: Burke on Indianism & Jacobinism We continue discussion of Burke's India writings and begin our discussions of his writings on India</p> <p>Burke, "Reflections on the Revolution in France" [1790], First half of excerpt, pp 416-445, (Kramnick ed.).</p> <p>Burke on India, day 2 / Begin Reflections</p>
	Thurs	26 Apr	<p>Burke, "Reflections on the Revolution in France" [1790], Second half of excerpt, pp 446-474 (Kramnick ed.).</p> <p>Response #6 due (On Rousseau or Burke readings)</p>
15	Tues	1 May	<p>Student Presentation Session, Day 1</p> <p>If you will be presenting slides of any kind, they must be converted to GoogleSheets to avoid spending time on tech matters.</p> <p>Please also bring a draft of the take-home Exam Tips for writing papers</p>
	Thurs	3 May	<p>Student Presentation Session, Day 2</p>

		7-11 May	<p>UIC EXAM WEEK (7-11 May 2018) The take home exam will be due in this week</p> <p>We will not meet in person for this exam. Please submit the exam via Blackboard.</p>
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Readings/Books for course

Books for this course have been ordered at the **UIC Bookstore** in Student Center East. Please use the ISBN numbers to ensure that you obtain the specified edition. Please see the book list on the course website for editor's names and ISBN numbers. **A significant portion** of the readings for this course will be placed **on Blackboard or in a shared folder on GoogleDrive as PDF files.**

Course Requirements

Attendance is mandatory, and will be taken in each class. Absences will be noted and unexcused absences will affect your grade. Because lectures and discussion are vital to this course, it is very difficult to make up for a missed class. If you miss more than **two classes** (including—where relevant—discussion sections), your grade will be automatically lowered by **one letter grade**. A high number of absences will therefore cause you to receive a failing grade for the course. If you must miss class, speak to me in advance. In the event that **you miss a lecture**, it is your responsibility to learn what you missed by talking with a friend from the course. Neither the professor nor the section leader (if relevant) are responsible for recapitulating the lecture for you. Lecture notes/slides are not posted on-line.

Class Participation is a crucial component of this course. The success of this class depends on the students' active engagement with the texts and with one another. You will notice that a significant portion of your grade will depend on your participation. Especially in the discussion sections, **your goal should be to speak once in each class.**

One Class Presentation will be asked of each participant in the final week of class. More details on this will follow, but see the description in the schedule. Depending on class size, these may be done in pairs.

Two take-home Exams on the dates listed in the syllabus. These will consist of short questions, essay questions and perhaps short identifications.

A Final Exam will be held during exam week. The format will be similar to the in-class exams.

6 Response Papers posted to Blackboard/Discussion Board, due on days indicated in the syllabus.

- Over the course of the semester, you are required to submit brief written responses (approx. 250 words, or 1-2 pages) to the readings, posted to the course website. These responses will hopefully help you prepare your thoughts for class discussion. No secondary sources need be used for these answers (but

- if you do, cite them). Occasionally you may be asked to read aloud your comments in class. You are encouraged to read each other's response papers. You may write on a topic of your own choosing; often you will find study questions in the course documents folder on Blackboard, but for the most part you should write about a topic which interests you. Responses are due, posted to the discussion board, **one hour** before class meets (so that I and others have time to read them), and will be graded as "satisfactory," "unsatisfactory" or "fail." Comments on these papers will only be verbal, and occur in class.
- One note on **format**: please post the text of your response directly into the Blackboard discussion forum. You can also add an attachment, but for viewing them on screen this makes the process cumbersome.

Throughout the semester, there may be **unannounced quizzes** on the reading materials for the day. This will consist of short questions or identifications. The aim is to ensure that you have done the reading for the day and are keeping up with assignments.

If you are asked to write a term paper, please note that all references and secondary sources must be scrupulously cited. **Plagiarism** is one of the most serious offenses a student can commit at the university; it is punishable by suspension or dismissal. Please do not download papers; it is very easy to check these using websites designed to prevent plagiarism.

When **submitting a term paper or exam**, upload a file version of the paper you submit to Blackboard under "Assignments" and always retain a second/back-up copy of your papers. The penalty for late papers is one-third of a letter grade per calendar day. In other words, if you write an A paper and hand it in two days late, your grade will be reduced to B+.

Email etiquette

Be professional. "Hey," and "Hey teach" are not great ways to open a message. You will probably be writing emails for work someday; it would be good to begin composing them appropriately now. I will go over this on the first day.

Technology & Electronica in the classroom

Please **mute** your phone. Also note: **no** instant messenger, chat programs, or **texting** in the classroom. We all love gadgets, but we are here in class, in person, for a relatively brief period of focus (ideally). The same rule applies to eBook readers, iPads, etc., in class (fine for reading, not for texting). Please don't secretly look down at your phone and type. It is obvious to everyone and distracting.

Disabilities

Students with disabilities who require accommodations for access and participation in this course must be registered with the [Office of Disability Services \(ODS\)](#). Please contact ODS at 312.413.2103 (voice) or 312.413.0123 (TTY)