SYLLABUS

HUM 202; Search – History Track (3 credit hours)
Theme: “What Has Happened To the Promise of the Enlightenment?”
Spring 2007
MWF 3-3:50 p.m.
Instructor: Buscher
Office: Clough 401B
Office Phone: 843-3554
E-Mail: buscherf@rhodes.edu
Office Hours: MWF 10-11; T,Th 3:30-4:30
The instructor reserves the right to make changes to the syllabus.

Required Readings: Perry et al., eds., Sources of the Western Tradition, 6th edition
Böll, The Lost Honor of Katharina Blum
Goethe, The Sorrows of Young Werther
Roth, Flight Without End
Ledig, Payback
Lermontov, A Hero of Our Time
Some documents are posted on the academic server.

Course description:

The ancient and medieval periods contributed numerous timeless ideas and concepts to the west’s search for values and meaning. The exciting and momentous developments that historians associate with the beginning of the early modern era around 1500 CE simultaneously provided continuity for and posed challenges to this crucial tradition. Overseas exploration and expansion exposed the west to very different societies on distant continents and gave rise to debates on the treatment of the indigenous peoples of Africa, Asia, and the Americas. The Protestant Reformation destroyed the religious unity western civilization had enjoyed for about a millennium and led to the reexamination of old and the emergence of new conceptions of human nature. The Renaissance also challenged the medieval view of humanity and laid the basis for the modern outlook. The Scientific Revolution of the 17th century and the Enlightenment of the 18th century further developed the modern mindset, insisting that human reason is autonomous and enables humans to solve virtually all problems afflicting humanity. The Enlightenment’s very positive and optimistic outlook drew serious challenges from 19th and 20th intellectual trends portraying people as governed by emotions, the irrational, and the subconscious.

In this course students will examine the search for values and meaning from the Scientific Revolution and the Enlightenment to the present. They will consider how the various intellectual movements have impacted human thought and actions during the early modern and modern eras. They will also investigate whether modern western civilization has fulfilled or broken the promises of the Enlightenment. To do so, students will be subjecting representative documents to historical analysis. They will also read several
novellas and view a number of movies whose themes relate to that of the course and which are considered classics. In keeping with the tradition of the Search program, this course will be a colloquium. Hence, it is vital that students come to class prepared and eager to participate.

**Course Goals and Assessment:**

- To familiarize students with the great ideas and concepts in the history of western civilization from the early modern era to the present (readings, discussions, papers, exams)
- To help students appreciate humanity’s search for values and meaning during this period (readings, discussions)
- To assist students in their efforts to improve their written and oral communication skills (papers, discussions)
- To help students frame persuasive arguments (papers, discussions, exams)
- To encourage students to think historically (readings, discussions, papers, exams)

**Papers:**

Students will write several papers in the course of the semester. Each paper must be typed (font: Times New Roman; font size: 12), double-spaced, with page numbers in the lower right hand corner. Endnotes must conform to the professional standards used by historians, i.e. Turabian or Chicago. Further, students are strongly encouraged to use the documents and books discussed in class as sources.

1. The first paper must be three pages long, excluding endnotes and bibliography. In this paper students will examine the promises of the Scientific Revolution and the Enlightenment. What implications did these intellectual movements have for the search for values and meaning? Did they represent continuity or discontinuity (or both) from Antiquity and the Middle Ages?

2. The second paper must be three pages long, excluding endnotes and bibliography. In this paper students will reflect on the search for meaning and values on the basis of social class, gender, and geography? The following are questions students may wish to address (students are strongly encouraged to ask additional questions of their own):
   - Has the search for meaning and values in the early modern and modern eras been dominated by particular social class(es) or has it cut across class lines?
   - Has the search been affected by the issue of gender? Have there been in differences between women and men in the ways they look for values and meaning?
   - Have geography and environment been factors?
3. The third and final paper must be five pages long, excluding endnotes and bibliography. In this paper students will reflect on the theme of the course. They will examine what has become of the promises of the Scientific Revolution and the Enlightenment. The following are questions students may wish to address (students are strongly encouraged to ask additional questions of their own):

- To what extent have these promises been fulfilled?
- What obstacles have they faced?
- Have these difficulties been overcome?

**Attendance:**

Students are expected to attend every class session. Further, students must be on time for all class sessions. Tardiness is disruptive, and repeated tardiness is bound to leave a bad impression with the instructor and fellow students.

**Participation:**

To make this a successful course, consistent and enthusiastic student participation is of the essence. Students are expected to complete the appropriate reading assignments prior to class meetings and to be ready to contribute. All discussions will be student-led.

Students will receive standard letter grades on days when they lead discussions. On other days the following point system will be applied: ** = very active; * = active or somewhat active. The instructor will convert the accumulated points to letter grades at the end of the semester.

**Movies:**

Outside of class students will be watching three movies with themes relating to that of the course. After viewing each movie, each student will write a two-page response paper (double-spaced, font: Times New Roman, 12 pt) which is due on the day of the next class meeting. Each paper should focus on the student’s reaction to the movie’s premise and its relationship to the theme of the course. The movies are:

- Les Misérables
- Paths of Glory
- Schindler’s List

**Final Grade:**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>1st Paper</td>
<td>10%</td>
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</tbody>
</table>
2nd Paper: 10%
Final Paper: 15%
Movie response papers: 15%
Midterm Exam: 10%
Final Exam: 20%

Schedule of Classes
(All readings can be found in Perry unless otherwise indicated)

January

10  Introduction to the course
12  Brief survey of western civilization on the eve of the Scientific Revolution and the Enlightenment
15  Martin Luther King Day
17  “I think, Therefore I am”: The Scientific Revolution and Its Implications for Early Modern Humanity
   Readings:
   • Copernicus, On the Revolutions of the Heavenly Spheres
   • Galilei, The Starry Messenger
   • William Harvey, The Motion of the Heart
   • Newton, Principia Mathematica
19  The Scientific Revolution and the attack on past authority
   Readings:
   • Cardinal Bellarmine, Attack on Copernican Theory
   • Galilei, Letter to the Grand Duchess Christina
   • Bacon, Attack on Authority
   • Descartes, Discourse on Method
22  “We have for quite some time needed a reasoning age…:” The Enlightenment and the apotheosis of reason
   Readings:
   • Kant, What is Enlightenment?
   • Voltaire, A Plea for Reason and Tolerance
   • Paine, The Age of Reason
   • d’Holbach, Good Sense
   • Locke, Essay Concerning Human Understanding
24  Enlightened political theory
   Readings:
• Locke, Second Treatise on Government
• Jefferson, Declaration of Independence
• Rousseau, The Social Contract

26 The Enlightenment’s call for social reform and an end to state-sponsored violence
Readings:
• Beccaria, On Crimes and Punishments
• Howard, Prisons in England and Wales
• Diderot, Men and Their Liberty Are Not Objects of Commerce
• Condorcet, The Evils of Slavery
• Voltaire, Candide

29 Reason only goes so far: an early challenge to the enlightenment
Readings:
• Goethe, The Sorrows of Young Werther

31 The French Revolution and the end of the Old Regime
Readings:
• Grievances of the Third Estate
• Sieyès, Bourgeois Disdain
• de Tocqueville, Critique of the Old Regime

February

02 The French Revolution and the push to fulfill the promise of the Enlightenment
Readings:
• Declaration of the Rights of Man and of Citizens
• Wollstonecraft, Vindication of the Rights of Women
• Society of the Friends of Blacks, Address to the National Assembly
• Petition of the Jews of Paris, Alsace, and Lorraine

05 The revolutions devours its children: reason, virtue, and radicalism
Readings:
• Robespierre, Republic of Virtue
• Carrichon, The Guillotine
• de Lignières Turreau, Uprising in the Vendée

07 How did the lower and middle classes search for values and meaning in the 18th century?

09 The legacy of the Enlightenment and the Industrial Revolution
Readings:

- Smith, The Division of Labor
- Smith, Wealth of Nations
- Smiles, Self-Help and Thrift
- Malthus, On the Principle of Population
- Malthus, Iron Law of Wages (on academic server)

The Industrial Revolution and the suffering of the working class

Readings:

- Marx/Engels, The Communist Manifesto
- Sadler Commission, Report on Child Labor
- Engels, The Condition of the Working Class in England
- Osterroth, The Yearning for Social Justice
- Booth, In Darkest England
- Bouvier, The Pains of Poverty
- Pokrovskaya, Working Conditions for Women in Russian Factories

19th century intellectual responses to Enlightenment rationalism: conservatism and reaction

Readings:

- Burke, Reflections on the Revolution in France
- Metternich, The Odious Ideas of the Philosophes
- de Maistre, Essay on the Generative Principle of Political Constitutions
- The Carlsbad Decrees (on academic server)
- Holy Alliance and Verona treaties (on academic server)

19th century intellectual responses to Enlightenment rationalism: Romanticism

Readings:

- Lermontov, A Hero in Our Time

The heir of the Enlightenment: 19th century liberalism

Readings:

- Constant, On the Limits of Popular Sovereignty
- Mill, On Liberty
- Green, Liberal Legislation and Freedom of Contract
- Spencer, The Man vs. the State

The challenge of 19th century nationalism

Readings:

- Arndt, The War of Liberation
- Mazzini, Young Italy
- Schurz, Revolution Spreads to the German States
• Chamberlain, The Importance of Race

23
   **First paper due**

26
   Discussion of Les Misérables

28
   Oppressed, exploited and unequal: women in the 19th century
   Readings:
   • Ibsen, A Doll’s House
   • Mayhew, Prostitution in Victorian London
   • Mill, The Subjection of Women
   • Pankhurst, Why We Are Militant
   • Wright, The Unexpurgated Case Against Woman Suffrage

March

02
   Enlightened values under attack: late 19th century anti-Semitism
   Readings:
   • Ahlwardt, The Semitic versus the Teutonic Race
   • Édouard Drumont, Jewish France
   • The Kishinev Pogrom
   • Theodor Herzl, The Jewish State
   • The Protocols of the Learned Elders of Zion (on academic server)

05
   **Midterm Examination**

07
   Enlightened values under attack: late 19th century philosophy and science
   Readings:
   • Darwin, Natural Selection
   • Nietzsche, The Will to Power and The Antichrist
   • Freud, The Unconscious and Civilization and Its Discontents
   • LeBon, Mass Psychology

09
   European imperialism, racism, and the limits of the Enlightenment
   Readings:
   • Rhodes, Confession of Faith
   • Chamberlain, The White Man’s Burden
   • Kipling, The White Man’s Burden (on academic server)
   • Pearson, Social Darwinism
   • Rhodes/Bengula, Imperialism in Practice
   • Morel, The Black Man’s Burden
19 How did the lower and middle classes search for values and meaning in the 19th century?

21 The irrational longing for violence: the First World War
Readings:
- Treitschke, The Greatness of War
- The Black Hand
- Doregelès, Paris
- Zweig, Vienna
- Scheidemann, Berlin
- Russell, London

23 Setting the tone for a century of violence:
Readings:
- Remarque, All Quiet on the Western Front and the Lost Generation
- Sassoon, Base Details
- Owen, Disabled
- Valéry, Disillusionment
- Salomon, Brutalization of the Individual
- Freud, Legacy of Embitterment

26 Discussion of Paths of Glory

28 The alienation caused by modern war
Readings:
- Roth, Flight Without End

30 The revolution devours the people: the Bolshevik Revolution and the triumph of totalitarianism in Russia
Readings:
- Lenin, The Call to Power
- Stalin, The Hard Line
- Stalin, Liquidation of the Kulaks
- Kopelev, Terror in the Countryside
- Dolot, Execution by Hunger
- Avdienko, The Cult of Stalin
- Yevtushenko, Literature as Propaganda
- Lev Razgon, True Stories

April

02 The triumph of the irrational: Nazi rule in Germany
Readings:
- Cohen, I Was One of the Unemployed
- Hauser, With Germany’s Unemployed
- Hitler, Mein Kampf
- Huber, The Authority of the Führer
- Stark, “Jewish Science” versus “German Science”
- Graf, Heredity and Racial Biology for Students
- Lochner, Book Burning

Second paper due

04 Fight to the death: the Second World War
Readings:
- Churchill, “Blood, Toil, Tears, and Sweat”
- Hitler, “Poland Will Be Depopulated and Settled with Germans”
- Indoctrination of the German Soldier
- Hoffman, Diary of a German Soldier
- Dragan, A Soviet Veteran Recalls
- Stalin, Order No. 227 (on academic server)
- Gun, The Liberation of Dachau

06 Easter Recess

09 Human suffering during the Second World War
Readings:
- Ledig, Payback

11 The triumph of the irrational and of evil: Nazi anti-Semitism and the Holocaust
Readings:
- Nathorff, A German Jewish Doctor’s Diary
- Appel, Memoirs of a German Jewish Woman
- Graebe, Slaughter of Jews in the Ukraine
- Hoess, Commandant of Auschwitz
- Pfeffer, Concentration Camp Life and Death

13 Discussion of Schindler’s List

16 The triumph of the West: the Cold War and the demise of communism
Readings:
- Churchill, The Iron Curtain
- Khrushchev, Report to the 20th Party Congress
- Djilas, The New Class
- Heller, The Hungarian Revolution
- Havel, The Failure of Communism
18  Women’s liberation
Readings:
  • Beauvoir, The Second Sex (on academic server)
  • Bette Friedan, The Feminine Mystique (on academic server)

20  The legacy of the Enlightenment in an age of globalization and terror
Readings:
  • Zakaria, Democracy Has Its Dark Side
  • Huntington, The Clash of Civilizations
  • Chua, Free Market Democracy…
  • Amanat, Empowered Through Violence
  • The Economist, Martyrdom and Murder

23  How did the lower and middle classes search for values and meaning in the 20th century?

25  The individual and the modern media
Readings:
  • Böll, The Lost Honor of Katharina Blum

27  Third paper due