

**HIST 301: MODERN EUROPE I (The Eighteenth Century)**  
University of Oregon – Fall 2017 – CRN [12849](#)

**Instructor:** Professor Ian F. McNeely, Department of History

**Meeting times:** TR 10:00-11:20 in MCK 240A

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**Office hours:** TR 11:30-12:30 in MCK 319 or Skype ([ianmcneely](mailto:ianmcneely)) and by appointment

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### **Course description**

Enlightenment values of reason, tolerance, and civil debate are in many ways the foundation for modern society and politics, but we should never take them for granted, least of all today. This course introduces students to the Age of Enlightenment in eighteenth-century Europe, running through the French Revolution to the authoritarian rule of Napoleon Bonaparte. We will highlight issues of politics, culture, and thought, with secondary attention to accompanying changes in social and economic life. The focus will be on the core countries of France, Great Britain, and the German-speaking lands, which together drove developments elsewhere on the continent. Primary-source readings include both men's and women's voices, drawn mostly but not exclusively from highly literate social strata. We will also read secondary accounts by modern historians, both popular and scholarly. Towards the end of the term, students will conduct a mock trial of King Louis XVI in class. From time to time, I will feature music, art, and architecture—and suggest films—to help the period come alive. While mindful of its present-day resonances, we will strive to understand this epoch on its own terms.

### **Expected learning outcomes**

After completing this course, students should be able to:

1. Recount the basic chronology and geography of Europe from the Peace of Westphalia to the dissolution of the Holy Roman Empire
2. Explain the cardinal values, ideas, and debates of the Enlightenment, as well as the media and institutions of their propagation
3. Describe the evolution of Old Regime social, economic, religious, gender, and political identities and practices, particularly under the Enlightenment's influence
4. Explain the causes and course of the French Revolution through the establishment of Napoleon's Empire—and the range of ideological reactions it provoked
5. Explicate, interpret, and contextualize complex, nuanced primary sources
6. Analyze secondary-source arguments, including a book by a professional historian

### **Estimated workload**

Expect to spend about 6 hours a week reading outside of class. That said, some weeks require more time reading than others, so study the syllabus and plan ahead. Budget around 1 hour for each of the nine weekly pre-class quizzes, 15 hours for the required paper, and 3 hours of studying for each of the two exams.

## Assignments and grading

|                             |                                                         |     |
|-----------------------------|---------------------------------------------------------|-----|
| Tue. 10/24                  | Midterm in class                                        | 20% |
| Tue. 11/7                   | 5-6 page ( $\pm 1500$ word) paper on Lefebvre book      | 20% |
| Fri. 12/8 ( <b>8-10am</b> ) | Final exam (covering 10/26-11/30 only)                  | 30% |
| (variable)                  | 9 mandatory pre-class quizzes on starred (*) days below | 30% |

Pre-class quizzes will be posted on Canvas 36 hours in advance and must be completed online before class begins; I will drop the lowest quiz grade when computing your final grade. Also see Canvas for exam/paper guidelines, grading criteria, and announcements. Bring at least two green books for the midterm and final. Grades are computed using the UO's standard scale (A = 94-100%, A- = 90-94%, B+ = 87-90%, B = 84-87%, etc.).

## Readings

*Readings #1, 6, and 11 can be bought at the UO Duckstore and are also on reserve at Knight Library. Others are on Canvas at Files > READINGS. I also suggest you consult "[How to Mark a Book](#)," posted on my website.*

1. James R. **Gaines**, *Evening in the Palace of Reason: Bach Meets Frederick the Great in the Age of Enlightenment* (2006). ISBN: 978-0007156610.
2. Mack **Walker**, *German Home Towns: Community, State, and General Estate, 1648–1871* (1998 [1971]), 73-107. ISBN: 978-0801485084.
3. Roger **Schmidt**, "Caffeine and the Coming of the Enlightenment," *Raritan* 23 no. 1 (Summer 2003): 129-149.
4. Mary Wortley **Montagu**, *Letters* (1992), vii-xxiv (optional/skim), 18-37, 104-110, 175 (sic)-79, 417-23. ISBN: 978-0679417477.
5. François-Marie Arouet de **Voltaire**, *Philosophical Dictionary* (1984 [1764]), 21-29, 64-66, 212-15, 272-73, 334-38, 349-60, 386 (**part I**, for 10/17); 181-84, 190-94, 231-35, 387-94 (**part II**, for 10/19). ISBN: 978-0140442571.
6. Georges **Lefebvre**, *The Coming of the French Revolution*, trans. R.R. Palmer, revised ed. with intro. by Tim Tackett (2015 [1939]). ISBN: 978-0691168463.
7. Edmund **Burke**, *The Portable Edmund Burke*, ed. Isaac Kramnick (1999), 428-29, 441-443, 445-49, 450-52 (note arrows [ $\rightarrow$ ] in text). ISBN: 978-0140267600.
8. Mary **Wollstonecraft**, *A Vindication of the Rights of Women* (1793 [1792]), vi-xi, 59-64. <https://goo.gl/NqvMMU>.
9. Michael **Walzer** (ed.), *Regicide and Revolution: Speeches at the Trial of Louis XVI*, trans. Marian Rothstein (1993). ISBN: 978-0231082594. Instructions: I will assign each student one speech; read yours very closely, then scan the others for both allied and opposing views. More guidance will be given in class.
10. Olivier **Blanc**, *Last Letters: Prisons and Prisoners of the French Revolution* (1987), 87-90, 130-48, 157-59, 208-13. ISBN: 978-0374183868.
11. Jacob **Walter**, *The Diary of a Napoleonic Foot Soldier: A Unique Eyewitness Account of the Face of Battle from Inside the Ranks of Bonaparte's Grand Army*, ed. Marc Raeff (1993). ISBN: 978-0140165593.
12. Madame **de Staël**, *Ten Years' Exile: Memoirs of that Interesting Period in the Life of Baroness De Staël-Holstein* (1821), 1-54, 142-54. <https://goo.gl/kk2QaH>.

## SCHEDULE

\* indicates a mandatory pre-class online quiz (posted on Canvas 36 hours in advance)  
 1,2,3,4,5,6 indicate which learning outcomes are emphasized (see first page, above)

| <u>Date</u> | <u>Topic</u>                                                   | <u>Readings/assignments</u>     |
|-------------|----------------------------------------------------------------|---------------------------------|
| 9/26        | The landscape of the Old Regime <sup>6</sup>                   | Start Gaines                    |
| 9/28*       | European politics, 1648-1756 <sup>1</sup>                      | Continue Gaines                 |
|             | <b>Old regime society</b>                                      |                                 |
| 10/3*       | Villages, towns, cities, and courts <sup>3</sup>               | Walker; more Gaines             |
| 10/5        | Protestants, Catholics, and Jews <sup>3,6</sup>                | Finish Gaines                   |
|             | <b>Enlightenment society</b>                                   |                                 |
| 10/10       | Coffee houses, salons, lodges, and print <sup>2</sup>          | Schmidt                         |
| 10/12*      | Sex, gender, class, and race <sup>3,5</sup>                    | Montagu                         |
|             | <b>Enlightenment thought and culture</b>                       |                                 |
| 10/17*      | Religion and reason <sup>2,5</sup>                             | Voltaire I                      |
| 10/19       | Government and economics <sup>2,5</sup>                        | Voltaire II                     |
| 10/24       | MIDTERM                                                        |                                 |
| 10/26       | Science, art, and education <sup>2,6</sup>                     | Start Lefebvre                  |
|             | <b>The French Revolution</b>                                   |                                 |
| 10/31*      | Atlantic republicanism, 1756-1789 <sup>1,6</sup>               | Continue Lefebvre               |
| 11/2        | From the <i>cahiers</i> to the rights of man <sup>4</sup>      | Finish Lefebvre                 |
| 11/7        | Britain in 1790 <sup>3</sup>                                   | Lefebvre paper due <sup>6</sup> |
| 11/9*       | The Jacobin republic <sup>4,5</sup>                            | Burke; Wollstonecraft           |
| 11/14*      | The King's trial <sup>4,5</sup> ( <i>in-class simulation</i> ) | Walzer                          |
| 11/16       | From Terror to Thermidor <sup>4</sup>                          | Blanc                           |
|             | <b>Napoleon</b>                                                |                                 |
| 11/21*      | Napoleon's military revolution <sup>1,4</sup>                  | Start Walter                    |
| 11/23       | THANKSGIVING                                                   |                                 |
| 11/28       | Napoleon's political revolution <sup>4</sup>                   | Finish Walter                   |
| 11/30*      | The resistance <sup>4</sup>                                    | de Staël                        |

### Course policies

You are responsible for reviewing the "[Course policies](#)" on my homepage for policies on attendance, making up late or missed work, classroom etiquette, use of technology in class, accessibility and disability accommodation, paper formatting and source citation, academic integrity and plagiarism, and the recording of lectures and sharing of notes.