

**EUH 3091: INTELLECTUAL HISTORY OF EUROPE, RENAISSANCE TO MODERN  
(FALL 2020): THE REVOLUTIONARY TRADITION**



**CLASS SCHEDULE:** MWF: 10:40–11:30AM

Professor Anton Matytsin

Office: 230 Keene-Flint Hall

Office Hours: Mondays: 1:00–3:00PM; Wednesdays: 1:00–2:00PM; or by appointment; via Zoom

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

**COURSE DESCRIPTION:** This course will introduce students to the intellectual history of Europe between the sixteenth and the twentieth centuries. This year's theme focuses on the rich and varied history of European revolutionary thought from the Renaissance to the 1950s. The course will examine several central questions in the history of political thought, such as the basis of legitimate authority, the right of resistance, justifications for the use of violence, and the relationship between the individual and the state. Beginning with the religious conflicts of the Reformation and the Wars of Religion, the course will explore foundational reconceptualizations of the sources of political power that shifted increasingly away from being based on divine authority toward conceptions of popular consent and social contract during the Enlightenment. We will examine how the Age of Global Revolutions transformed the very concept of a political revolution and set the stage for modern notions of liberty and equality. We will trace the legacies of the Age of Revolutions to a variety of nineteenth- and twentieth-century currents of political thought, including abolitionism, the women's suffrage movements, various socialist and utopian programs, anarchism, nihilism, communism, and calls for decolonization. The readings will center exclusively on primary sources, but we will place ideas in their proper historical contexts.

**LEARNING GOALS:**

(1) The main goal of this course is to introduce students to a survey of the history of European ideas and to provide them with an understanding of the contexts in which these ideas emerged. Our aim is

to makes sense of the internal logic of a wide spectrum of worldviews and to think in the manner of the authors we are reading. Students will also reflect on the causes and nature of intellectual change.

(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 engage actively 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:**

- John Locke, *Second Treatise of Government* (Hackett, 1980) ISBN: 9780915144860
- Jean-Jacques Rousseau, *The Basic Political Writings* (Hackett, 2012) ISBN: 9781603846738
- Karl Marx, *Selected Writings* (Hackett Classics, 1994) ISBN: 9780872202184
- Vladimir Lenin, *State and Revolution* (Gateway Editions, 2011) ISBN: 9781596980808
- Aimé Césaire, *Discourse on Colonialism* (Monthly Review Press, 2001) ISBN: 9781583670255
- Albert Camus, *The Rebel* (Vintage, 1992) ISBN: 9780679733843

### **CONDUCT OF COURSES:**

Because of the COVID-19 pandemic, this course will be conducted fully online in a hybrid format. This means that students will have access to **pre-recorded lectures** and also attend **live Zoom meetings** during some of the scheduled class times.

**Pre-recorded Lectures:** At the beginning of each week, the instructor will post one or two lectures on Canvas for students to view at a time convenient to them (ideally before the discussion meetings). These lectures will introduce the thinker(s) and text(s) we will be reading. The instructor will provide an overview of the political, social, economic, cultural, and intellectual circumstances in which the work(s) in question appeared. In addition to view the recorded lectures, all students will have an **in-person meeting** once a week.

**Synchronous Meetings:** The class will be broken up into **two smaller groups** of 12-13 students. Each group will **meet once a week**, usually on Wednesdays and Fridays (in cases where a class meeting falls on a holiday, the affected group will meet on Monday). The purpose of these smaller meetings is to facilitate discussions in slightly more intimate settings.

### **ASSIGNMENTS AND EVALUATION:**

Participation and Professionalism (15%)

Discussion Board Posts (10%)

Two Response Papers (20% total/10% each)

Mid-Term Paper (20%)

Final Paper (35%)

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

### Grading Scale:

A = 100–93 B+ = 89–87 B- = 82–79 C = 74–71 D+ = 66–63 D- = 59–56

A- = 92–90 B = 86–83 C+ = 78–75 C- = 70–67 D = 62–60 E = below 55

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

### Participation and Professionalism (15%):

(A) Attendance at Zoom Meetings: Students are expected to attend **one weekly scheduled synchronous Zoom meeting** (see above), to complete all the assigned readings, and to participate in discussion. You will be permitted **two absences** over the course of the term; every unexcused absence thereafter will **lower your participation grade by one third**. If you are unable to attend a live Zoom meeting on the day for which you are normally scheduled, you are welcome to attend another meeting that week as long as you let the instructor know in advance. Please arrive to the Zoom meetings 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. Given the unusual circumstances caused by the COVID-19 pandemic, accommodations will be provided to any student who needs to miss class meetings for medical reasons. Guidelines for excused absences can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>

(B) Participation in discussions on Zoom: The success of the course depends in large part on the students' active participation in our weekly discussions. 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. You are expected to behave in a respectable and collegial manner. It is your decision whether to enable your cameras or not. **I strongly encourage you to enable the video** during our meetings, unless you strongly prefer not to or there are technological reasons for which you are not able to. Presence on video goes a long way in reducing the disconnect inherent in videoconferencing, while making the meetings more accessible and more engaging.

(C) Readings: Please come to discussions having completed the assigned readings. "To complete the readings" means allowing yourself sufficient time both to read through the assigned materials and to think about them. Please have the readings readily available during the class discussion. It is your responsibility to contact me if you have difficulty locating the reading assignments.

**Discussion Board Posts (10%):** At the start of each week, I will send out a series of questions about the readings in order to frame our discussions. You are encouraged to think of these as you complete the readings. You should provide a **formal 200-to-400-word response** to one of the questions on our discussion boards **each week before your scheduled discussion meeting**. These posts will serve as important ways of kick-starting our discussions and of getting you to engage with the texts before our meetings. Students will not receive individual grades for your posts. Rather, they will be evaluated on the consistency and quality of their posts.

**Two Response Papers (20% total/10% each):** As preparation for the longer papers, students will write two brief response papers. Students will pick a particular text they have read by that point in the semester and analyze a theme of their choice. The response papers should be focused on discussing a specific question. You are welcome to engage with some of the discussion questions or write about topics you find of particular interest. The response will be due **Thursday, October 1<sup>st</sup>** and **Thursday, November 10<sup>th</sup>**, respectively. The response papers should be between **750 and 1,000 words**, and they should be turned in via Canvas.

**Midterm Paper (20%):** For the midterm paper, students will pick one of our first authors and offer a commentary either on Robespierre's justification of the use of terror in the French Revolution or on Condorcet's *Sketch for a Historical Picture of the Progress of the Human Mind*. You are expected to analyze Condorcet's or Robespierre's arguments as though you were **one** of the following authors: Machiavelli, La Boétie, the Levellers, Hobbes, Locke, Meslier, Paine, or Rousseau. Where appropriate, you may use the authors' own expressions and mimic their voice and style. This paper should be between **1,000 and 1,500 words**. Detailed instructions will be provided at least two weeks before the due date. This paper will be due **Thursday, October 29<sup>th</sup> at 4PM**. Your essays should be turned in via Canvas and monitored with the Turnitin Anti-Plagiarism Service.

**Final Paper (35%):** For the final written assignment (35% of the grade), students will pick **three** authors from the course and write **three distinct reviews** of Albert Camus's *The Rebel*. You are expected to analyze this text through the eyes of the thinkers you choose. As in the first assignment, you may use the authors' own expressions and mimic their voice and style. The goal of the papers is to demonstrate your command of the texts by internalizing the views of authors with radically different moral and political philosophies and by speculating how they might have reacted to Camus's ideas regarding revolution (its many meanings and its limits). Each review should be between 1,000 and 1,500 words (for a total ranging between **3,000 and 4,500 words**). Detailed instructions for the final paper will be provided at least two weeks before the due date. The essays should be turned in via Canvas and monitored with the Turnitin Anti-Plagiarism Service. The final papers will be due **Friday, December 18<sup>th</sup> at 9:30AM** (the end of our scheduled exam period).

#### **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:** You will be interacting with your classmates via discussion posts and in our live Zoom sessions. Please engage each other collegially and with respect. You are welcome and encouraged to disagree with your peers, but please do so graciously, by focusing on ideas and not by posing *ad hominem* arguments. As mentioned above, I strongly encourage you to have the video turned on during class discussions.

**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, 1:00–3:00PM, Wednesdays 1:00PM-2:00PM, 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. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” A useful website that discusses plagiarism, correct citing of references, and correct use of quotations is: <http://mediasite.video.ufl.edu/mediasite/Viewer/?peid=adaa44500eaf460a84f238e6b9a558f9>.

#### **COURSE EVALUATIONS:**

Students are expected to provide feedback on the quality of instruction in this course by completing [online evaluations](#). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.

#### **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/>

## WEEKLY TOPICS AND READING ASSIGNMENTS

Note: Readings Marked as [C] are available for download on Canvas

### WEEK 1 (AUGUST 31–SEPTEMBER 4): INTRODUCTION: RENAISSANCE AND REVOLUTION

Monday, August 31: Meet as a whole class synchronously on Zoom

Meet in groups on Wednesday and Friday to discuss the readings:

- Nicollò Machiavelli, *Discourses on Livy* (1531) in *The Portable Machiavelli*, 169–185, 200–215, 218–228, 281–306, 342–348, 351–357, 416–418 [C]

### WEEK 2 (SEPTEMBER 7–11): THE REFORMATION AND RESISTANCE THEORIES

No classes Monday, September 7 (Labor Day)

Meet in groups on Wednesday and Friday to discuss the readings:

- Etienne de la Boétie, *The Discourse on Voluntary Servitude* (1577), 45–86 [C]
- [\*A Defense of Liberty Against Tyrants\*](#) (1579) [C]

### WEEK 3 (SEPTEMBER 14–18): THE ENGLISH CIVIL WAR: REVOLT AND ABSOLUTISM

Meet in groups on Wednesday and Friday to discuss the readings:

- [\*The Large Petition\*](#) (1647) [C]
- *The True Levellers Standard Advanced* (1649) [C]
- Thomas Hobbes, *Leviathan* (1651), 3–5, 74–100, 106–110, 127–145

### WEEK 4 (SEPTEMBER 21–25): CONSTITUTIONAL GOVERNANCE

Meet in groups on Wednesday and Friday to discuss the readings:

- John Locke, *The Second Treatise of Government* (1689), 7–30, 42–53, 65–77, 101–124

### WEEK 5 (SEPTEMBER 28–OCTOBER 2): THE ENLIGHTENMENT AND CHRISTIANITY

Meet in groups on Wednesday and Friday to discuss the readings:

- Bruch Spinoza, *The Theological-Political Treatise* (1677), 195–207, 250–259 [C]
- *The Treatise of the Three Impostors* (1721), 3–42 [C]
- Jean Meslier, *Testament* (1729), 27–29, 273–282, 295–300, 313–320, 577–590 [C]

**RESPONSE PAPER ONE: DUE THURSDAY, OCTOBER 1<sup>ST</sup> AT 4PM**

### WEEK 6 (OCTOBER 5–9): THE SOCIAL CONTRACT

Meet in groups on Wednesday and Friday to discuss the readings:

- Jean-Jacques Rousseau, *The Discourse on Inequality* (1755) and *The Social Contract* (1764) in *The Basic Political Writings*, 45–92, 155–185, 191–218, 224–228

### **WEEK 7 (OCTOBER 12–16): THE AMERICAN REVOLUTION IN GLOBAL CONTEXT**

Meet in groups on Wednesday and Friday to discuss the readings:

- Thomas Paine, *Common Sense* (1776), 6–52 [C]
- *The Declaration of Independence* (1776) [C]
- Jeremy Bentham, “A Short Review of the Declaration” (1776) 173–186 [C]

### **WEEK 8 (OCTOBER 19–23): THE FRENCH REVOLUTION**

Meet in groups on Wednesday and Friday to discuss the readings:

- *The Declaration of the Rights of Man and Citizen* (1789) [C]
- Maximilien Robespierre, *On the Principles of Political Morality*, etc. (1793–94) 46–55, 61–81 [C]
- Nicolas de Condorcet, *Political Writings* (1788–95) 1–8, 125–162, 181–195 [C]

### **WEEK 9 (OCTOBER 26–30): THE WOMEN’S RIGHTS MOVEMENT**

Meet in groups on Wednesday and Friday to discuss the readings:

- Olympe de Gouges, *The Declaration of the Rights of Woman and of the Female Citizen* (1791) [C]
- Flora Tristan, *The Workers’ Union* (1843), 113–125 [C]
- *The Declaration of Sentiments* (1848) [C]
- Jeanne Deroin, *The Mission of Women in the Present and in the Future* (1849), 261–263 [C]
- Harriet Taylor Mill, *The Enfranchisement of Women* (1851) [C]

**MIDTERM PAPER: DUE THURSDAY, OCTOBER 29<sup>TH</sup> AT 4PM**

### **WEEK 10 (NOVEMBER 2–6): MARXISM AND THE INDUSTRIAL REVOLUTION**

Meet in groups on Wednesday and Friday to discuss the readings:

- Karl Marx, *The German Ideology* (1846), *The Communist Manifesto* (1848), *A Contribution to the Critique of Political Economy* (1859), *Capital* (1867), in *Selected Writings*, 103–126, 209–213, 216–243, 264–273, 297–300

### **WEEK 11 (NOVEMBER 9-13): ANARCHISM AND NIHILISM**

No Class Wednesday, November 11 (Veterans Day)

Meet in groups on Monday and Friday to discuss the readings:

- Mikhail Bakunin, *The Catechism of a Revolutionary* (1866), 76–97, 103–147 [C]
- Friedrich Nietzsche, *The Gay Science* (1882), *Beyond Good and Evil* (1886), *European Nihilism* (1887) in *The Nietzsche Reader*, 219–225, 324–331, 339–351, 354–358, 385–389

### **WEEK 12 (NOVEMBER 16–20): SOCIAL DEMOCRACY OR REVOLUTION?**

Meet in groups on Wednesday and Friday to discuss the readings:

- Annie Besant, *Why I Am A Socialist* (1886)
- Eduard Bernstein, *Evolutionary Socialism* (1909), 3–8, 42–52, 174–192 [C]

- Vladimir Lenin, *State and Revolution* (1917), xv–xvi, 1–56, 62–67

**RESPONSE PAPER TWO: DUE THURSDAY, NOVEMBER 19<sup>TH</sup> AT 4PM**

**WEEK 13 (NOVEMBER 23–27): THANKSGIVING BREAK**

No Class on Monday, November 23  
Begin reading Césaire, Fanon, and Camus

**WEEK 14 (NOVEMBER 30–DECEMBER 4): DECOLONIZATION**

Meet in groups on Wednesday and Friday to discuss the readings:

- Aimé Césaire, *Discourse on Colonialism* (1950), 29–78
- Frantz Fanon, *The Wretched of the Earth* (1961), 2–52 [C]

**WEEK 15 (DECEMBER 7–9): ASSESSING THE REVOLUTIONARY TRADITION**

No Class, Friday, December 11  
Meet in groups on Monday and Wednesday to discuss the readings:

- Albert Camus, *The Rebel* (1951), 3–47, 55–80, 100–252, 279–306

**FINAL PAPER: DUE, DECEMBER 18<sup>TH</sup> BY 9:30AM**