

**Europe in the Age of Enlightenment**  
**Tues./Thurs. 11:00 am – 12:15 pm**  
**HIST 4485W**  
**CRN 10973**  
**Pafford 208**  
**Spring 2008**

Professor: Dr. Tim Schroer  
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Office hours: T/Th 9:00 to 10:30, 1:30 to 2:30, or by appointment

**Course Description**

In this course we will examine the history of Europe during the age of Enlightenment, understood to run from about 1685 to 1789. We will pay sustained attention to the following questions:

- What was the Enlightenment and what was its legacy?
- How did European society and thinking about the social order change over the period?
- How did Europe's relationship with the wider world change and what effects did that relationship have on Europeans?
- How did European states and political philosophy change over the period?
- How did the French Revolution become conceivable and how did it happen?

As stated in the Writing Across the Curriculum (WAC) guidance, the "W" designation for this course indicates that it is a WAC course. Students are required to complete successfully two "W" courses for an undergraduate degree in the College of Arts and Sciences. The WAC program is premised on the idea that writing is a valuable tool for learning and communication. The writing components of this course therefore are designed to help students learn the material and communicate that material.

**Learning Outcomes**

This course is designed to provide students actively engaged in the learning process with:

- A understanding of the history of Europe in the Age of Enlightenment;
- An understanding of the methods used in the historical discipline; and
- The opportunity to improve reading and writing skills.

**Required Materials:**

Hampson, *The Enlightenment*

Sterne, *A Sentimental Journey*

Voltaire, *Letters on England*

Rousseau, *The Social Contract*

There will also be two additional readings on reserve.

## Grading

Students have two options for work in the course. Under option one, students may opt to do the work outlined in Dr. Love's original syllabus and be graded according to the weights in that syllabus. Any student choosing to proceed under Dr. Love's syllabus must send the instructor an email to that effect by February 29.

Students who do not inform the instructor by email by February 29 of the choice for Dr. Love's syllabus will be required to do the work described in this syllabus and will be graded as follows:

Class Participation:	15 percent
First Paper:	20 percent
Second Paper:	20 percent
Encyclopedia entry or lesson plan:	20 percent
Final Examination:	25 percent

Thoughtful contributions made in class discussions will be credited in the class participation grade. Behavior (such as tardiness) that impedes other students' learning will be penalized.

Students must write two four-page papers, each dealing with one of the three primary sources by Sterne, Voltaire, or Rousseau. Students have their choice which of the three authors' works they choose not to write about. Students are expected to read all three of the works. The instructor will provide some questions on each work among which the students can choose one to answer. Papers on Sterne are due at the beginning of class on March 4. If students write on Voltaire, the paper is due at the beginning of class on April 3. Papers on Rousseau are due at the beginning of class on April 17. Papers will be graded on the basis of the quality of the analysis and the writing, including organization, grammar, punctuation, and spelling.

Students may choose to do either a lesson plan on the Enlightenment or an encyclopedia entry on some topic from the course. The entry or lesson plan is due at the beginning of class on April 29.

Encyclopedia entries must be four-pages in length, double-spaced. Students should research their topics in primary and secondary sources, but must not consult other encyclopedias. Students may consult primary sources on the internet, but not internet encyclopedia-type entries such as Wikipedia. Be sure to cite every source consulted in the notes and bibliography for the entry. Entries will be graded on the quality of the research, analysis, and writing.

The lesson plan must include the following four elements:

1. a statement of learning outcomes;
2. a four-page lecture outline appropriate to a 50-minute lecture, with parenthetical citations to works relied on;

3. an annotated bibliography of sources used for the lecture, comprising at least five secondary sources and at least four primary sources, including two of the assigned readings in the course and explaining why the particular sources were chosen; and
4. test materials, including one essay question and three multiple choice questions, designed to test students' mastery of the material.

A model of a lecture, bibliography, and essay question will be provided on March 25. Lesson plans will be graded on the quality and clarity of the analysis, research, and questions.

The heart of the final exam will consist of responses to essay questions. The final examination will cover the entire course.

### **Policies**

I expect each student to understand and to comply with the University of West Georgia's policies on Academic Honor and Academic Dishonesty. They may be found in the Student Handbook, on the web at <http://www.westga.edu/documents/catalogs.php>. Academic honesty prohibits taking credit for someone else's work. Justice requires that punishment fit the infraction. Egregious academic dishonesty will result in failing the course and may also bring additional penalties imposed by the university.

I encourage any student who has questions or needs help with the course to come to my office hours or send me an email to set up a time to talk. In addition, students may wish to consult with the Writing Center (<http://www.westga.edu/~writing>), but they are not required to do so.

In accordance with the Americans with Disabilities Act and university policy, I will make reasonable accommodation for any recognized disability. Students should contact me during the first three weeks of the course and present documentation from the University's Student Development Center.

Late assignments will be penalized by deducting one letter grade for each day the assignment is late.

I strongly encourage students to attend class. Students who attend class tend to learn more and get better grades than those who do not. Class discussion sometimes affords new insights that cannot be planned or even predicted. In case of absence, it is the responsibility of the student to obtain notes from a classmate covering what was missed. I do not penalize students for absences, but students receive no credit for participating or on any tests or quizzes on missed class days. A student who does not take a quiz or test in class with the rest of the class receives a zero. I do not permit students to take any test, quiz, or other graded work at any time other than in class as administered except in rare cases of prior approval by the instructor or with a physician's note.

Papers written in the course must be original work undertaken for this course. Student papers should represent the work of the student. Do not obtain assistance in writing a paper from anyone other than the writing center.

Students should regularly check their University of West Georgia email account.  
It generally takes me one week to grade a set of papers or exams.  
No extra credit will be offered.

### **Course Schedule**

Students are expected to have mastered the assigned readings and assignments before each class meeting.

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| Feb. 14 | The Scientific Revolution  |
| Feb. 19 | European society in the eighteenth century: population growth and poverty<br>Reading: Hampson, pp. 1-48<br>Questions for paper on <i>A Sentimental Journey</i> distributed |
| Feb. 21 | continued  |
| Feb. 26 | The structure of European society: peasantry, bourgeoisie, aristocracy<br>Reading: Hampson, pp. 52-72  |
| Feb. 28 | continued  |
| Mar. 4  | Discussion of <i>A Sentimental Journey</i><br><b>Paper on <i>A Sentimental Journey</i> due</b>   |
| Mar. 6  | The growth of state power in Europe<br>Reading: Hampson, pp. 48-52   |
| Mar. 11 | Film   |
| Mar. 13 | Catherine the Great (Dr. E. MacKinnon)   |
| Mar. 18 | Spring Break   |
| Mar. 20 | Spring Break   |
| Mar. 25 | The Enlightenment: an overview<br>Reading: Hampson, 73-160   |
| Mar. 27 | The changing balance of power in Eastern Europe (Dr. E. MacKinnon)<br>Reading: Hampson, 165-85   |
| Apr. 1  | Europe and the wider world   |
| Apr. 3  | Discussion of <i>Letters on England</i>  |

**Paper on *Letters on England* due**

- Apr. 8 Religion in the eighteenth century
- Apr. 10 The Enlightenment: another perspective
- Apr. 15 The Enlightenment: one or many  
Reading: 186-217  
Kant, "What is Enlightenment?" (reserve)
- Apr. 17 Discussion of *The Social Contract*  
**Paper on *The Social Contract* due**
- Apr. 22 The origins of the French Revolution
- Apr. 24 The French Revolution and the legacy of the Enlightenment  
Reading: Hampson, 218-83  
Condorcet, *The Progress of the Human Mind* (reserve)
- Apr. 29 Conclusion  
**Student lesson plan for teaching the Enlightenment or encyclopedia article due**

**Mandatory Final Examination**

Tuesday, May 6, 11:00 am – 1:00 pm