

**EUH 3091: INTELLECTUAL HISTORY OF EUROPE, RENAISSANCE TO MODERN
(FALL 2022): THE REVOLUTIONARY TRADITION**



CLASS SCHEDULE: T: 10:40AM–11:30AM/R: 10:40AM–12:35PM in 111 Keene-Flint Hall

Professor Anton Matytsin | matytsina@ufl.edu

Office: 230 Keene-Flint Hall

Office Hours: Tuesdays: 1–2PM, Thursdays: 2–4PM, or by appointment in 230 Keene-Flint Hall

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.

CONDUCT OF COURSES:

This course is scheduled to meet face-to-face. It will not have a HyFlex option or any other kind of online attendance component.

REQUIRED TEXTS:

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

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

ASSIGNMENTS AND EVALUATION:

Participation and Professionalism (20%)

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

Mid-Term Paper (25%)

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 (20%):

A) Attendance: In the first two hours of each week, I will attempt to introduce the thinker(s) and text(s) we will be reading. I will provide an overview of the political, social, economic, cultural, and intellectual circumstances in which the work(s) in question appeared. During the second part of our Thursday meetings, we will discuss the texts together. 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 **two 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.

Accommodations will be provided to any student who needs to miss class meetings for **documented medical reasons**. If you are feeling ill, I urge you to be on the side of caution and stay home to protect your classmates. I will be flexible with my attendance policy over the course of the semester. Guidelines for excused absences can be found here:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>

B) Readings: Please come to each discussion having completed the assigned readings for that week. “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.

C) Discussion: 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 be able to provide a **formal two- or three-minute answer** to at least one of the questions if called on. 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.

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 **Friday, September 30th** and **Friday, November 18th**, respectively. The response papers should be between **750 and 1,000 words**, and they should be turned in via Canvas.

Midterm Paper (25%): 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 **Friday, October 28th**. 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 **Wednesday, December 14th at 7:30PM** (the end of our scheduled exam period).

COURSE POLICIES AND EXPECTATIONS:

Extensions and Late Penalties: In general, 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: Please engage each other collegially and with respect. You are welcome and encouraged to disagree with your peers, but please do so graciously, focusing on ideas and not posing *ad hominem* arguments. 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 **Tuesdays 1–2PM** and **Thursdays 2–4PM** in Keene-Flint 230; 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. An excellent 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 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
<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/>

WEEK 1 (AUGUST 24–26): INTRODUCTION

WEEK 2 (AUGUST 29–SEPTEMBER 2): RENAISSANCE AND REVOLUTION

Readings: 1) Niccolò 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 3 (SEPTEMBER 5–9): THE REFORMATION AND RESISTANCE THEORIES

Readings: 1) Etienne de la Boétie, *The Discourse on Voluntary Servitude* (1577), 45–86 [C]
2) [*A Defense of Liberty Against Tyrants*](#) (1579) [C]

WEEK 4 (SEPTEMBER 12–16): THE ENGLISH CIVIL WAR: REVOLT AND ABSOLUTISM

Readings: 1) [*The Large Petition*](#) (1647) [C]
2) *The True Levellers Standard Advanced* (1649) [C]
3) Thomas Hobbes, *Leviathan* (1651), 3–5, 74–100, 106–110, 127–145

WEEK 5 (SEPTEMBER 19–23): CONSTITUTIONAL GOVERNANCE

Readings: 1) John Locke, *The Second Treatise of Government* (1689), 7–30, 42–53, 65–77, 101–124

WEEK 6 (SEPTEMBER 26–30): THE ENLIGHTENMENT AND CHRISTIANITY

Readings: 1) Baruch Spinoza, *The Theological-Political Treatise* (1677), 195–207, 250–259 [C]
2) *The Treatise of the Three Impostors* (1721), 3–42 [C]
3) Jean Meslier, *Testament* (1729), 27–29, 273–282, 295–300, 313–320, 577–590 [C]

RESPONSE PAPER ONE: DUE FRIDAY, SEPTEMBER 30TH BY 11:59PM

WEEK 7 (OCTOBER 3–7): THE SOCIAL CONTRACT

Readings: 1) Jean-Jacques Rousseau, *The Discourse on Inequality* (1755) and *The Social Contract* (1762) in *The Basic Political Writings*, 45–92, 155–185, 191–218, 224–228

WEEK 8 (OCTOBER 10–14): THE AMERICAN REVOLUTION IN GLOBAL CONTEXT

Readings: 1) Thomas Paine, *Common Sense* (1776), 6–52 [C]
2) *The Declaration of Independence* (1776) [C]
3) Jeremy Bentham, “A Short Review of the Declaration” (1776) 173–186 [C]

WEEK 9 (OCTOBER 17–21): THE FRENCH REVOLUTION

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

WEEK 10 (OCTOBER 24–28): THE WOMEN’S RIGHTS MOVEMENT

NO CLASS on Tuesday, October 25th

- Readings: 1) Olympe de Gouges, *The Declaration of the Rights of Woman & the Female Citizen* (1791) [C]
2) Flora Tristan, *The Workers’ Union* (1843), 113–125 [C]
3) *The Declaration of Sentiments* (1848) [C]
4) Jeanne Deroin, *The Mission of Women in the Present and in the Future* (1849), 261–263 [C]
5) Harriet Taylor Mill, [*The Enfranchisement of Women*](#) (1851) [C]

MIDTERM PAPER: DUE FRIDAY, OCTOBER 28TH AT 11:59PM

WEEK 11 (OCTOBER 31–NOVEMBER 4): MARXISM AND THE INDUSTRIAL REVOLUTION

- Readings: 1) 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, 157–186, 209–213, 216–243, 264–273, 297–300

WEEK 12 (NOVEMBER 7–11): ANARCHISM, SOCIAL DEMOCRACY, OR REVOLUTION?

- Readings: 1) Mikhail Bakunin, *The Catechism of a Revolutionary* (1866), 76–97, 103–147 [C]
2) Annie Besant, [*Why I Am A Socialist*](#) (1886)
3) Eduard Bernstein, *Evolutionary Socialism* (1909), 3–8, 42–52, 174–192 [C]
4) Vladimir Lenin, *State and Revolution* (1917), xv–xvi, 1–56, 62–67

WEEK 13 (NOVEMBER 14–18): DECOLONIZATION

- Readings: 1) Aimé Césaire, *Discourse on Colonialism* (1950), 29–78
2) Frantz Fanon, *The Wretched of the Earth* (1961), 2–52 [C]

RESPONSE PAPER TWO: DUE FRIDAY, NOVEMBER 18TH AT 11:59PM

WEEK 14 (NOVEMBER 21–25): THANKSGIVING BREAK

NO CLASS on Tuesday, November 22nd
Begin reading Camus

WEEK 15 (NOVEMBER 28–DECEMBER 2): ASSESSING THE REVOLUTIONARY TRADITION

- Readings: 1) Albert Camus, *The Rebel* (1951), 3–47, 55–80, 100–252, 279–306

WEEK 16 (DECEMBER 5–7): CONCLUSIONS

FINAL PAPER: DUE, WEDNESDAY, DECEMBER 14TH BY 7:30PM