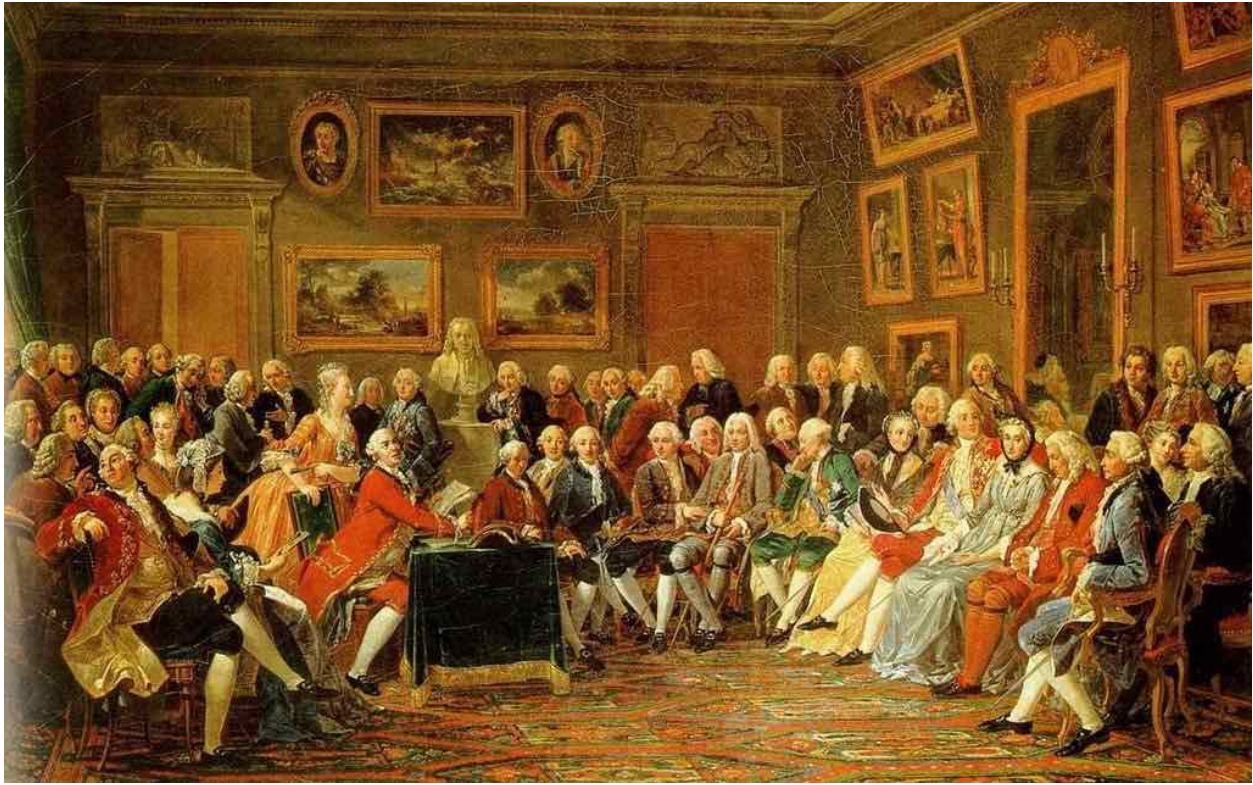


## SYLLABUS FOR EUH 3204: EIGHTEENTH-CENTURY EUROPE (SPRING 2020)



**CLASS SCHEDULE:** MWF: 9:35–10:25AM in 0004 Matherly Hall

Professor Anton Matytsin

Office: 230 Keene-Flint Hall

Office Hours: Mondays: 2:00–3:00PM; Wednesdays: 2:00–4:00PM; or by appointment

E-mail: [matytsina@ufl.edu](mailto:matytsina@ufl.edu)

**COURSE DESCRIPTION:** This course will introduce students to the essential political, social, economic, intellectual, and cultural transformations that occurred in Europe during the long eighteenth century. We will examine how the competition between the regimes of Enlightened absolutism and constitutional monarchy played out on a global scale. We will explore the consequences of the rise of cities and the emergent bourgeois class. We will also explore the relationship between cultural and intellectual changes in this period, paying attention to how new cultural spaces shaped new ideas. Finally, we will attempt to make sense of the causes of the Age of Revolutions at the end of the eighteenth century.

### **LEARNING GOALS:**

(1) The main objective of the course is to provide students with an overview of the major developments in eighteenth-century Europe from a variety of perspectives. To this end, students will encounter a broad range of primary sources and secondary sources. The lectures and secondary sources will offer students contextual understanding and factual grounding. An extended exposure to primary sources will allow the students to have a first-hand experience of the period.

(2) Students will learn to read primary sources in a critical fashion, seeking to understand how and why the texts they encounter were produced and how they were received both by contemporaneous audiences and by modern historians.

(3) The written assignments will enable students to analyze these primary sources while improving their ability to express ideas and arguments in a clear and convincing fashion.

(4) The discussions will allow students to actively engage with the readings, their professor, and their peers. Students will be asked to argue a variety of perspectives and defend different points of view.

### **REQUIRED TEXTS:**

- Isser Wolloch and Gregory S. Brown, *Eighteenth-Century Europe: Tradition and Progress*, 1715–1789, 2<sup>nd</sup> ed. (New York: W. W. Norton, 2012) ISBN: 9780393929874
- Isaac Kramnick, *The Portable Enlightenment Reader* (New York: Penguin, 1995) ISBN: 9780140245660

### **ASSIGNMENTS AND EVALUATION:**

Participation and Professionalism (15%)

Two Papers (40%)

Mid-Term Exam (20%)

Final Exam (25%)

**Note:** You must complete all assignments in order to pass the course.

### **Grading Scale:**

A = 100–93    B = 86–83    C = 74–71    D = 62–60

A- = 92–90    B- = 82–79    C- = 70–67    D- = 59–56

B+ = 89–87    C+ = 78–75    D+ = 66–63    F = below 55

For more information see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### **Participation and Professionalism (15%):**

**A) Attendance:** You are expected to attend all scheduled meetings, complete all the assigned readings, participate in discussion, and behave in a respectable and collegial manner. You will be permitted **three absences** over the course of the term; every unexcused absence thereafter will **lower your participation grade by one third**. It is also important to arrive to class on time. Punctuality is a show of respect for your instructor and classmates, and it is important not just in class but in a job and your eventual career. Guidelines for excused absences can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>

**B) Readings:** Please come to each lecture class having completed the assigned readings for that day. “To complete the readings” means allowing yourself sufficient time both to read through the assigned materials and to think about them. Please bring all assigned readings to class on the day for which the reading has been assigned. It is your responsibility to contact me if you have difficulty locating the reading assignments. We will not always talk about all of the readings directly. However, these texts were selected to provide you with a foundation for the material and topics covered.

**C) Discussion:** Bear in mind that “active participation” means asking good questions as well as proposing good answers. You are strongly encouraged to bring questions about the readings to class.

If one of you had questions or difficulties, others certainly did as well. Active participation is essential for the success of this course. You will be regularly divided into groups and asked to prepare debate positions for our discussions.

**Papers (40%):** The essays will be roughly **1500-2000 words** in length. They will be based on your readings. You will be provided with prompts well in advance of the deadline. The papers will be due on **February 14<sup>th</sup>** and **April 3<sup>rd</sup>**, respectively. Your essays will be turned in via the Canvas e-learning website and monitored with the Turnitin Anti-Plagiarism Service.

**Mid-Term Exam (20%):** The mid-term examination will take place **in class** on **February 26<sup>th</sup>**. You will be given several sets of four related terms. You will pick three of these sets and write three brief essays that define the terms while offering a narrative or an argument.

**Final Exam (25%):** The final examination will be held on **Tuesday, April 28<sup>th</sup>, 7:30–9:30AM**. The first part will resemble the Mid-Term. You will be given several sets of four related terms. You will pick four of these sets and write four brief essays that define the terms while offering a narrative or an argument. You will only be responsible for texts assigned after the Mid-Term, and you will have several options from which to choose. For the second part, you will write a longer essay that will address some of the larger themes of the entire course. You will have a choice of two questions.

#### **COURSE POLICIES AND EXPECTATIONS:**

**Extensions and Late Penalties:** The penalty for turning in late assignments is one letter grade (A to B, B to C, and C to D) for each day that the assignment is late. Assignments that are over three days late will not be accepted and will automatically receive an F. Extensions will only be granted in case of extenuating circumstances, such as documented medical emergencies. **Please note that you must complete all of the assignments in order to pass the course.**

**Classroom Etiquette:** Unless otherwise specified, **computers, tablet devices, and phones are not permitted** in the classroom. Please **refrain from using any electronic devices** during our meetings, as they can be distracting to both you and your fellow classmates. In cases where your readings are available on Canvas, please **print** the readings out and bring them to class.

**Diversity and Inclusiveness in the Classroom:** An open, inclusive environment in the classroom is key to our collective success and is something that the university and I value enormously. I hold myself and each student responsible for fostering a productive learning environment that supports and encourages diversity and inclusiveness. Diversity can include, but is not limited to, race, ethnicity, gender, religion, age, disability, sexual orientation, nationality, and immigration status. Diversity also entails different perspectives, philosophies, and life experiences. I believe that by hearing and learning from a variety of sources and viewpoints, each of us will gain competence in communication, critical thinking, and cultural understanding, as well as an awareness of our implicit biases and how they shape our interactions with others and the world. This will make us better scholars, better citizens, and better people.

**Contact:** The University of Florida requires that you use your UF Gatorlink account for university related e-mail communication. Please see <http://www.it.ufl.edu/policies/#email> to read more on this policy. It is important to check Canvas and your UF e-mail accounts regularly. I will do my best to respond to all course-related emails within 24 hours on weekdays and 48 hours on weekends and during breaks. Please note that if you contact me about an assignment at the last minute, I may not

have time to respond. Like most UF faculty, I treat e-mail as a formal means of communication. Your e-mails should be written with a basic greeting (i.e. *Dear, Hello, Hi*, then my name), body, and salutation (i.e. *Thank you, Sincerely, Best*, then your name). Proper grammar is expected.

**Office Hours:** My office hours are **Mondays, 2:00–3:00PM, Wednesdays 2:00PM-4:00PM**, or by appointment. You are highly encouraged to attend office hours at least once during the semester. I would like to get to know each of you individually.

#### **STATEMENT REGARDING ACADEMIC HONESTY:**

Students are expected to uphold the Academic Honor Code of the University of Florida. The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and responsibility on the part of the University community. For a full explanation visit: [www.registrar.ufl.edu/catalog/policies/students.html](http://www.registrar.ufl.edu/catalog/policies/students.html). An excellent website that discusses plagiarism, correct citing of references, and correct use of quotations is: <http://mediasite.video.ufl.edu/mediasite/Viewer/?peid=adaa44500caf460a84f238e6b9a558f9>.

#### **COURSE EVALUATIONS:**

Students in this class will be participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors in order to enhance teaching effectiveness is linked seamlessly to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via the web at: <https://ufl.bluera.com/ufl/> Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at <https://evaluations.ufl.edu> Thank you for serving as a partner in this important effort.

#### **UNIVERSITY RESOURCES:**

**Disability Accommodations:** Students requesting accommodation should first register with the Dean of Students Office so that you have documentation for all your courses. For more information about services available to University of Florida students: Dean of Students Office Disability Resource Center, 202 Peabody Hall or 0020 Reid Hall Phone: (352) 392-1261/(352) 392-8570 or at: <http://www.dso.ufl.edu/drc/>

**UF Counseling and Academic Resources:** On-campus services are available for students having personal problems or lacking clear career and academic goals. They include:

1. U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or (352) 392-1575 so that a team member can reach out to the student.
2. University Counseling Center, 301 Peabody Hall, (352) 392-1575,
3. Student Mental Health, Student Health Care Center, (352) 392-1171
4. Sexual Assault Recovery Services (SARS), Student Health Care Center, (352) 392-1161
5. Career Resource Center, Reitz Union, (352) 392-1601 <http://www.crc.ufl.edu/>
6. E-learning technical support: (352) 392-4357/ email: [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu) <https://lss.at.ufl.edu/help.shtml>.
7. Library Support, <http://cms.uflib.ufl.edu/ask>
8. Writing Studio, 302 Tigert Hall, (352) 846-1138 <http://writing.ufl.edu/writing-studio/>

Note: Readings Marked as (C) are available for download on Canvas

## **WEEK 1 (JANUARY 6–10): INTRODUCTION**

Class 1 (January 6, 2020): Why the Long Eighteenth Century Still Matters

Class 2 (January 8, 2020): Europe and the World in 1700

- Wolloch and Brown, *Eighteenth Century Europe*, 1–3

Class 3 (January 10, 2020): The Ancients and the Moderns

- Dan Edelstein, *The Enlightenment: A Genealogy*, 1–6, 24–43 (C)
- Giambattista Vico, *The New Science* (1725) in Kramnick, 351–356
- Lord Bolingbroke “The Utility of History” (1735) in Kramnick, 356–358
- David Hume, “History as Guide” (1748) in Kramnick, 359–361

## **WEEK 2 (JANUARY 13–17): THE POLITICAL STRUCTURES OF EIGHTEENTH-CENTURY EUROPE**

Class 4 (January 13): Royal Absolutism in Theory and Practice

- Wolloch and Brown, *Eighteenth Century Europe*, 5–33
- Jean Domat, *The Ideal Absolute State* (1697) (C)
- Jacques Benigne Bossuet, *Politics Drawn from the Very Words of Scripture* (1679) (C)

Class 5 (January 15): Constitutional Monarchy

- Wolloch and Brown, *Eighteenth Century Europe*, 33–45
- John Locke, *The Second Treatise of Government* (1690) in Kramnick, 395–404
- Montesquieu, *The Spirit of the Laws* (1748) in Kramnick, 405–415

Class 6 (January 17): Discussion of Political Regimes

- François Fénelon, *The Adventures of Telemachus* (1699), 144–152 (C)
- Montesquieu, *The Persian Letters* (1721), 7–8, 21–30 (C)
- Immanuel Kant, “Perpetual Peace” (1795) in Kramnick, 552–559

## **WEEK 3 (JANUARY 20-24): STATE AND SOCIETY**

January 20: No Class (MLK Day)

Class 7 (January 22): A Society of Orders

- Wolloch and Brown, *Eighteenth Century Europe*, 73–101
- Charles Loyseau, *A Treatise on Orders* (1610) (C)

Class 8 (January 24): Urban Centers

- Wolloch and Brown, *Eighteenth Century Europe*, 101–112
- Adam Smith, “[On the Rise and Progress of Cities and Towns](#)” (1776) (C)
- Joseph Addison, “The Royal Exchange” (1711) in Kramnick, 480–483

#### **WEEK 4 (JANUARY 27–31): THE “PHILOSOPHICAL REVOLUTION”**

##### Class 9 (January 27): The Scientific Revolution I: Bacon, Descartes, and Locke

- Francis Bacon, *The New Science* (1620) in Kramnick, 39–42
- René Descartes, “I Think Therefore I Am” (1637) in Kramnick 181–185
- John Locke, *An Essay Concerning Human Understanding* (1690) in Kramnick, 185–187

##### Class 10 (January 29): The Scientific Revolution II: Newtonian Physics

- Isaac Newton, *Mathematical Principles of Natural Philosophy* (1687) in Kramnick, 43–47
- Roger Cotes, “The New Physics” (1713) in Kramnick, 48–51

##### Class 11 (January 31): Discussion of the Scientific Revolution

- Voltaire, “On Bacon and Newton” (1733) in Kramnick, 51–60
- Voltaire, “On Locke” (1733) in Kramnick, 190–194
- Jean Le Rond d’Alembert, “The Mind Emerged from Barbarism” (1760) in Kramnick, 7–17
- Condorcet, “The Utility of Science” (1794) in Kramnick, 64–69

#### **WEEK 5 (FEBRUARY 3–7): PUBLIC OPINION AND THE ENLIGHTENMENT**

##### Class 12 (February 3): The Emergence of the Public Sphere: Academies, Salons, and Coffee Houses

- Wolloch and Brown, *Eighteenth Century Europe*, 213–238
- [“The First English Coffeehouses”](#) (1675)
- [“Salon Life”](#) (C)

##### Class 13 (February 5): Print Culture and the Rise of Mass Media

- Wolloch and Brown, *Eighteenth Century Europe*, 238–255
- Robert Darnton, *Censors at Work*, 23–61 (C)

##### Class 14 (February 7): Discussion of French Enlightenment: The *Philosophes* and the *Encyclopédie*

- Wolloch and Brown, *Eighteenth Century Europe*, 181–189, 193–203
- Denis Diderot, “*Encyclopédie*” in Kramnick, 17–21
- Cesar Chesneau Dumarsais, “Definition of a *Philosophe*” (1765) in Kramnick, 21–23
- Jean Le Rond d’Alembert, “Preliminary Discourse” to *Encyclopédie* (1751) 3–11, 45–55 (C)
- Selected articles from the *Encyclopédie*, 114–118, 147–153, 274–277, 290–295, 322–334 (C)
- Pick another article from here: <https://quod.lib.umich.edu/d/did/title/A.html>

#### **WEEK 6 (FEBRUARY 10–14): FAITH IN THE AGE OF REASON**

##### Class 15 (February 10): Religious Toleration

- Wolloch and Brown, *Eighteenth Century Europe*, 256–260
- Pierre Bayle, “On Superstition and Tolerance” (1686) in Kramnick, 75–81
- John Locke, *A Letter Concerning Toleration* (1689) in Kramnick, 81–90
- Earl of Shaftesbury, “On Enthusiasm” (1699) in Kramnick, 90–96
- Voltaire, “Reflections on Religion” (1733, 1764) in Kramnick, 115–133

Class 16 (February 12): Religious Currents in the Enlightenment

- Wolloch and Brown, *Eighteenth Century Europe*, 189–193, 260–287
- Isaac Newton, “Argument for a Deity” (1692) in Kramnick, 96–100
- Montesquieu, “If There Is a God” (1721) in Kramnick, 106–109
- Jean-Jacques Rousseau, “Profession of Faith” (1762) in Kramnick, 134–140
- Joseph Priestley, “Unitarianism” in Kramnick, 155–160

Class 17 (February 14): Atheism and Discussion of Religion in the Enlightenment

- David Hume, “Of Miracles and the Origins of Religion” (1757) in Kramnick, 109–115
- Baron d’Holbach, “No Need of Theology” (1772) in Kramnick, 140–150
- Edward Gibbon, “The Progress of Superstition” (1776) in Kramnick, 150–155

**PAPER ONE DUE FRIDAY, FEBRUARY 14 AT 4PM**

**WEEK 7 (FEBRUARY 17–21): HUMAN NATURE AND POLITICAL THEORY**

Class 18 (February 17): Social Contract and Natural Rights

- Voltaire, “Political Essays” (1750) in Kramnick, 416–424
- Jean-Jacques Rousseau, *On the Social Contract* (1762) in Kramnick, 430–441
- David Hume, “Of the Original Contract” (1748), 234–239 (C)

Class 19 (February 19): Discussion of Rights Theories

- Dan Edelstein, *On the Spirit of Rights*, 1–21 (C)

Class 20 (February 21): Theories of Human Nature and Education

- David Hume, *A Treatise of Human Nature* (1738) in Kramnick, 195–202
- Julien Offray de La Mettrie, *Man A Machine* (1747) in Kramnick, 202–209
- Thomas Reid, “The Philosophy of Common Sense” (1764, 1785) in Kramnick, 213–220
- Etienne Bonnot de Condillac, *Treatise on Sensations* (1784) in Kramnick, 220–222
- John Locke, *Some Thoughts Concerning Education* (1693) in Kramnick, 222–228
- Jean-Jacques Rousseau, “Children and Civic Education” (1758, 1762) in Kramnick, 229–235
- Catherine Swbridge Mcaulay Graham, “Women’s Education” (1790) in Kramnick, 590–601

**WEEK 8 (FEBRUARY 24–28): HUMAN NATURE AND POLITICAL THEORY II**

Class 21 (February 24): The Theory of Moral Sentiments

- Francis Hutcheson, “Concerning the Moral Sense” (1755) in Kramnick, 275–280
- Adam Smith “The Impartial Spectator” (1759) in Kramnick, 280–287
- Claude-Adrien Helvétius, *A Treatise on Man* (1757) in Kramnick, 287–297

**Class 22 (February 26): MID-TERM EXAM**

No Class Friday, February 28<sup>th</sup>: Enjoy Spring Break!

## **WEEK 9 (MARCH 9–13): EMPIRE AND ECONOMICS IN THE AGE OF REASON**

### **Class 23 (March 9): The Rise of Commercial Society**

- Wolloch and Brown, *Eighteenth Century Europe*, 113–150
- David Hume, “Of Luxury” (1742) in Kramnick, 491–496
- François Quesnay, “The Physiocratic Formula” (1758) in Kramnick, 496–502
- Jacques Turgot, “Economic Liberty” (1773) in Kramnick, 502–505

### **Class 24 (March 11): The Scottish Enlightenment and the Invention of Economics**

- Wolloch and Brown, *Eighteenth Century Europe*, 151–164, 203–209
- Mandeville, *The Fable of the Bees* (1714) in Kramnick, 242–256
- Adam Smith, *The Wealth of Nations* (1776) in Kramnick, 505–515

### **Class 25 (March 13): Slavery and Empire**

- Jean-Jacques Rousseau, *Discourse on the Origin of Inequality* (1755), in Kramnick, 424–430
- John Woolman, *Some Considerations on the Keeping of the Negroes* (1762) in Kramnick, 630–636
- Immanuel Kant, “On the Difference between the Races” (1764) in Kramnick, 637–639
- Denis Diderot, “Who are you, then to make slaves...” (1772) in Kramnick, 640–644
- Guillaume Thomas Raynal, *A History of the Two Indies* (1781), v.4, 116–129, v.6, 486–492 (C)

## **WEEK 10 (MARCH 16–20): THE ENLIGHTENMENT IN PRACTICE**

### **Class 26 (March 16): Rational Justice**

- Wolloch and Brown, *Eighteenth Century Europe*, 164–80
- Montesquieu, “The Severity of Punishments” (1748) in Kramnick, 515–525
- Cesare Beccaria, *An Essay on Crimes and Punishments* (1764) in Kramnick, 525–532
- Voltaire, “On Torture and Capital Punishment” (1764) in Kramnick, 532–535

### **Class 27 (March 18): Enlightened Absolutism and the Rise of Russia and Prussia**

- Frederick II of Prussia, “Benevolent Despotism” (1777) in Kramnick, 452–459
- Catherine II of Russia, “Instructions to the Legislative Assembly” (1767) 1–13 (C)

No Class Friday, March 20<sup>th</sup>

## **WEEK 11 (MARCH 23–27): THE ENLIGHTENMENT AND ITS CRITICS**

### **Class 28 (March 23): Progress and Its Discontents**

- Anne-Robert-Jacques Turgot, “On Progress” (1750) in Kramnick, 361–363
- Jean-Jacques Rousseau, “A Critique of Progress” (1751) in Kramnick, 363–369
- Voltaire, “In Defense of Modernity” (1754) in Kramnick, 369–378
- Adam Smith, “The Four Stage Theory of Development” (1762) in Kramnick, 378–380
- Adam Ferguson, “Progressive Character of Human Nature” (1792) in Kramnick, 380–382
- Condorcet, “The Perfectibility of Man” (1794) in Kramnick, 387–395
- Denis Diderot, “Enjoyment and Tahiti” (1772) in Kramnick, 265–275



Class 29 (March 25): The Counter-Enlightenment

- Darrin McMahon, *Enemies of the Enlightenment*, 17–53 (C)

Class 30 (March 27): Discussion: What Is Enlightenment?

- Wolloch and Brown, *Eighteenth Century Europe*, 209–212
- J. G. A. Pocock, “Historiography and Enlightenment: A View of Their History,” 83–96 (C)
- Dan Edelstein, *The Enlightenment: A Genealogy*, 7–23 (C)
- Immanuel Kant, “What is Enlightenment?” (1784) in Kramnick, 1–7
- Moses Mendelssohn, “What is Enlightenment?” (1784) 53–57 (C)

**WEEK 12 (MARCH 30–APRIL 3): THE AGE OF REVOLUTIONS**

Class 31 (March 30): The Age of Empires: Great Britain and France in the World

- Wolloch and Brown, *Eighteenth Century Europe*, 46–72
- Voltaire, “Splendid Armies” (1759) in Kramnick, 546–550

Class 32 (April 1): The American Declaration of Independence in Global Context

- Wolloch and Brown, *Eighteenth Century Europe*, 288–309
- David Armitage, *The Declaration of Independence: A Global History*, 1–11, 25–48 (C)

Class 33 (April 3): Discussion of the Declaration of Independence: Jeffersonians vs Benthamites

- Thomas Paine, *Common Sense* (1776) in Kramnick, 442–448
- “The Declaration of Independence” (1776) in Kramnick, 448–452
- Jeremy Bentham, “A Short Review of the Declaration” (1776) 173–186 (C)

**PAPER TWO DUE FRIDAY, APRIL 3 AT 4PM**

**WEEK 13: (APRIL 6–10) THE COMING OF THE FRENCH REVOLUTION**

Class 34 (April 6): The Causes of the French Revolution

- Wolloch and Brown, *Eighteenth Century Europe*, 309–316
- Anne-Robert-Jacques Turgot, “[Memorandum on Local Government](#)” (1775) (C)
- The *Cabiers de Doléances* (1789): [Sample 1](#), [Sample 2](#), Sample 3 (C)

Class 35 (April 8): From 1789 to 1793

- Wolloch and Brown, *Eighteenth Century Europe*, 316–325
- Emmanuel Joseph Sieyès, [What is the Third Estate?](#) (1789) (C)
- “The Declaration of the Rights of Man and Citizen” (1789) in Kramnick, 466–469

Class 36 (April 10): Discussion of the Origins of French Revolution

- Edmund Burke, [Reflections on the Revolution in France](#) (1790) (C)
- Thomas Paine, *The Rights of Man* (1791–1792) in Kramnick, 469–472
- Olympe de Gouges, “The Rights of Woman” (1791) in Kramnick, 609–618

## **WEEK 14 (APRIL 13–17): THE FRENCH AND HAITIAN REVOLUTIONS**

### **Class 37 (April 13): From Democracy to Terror**

- Dan Edelstein, “What Was the Terror?” in *The Oxford Handbook of the French Revolution*, 453–466 (C)
- Robespierre, “[On the Principles of Political Morality](#)” (5 February 1794) (C)
- Louis-Antoine de Saint-Just, [Speech on the King’s Fate](#) (1792) (C)
- Nicolas Condorcet, [Response to Saint-Just](#) (1792) (C)
- Maximilien Robespierre, [Speech on the King’s Fate](#) (1792) (C)
- Robespierre, “[On the Principles of Political Morality](#)” (5 February 1794) (C)

### **Class 38 (April 15): The Haitian Revolution**

- Laurent Dubois, *The Avengers of the New World*, 1–7 (C)
- [The Haitian Declaration of Independence](#) (1 January 1804) (C)

### **Class 39 (April 17): From the Directory to the Napoleonic Empire**

- Howard Brown, “The New Security State,” in *Companion to the French Revolution*, 343–358 (C)
- Philip Dwyer, “Napoleon, Revolution, and the Empire,” in *The Oxford Handbook of the French Revolution*, 573–584 (C)

## **WEEK 15 (APRIL 20–22): A NEW WORLD ORDER**

### **Class 40 (April 20): Discussion on the Effects of the Revolution**

- Jennifer Ngaire Heuer, “Did Everything Change? Rethinking Revolutionary Legacies,” in *Oxford Handbook of the French Revolution*, 625–41 (C)
- David Bell, “Global Conceptual Legacies,” in *Oxford Handbook of the French Revolution*, 642–658 (C)

### **Class 41: Conclusions**

- Anthony Pagden, *The Enlightenment: And Why It Still Matters*, 373–415 (C)

## **FINAL EXAM ON TUESDAY, APRIL 28, 7:30–9:30AM**