

Dr. Benjamin Goldberg

SYNCHRONOUS LECTURES: MTu 9:30-10:45 (see schedule below)  
ONLINE

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Office hours: via Teams, Zoom, etc.,  
email for appointment

## HUM 3242: THE ENLIGHTENMENT

### Course Description

This is a course on the European Enlightenment, a complex cultural phenomenon of the 18<sup>th</sup> century. The Enlightenment is the idea that we have found the correct worldview, 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

### Online Learning

Because of the COVID-19 pandemic, our class will happen online. There are a few important components to making this online class a success:

1. ***Make sure to attend the synchronous lectures IF YOU CAN (THEY WILL BE RECORDED)***. Each module has one lecture ON A MONDAY where we will meet as a class--these will help us build our learning community, as well as allow a more traditional lecture format with the ability to ask questions and get feedback in real time. You just click the link and will be prompted to log into the conference--make sure to DISABLE your audio--we will communicate via chat (otherwise it gets too crazy!). ***ALTERNATE SYSTEMS MAY BE USED IF THERE ARE TECHNOLOGY PROBLEMS--PLEASE MONITOR YOUR EMAIL AT ALL TIMES! The schedule of online attendance is as follows:***
  - **Module 0:**
    - **1/10- What is the Enlightenment?**
  - **Module 1:**
    - **1/17 NO CLASS MLK DAY**
  - **Module 2:**
    - **1/24 – Politics and Government**
    - **1/31 – Politics and Economics**
    - **2/7 – Race and Culture 1**
    - **2/14 – Race and Culture 2**

- **Module 3:**
  - **2/21 – Gender**
- **Module 4:**
  - **2/28– Science 1**
  - **3/7 – Science 2**
- **Module 5:**
  - **3/21 – Religion 1**
  - **3/28 – Religion 2**
- **Module 6:**
  - **4/4 – Revolution**
  - **4/11 – The Counter-Enlightenment 1**
- **Module 7:**
  - **4/18 – REVIEW AND PAPER QUESTIONS**

2. ***Make sure to follow along each module.*** Each module contains two basic sorts of assignments.
  - a. First, there are videos, readings, and audio recordings relating to the theme of each unit. Each student must read, listen, and watch these. If you have any issues accessing this material, please don't hesitate to get in touch!
  - b. Second, there are discussion assignments--these require each student to come up with discussion questions relating to the theme of the module, as well as reply to other student's questions. I have posted an initial question for each discussion topic to get us started--feel free to reply to this question or to your own!
3. ***Make sure to stay in touch!*** If you are confused, or have ANY questions, please don't hesitate to get in touch! Please email me at [big@usf.edu](mailto:big@usf.edu) or contact me via Canvas email. I will reply ASAP! There are also many resources if you need help with technology, disability issues, or any other academic issue. Here are some helpful links:
  - a. Disability Services: <http://www.usf.edu/student-affairs/student-disabilities-services/>
  - b. CANVAS help:
    - i. Quickstart Guide: <https://community.canvaslms.com/docs/DOC-2036>
    - ii. Student Video Guide: <https://community.canvaslms.com/docs/DOC-3891>
    - iii. Student Guide: <https://community.canvaslms.com/docs/DOC-4121>
  - c. Technical Problems: For technical questions and support, contact the IT Help Desk at (813) 974-1222 or [help@usf.edu](mailto:help@usf.edu).
    - i. To resolve your issue quicker, please include the following information:
    - ii. Course ID if the problem occurred within a course.
    - iii. What you were trying to do when the problem occurred.
    - iv. The exact wording of any error you received.
  - d. Academic Support Services: <http://www.usf.edu/student-success/undergrads/>
  - e. The Library has many helpful resources as well: <http://www.lib.usf.edu/>
  - f. LinkedIn Learning has a suite of learning tutorials for a variety of software applications and topics.
    - i. To access, login to MyUSF and go to the Learning and Teaching Tools menu.
    - ii. Select Online Training (LinkedIn Learning).

### **Academic Integrity**

Academic integrity is the foundation of the University of South Florida's commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts. The process for faculty reporting of academic misconduct, as well as the student's options for appeal, are outlined in detail in [\*\*USF Regulation 3.027\*\*](#).

### **Academic Grievance Procedure**

The purpose of these procedures is to provide all undergraduate and graduate students taking courses at the University of South Florida an opportunity for objective review of facts and events pertinent to the cause of the

academic grievance. An “academic grievance” is a claim that a specific academic decision or action that affects that student’s academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.

### **Disability Access**

Students with disabilities are responsible for registering with Students Accessibility Services (SAS) (SVC 1133) in order to receive academic accommodations. SAS encourages students to notify instructors of accommodation needs at least five (5) business days prior to needing the accommodation. A letter from SAS must accompany this request.

### **Disruption to Academic Progress**

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process (**USF Regulation 3.025**) is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

### **Food and Housing Insecurity**

We recognize that student facing financial difficulty in securing a stable place to live and/or in affording sufficient groceries may be at risk of these financial issues affecting their performance in classes. Students with these needs are urged to contact Feed-A-Bull (**feedabull@usf.edu** or **their website**), or Student Outreach and Support (**socat@usf.edu** or **their website**).

### **Religious Observances**

All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs (**USF Policy 10-045**). The University of South Florida, through its faculty, will make every attempt to schedule required classes and examinations in view of customarily observed religious holidays of those religious groups or communities comprising USF’s constituency. Students are expected to attend classes and take examinations as determined by the university. No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or her religious belief. However, students should review the course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from completing the academic requirements of a specific course. Students are expected to notify their instructors at the beginning of each academic term if they intend to be absent for a class or announced examination, in accordance with this Policy.

### **Sexual Misconduct / Sexual Harassment**

USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (**USF Policy 0-004**). The USF Center for Victim Advocacy is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the **Office of Student Rights and Responsibilities** (OSSR) or the **Office of Diversity, Inclusion, and Equal Opportunity** (DIEO), unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or personally to an educator, he or she is required to report it to OSSR or DIEO for investigation. Contact the USF **Center for Victim Advocacy**: 813-974-5757.

### **Statement of Academic Continuity**

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to: Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility

of the student to monitor the Learning Management System for each class for course-specific communication, and the main USF, College, and Department websites, emails, and MoBull messages for important general information (**USF Policy 6-010**). For additional guidance on emergency protective actions and hazards that affect the University, please visit [www.usf.edu/em](http://www.usf.edu/em)

### **Grades**

100-95% A	<94-90% A-	<90-87% B+	<87-84% B	<84-80% B-
<80-77% C+	<77-74% C	<74-70% C-	<70-67% D+	<67-64% D
<64-60% D-	< 60% F			

In this course, [turnitin.com](http://turnitin.com) will be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment.

For a more detailed look at this process visit <http://www.turnitin.com>.

### **Class Participation via online discussions: 40%**

In each module, there will be some discussion sections, for a total of 8 such sections. For each of these discussion sections, every student must post **ONE DISCUSSION QUESTION** and must post **ONE REPLY**. The following list shows the topics and due dates for these discussions:

1. **Politics and Government**: Post at least 1 question, Reply to at least 1 post (due by 1/31)
2. **Politics and Economics**: Post at least 1 question, Reply to at least 1 post (due by 2/7)
3. **Race and Culture 1**: Post at least 1 question, Reply to at least 1 post (due by 2/14)
4. **Race and Culture 2**: Post at least 1 question, Reply to at least 1 post (due by 2/21)
5. **Gender**: Post at least 1 question, Reply to at least 1 post (due by 2/28)
6. **Science**: Post at least 1 question, Reply to at least 1 post (due by 3/21)
7. **Religion**: Post at least 1 question, Reply to at least 1 post (due by 4/4)
8. **Revolution**: Post at least 1 question, Reply to at least 1 post (due by 4/11)

Because of the online nature of our discussion, each discussion section has been marked with a specific due date (usually two classes later).

### **Discussion questions MUST BE ABOUT PRIMARY SOURCES!**

What does this mean? It means that the discussion question should consider ONLY material from the 18<sup>th</sup> century (that is, material from *The Enlightenment Reader*). Your questions should be about one of the readings that has been assigned under the various topics, so, for instance, you must ask a question about the readings concerning Race and Culture during that module, or about Revolutions during that one. Each question should be thoughtful, and not answerable with an easy 'yes' or 'no', but they can, of course, ask for clarification about some aspect of the primary source readings. Responses should be similarly thoughtful, although it is always ok to express confusion!

Here is an example question (your question need not be this complex, it is only meant to provide some basic inspiration):

*Kant in his piece on enlightenment, argues that becoming enlightene4ded is akin to becoming an adult. But in our day and age, we seem to have many 'adult-children', that is, people who are legally adults,*

*but act much younger, often due to lack of work or the infantilizing nature of modern society. Does this ring true? If so what does it say about our enlightenment? And what does it say about Kant's ideas?*

### **Final Essay (40%)**

The final essay **must be turned in through CANVAS by Monday, May 2 by 11:59pm**. 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)

#### **MODULE 0**

**1/10- What is the Enlightenment? - Online Attendance Required (link sent via Canvas)**

**1/12 – What is the Enlightenment? (Reading assignments)**

E Ch.1 – What is Enlightenment?

E Ch.2 – Coffeehouses and Consumers

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

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

**1/17 – MLKD NO CLASS**

## **MODULE 1**

### **1/24 – Politics and Government 1: Online Attendance Required (link sent via Canvas)**

**\*\*\*Discussion Assignment 1: Post at least 1 question, Reply to at least 1 post (due by 1/31)**

### **1/26 – Politics and Government 2: Reading assignments**

E Ch.3 – Enlightenment and Government

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

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

### **1/31 – Politics and Economics 1: Online Attendance Required (link sent via Canvas)**

**\*\*\*Discussion Assignment 2: Post at least 1 question, Reply to at least 1 post (due by 2/7)**

### **2/2 – Politics and Economics 1: Reading assignments**

E Ch.4 – Political Economy

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

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

## **MODULE 2**

### **2/7 – Race and Culture 1: Online Attendance Required (link sent via Canvas)**

**\*\*\*Discussion Assignment 3: Post at least 1 question, Reply to at least 1 post (due by 2/14)**

### **2/9 – Race and Culture 2: Reading assignments**

E Ch.6 – When People are Property

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

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*

### **2/14 – Race and Culture 3: Online Attendance Required (link sent via Canvas)**

**\*\*\*Discussion Assignment 4: Post at least 1 question, Reply to at least 1 post (due by 2/21)**

### **2/16 – Race and Culture 2: Reading assignments**

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

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

### **MODULE 3**

#### **2/21 – Gender 1: Online Attendance Required (link sent via Canvas)**

\*\*\*Discussion Assignment 5: Post at least 1 question, Reply to at least 1 post (due by 2/28)

#### **2/23– Gender 2: Reading assignments**

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*

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

PR pp.609-628: de Gouges – *The Rights of Woman*; Wollstonecraft – *Vindication of the Rights of Woman*  
PR pp. 601-609: Constantia – *On the Equality of the Sexes*

### **MODULE 4**

#### **2/28 – Science 1: Online Attendance Required (link sent via Canvas)**

\*\*\*Discussion Assignment 6: Post at least 1 question, Reply to at least 1 post (due by 3/21)

#### **2/30 – Science 2: Reading assignments**

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*

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

#### **3/2 – Science 3: Online Attendance Required (link sent via Canvas)**

#### **3/7 – Science 4: Reading assignments**

SEP – Section 1, The True, <https://plato.stanford.edu/entries/enlightenment/#TruSciEpiMetEnl>

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

#### **3/9 – Science 5: Reading assignments**

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

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

## MODULE 5

### 3/21 – Religion 1: Online Attendance Required (link sent via Canvas)

\*\*\*Discussion Assignment 7: Post at least 1 question, Reply to at least 1 post (due by 4/4)

### 3/23 - Religion 2: Reading assignments

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*

### 3/28 – Religion 3: Online Attendance Required (link sent via Canvas)

### 3/30 – Religion 3: Reading assignments

@ James Dybikowski – “The Critique of Christianity”

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

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

## MODULE 6

### 4/4 – Revolution 1: Online Attendance Required (link sent via Canvas)

\*\*\*Discussion Assignment 8: Post at least 1 question, Reply to at least 1 post (due by 4/11)

### 4/6– Revolution 2: Reading assignments

E Ch.10 – The End of Enlightenment?

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

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

### 4/11 – The Counter-Enlightenment: Online Attendance Required (link sent via Canvas)

### 4/13 – Post-Modernism: Reading assignments

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

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

## MODULE 7

### 4/18 – REVIEW AND PAPER QUESTIONS: Online Attendance Required (link sent via Canvas)

**\*\*\*The final essay must be turned in through CANVAS by Monday, MAY 2 Before MIDNIGHT\*\*\***