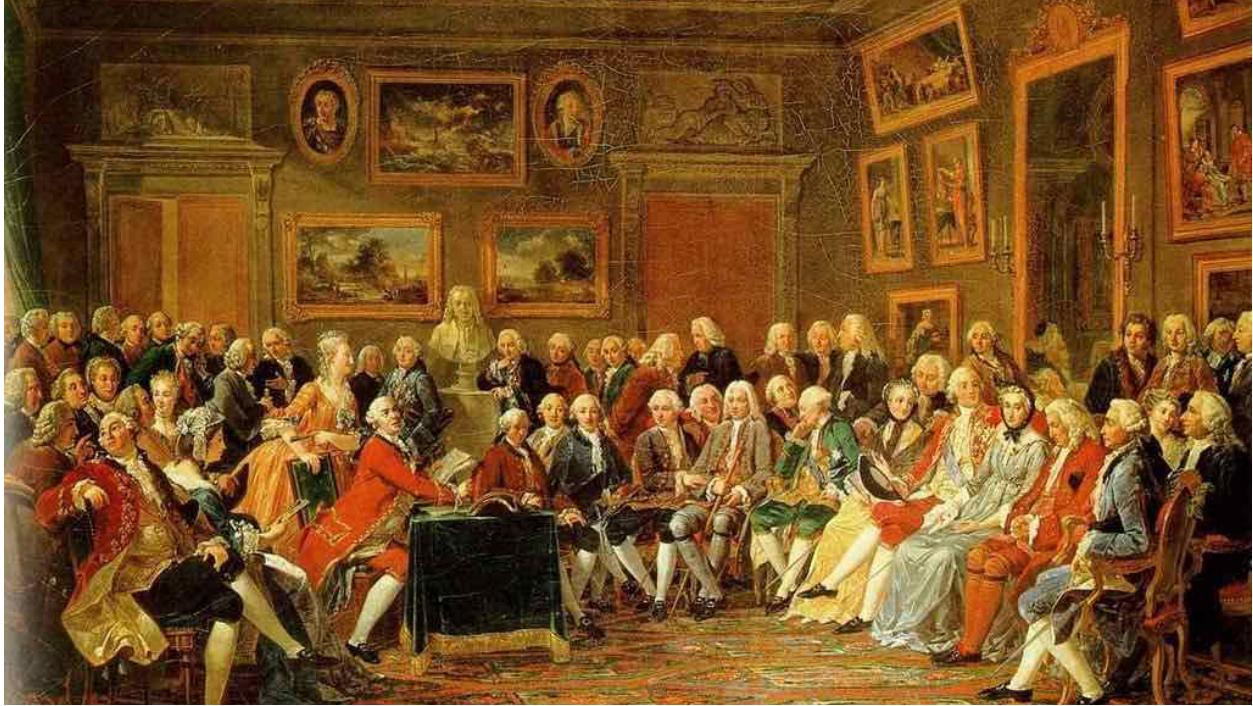


## SYLLABUS FOR EUH 3204: EIGHTEENTH-CENTURY EUROPE (SPRING 2025)



**CLASS SCHEDULE:** MWF: 1:55–2:45PM in Keene-Flint Hall 105

Professor Anton Matytsin | [matytsina@ufl.edu](mailto:matytsina@ufl.edu)

Office: 230 Keene-Flint Hall

Office Hours: MWF: 12:30–1:30PM; or by appointment

**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 Woloch 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% total / 20% each)

Mid-Term Exam (20%)

Final Paper (25%)

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

### **Grading Scale:**

A = 100–93 (4.0)    B = 86–83 (3.0)    C = 74–71 (2.0)    D = 62–60 (1.0)

A- = 92–90 (3.67)    B- = 82–79 (2.67)    C- = 70–67 (1.67)    D- = 59–56 (0.67)

B+ = 89–87 (3.33)    C+ = 78–75 (2.33)    D+ = 66–63 (1.33)    F = below 55 (0)

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

Please note that **grades** and percentages **displayed** on **Canvas** are merely **approximations** and do not accurately reflect your final grade. The grade book is there to provide you with grades for your individual assignments. Your **final grade for the course** is **calculated** by taking the **percentage value** of each assignment (in decimals) and **multiplying** it by the **grade point value** you received on that assignment. They are then added together. A sample grade might look as follows:  $4 \times 0.15 + 3.67 \times 0.2 + 3.33 \times 0.2 + 3.67 \times 0.2 + 4 \times 0.25 = 3.734$  (or an A-).

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

Overall, your **class participation grade** will derive from the following:

- Regular preparation for class, including bringing the required readings
- Serious prior engagement with the assigned course readings
- A sustained effort at contributing to class discussions through visible attention, helpful questions, and worthwhile insights into the issues being discussed

You can use the **self-assessment questionnaire** below to understand how you are doing as a class participant. Please consider it from time to time as we go through the course and feel free to share your evaluation with me during office hours (this is not necessary, but always welcome):

- Are you prepared for discussions? Have you read the assigned texts carefully and thoroughly? Do you come to class with issues to raise in discussion?
- Do you participate regularly? Energetically? Do you participate actively in group activities?
- Do you listen to your fellow classmates and respond to them? Do you ask them questions?

- Do your interventions spark our discussions? Raise significant questions? Challenge our understanding of the readings and major themes? Offer insightful and unexpected reactions to discussions?
- How does your participation compare to that of other students? Are you a class leader or a follower? Do you try to take responsibility for what happens in class?

**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>

**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.

**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% total / 20% each):** The essays will be roughly **1200-1500 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 4<sup>th</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 **March 12<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 Paper (25%):** The final paper will be due on **Friday, April 25<sup>th</sup>**. The first part will be a primary source reflection, while the second part will be a longer essay asking students to discuss the connection between the Enlightenment and the Age of Revolutions.

#### **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. Work that is **late** due to **excused absences** may be made up without penalty, following UF policy. **Please note that you all students must complete all of the assignments.**

**Classroom Etiquette:** Please use **electronic devices** (such as **laptops** and **tablets**) only for the purposes of **taking notes** or **consulting the readings**. The improper use of electronic devices can be distracting to both you and your classmates, disrupting the learning experience. The instructor reserves the right to **prohibit** the use of electronic devices in cases where students use them **inappropriately**. The use of **phones** is **not permitted** during class time.

**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, Wednesdays, and Fridays, 12:30–1:30PM** 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. UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. 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.” The [Conduct Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class. 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>.

Unless otherwise instructed, you are **not permitted to use Chat GPT** or any other AI software to generate your essays or other assignments. The use of such software will be considered **equivalent to plagiarism**. Please consult UF guidelines regarding the use of such technologies:

Any assignment demonstrating evidence of **plagiarism** or otherwise **violating** the Academic Honor Code will automatically receive a **failing grade** and be **reported** to the Dean of Students.

### **COURSE EVALUATIONS:**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/> Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/> Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

### **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: <https://disability.ufl.edu/> or visit Disability Resource Center, 001 Reid Hall Phone: 352) 392-8565 / email: [DRC@ufsa.ufl.edu](mailto:DRC@ufsa.ufl.edu)

**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, 401 Peabody Hall, (352) 392-1575
3. Student Mental Health, Student Health Care Center, (352) 392-1161
4. Sexual Assault Recovery Services (SARS), Student Health Care Center, (352) 392-1161
5. Career Resource Center, Reitz Union, (352) 392-1601 <https://career.ufl.edu/>
6. E-learning technical support: (352) 392-4357/ email: [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu)  
<https://elearning.ufl.edu/>
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

## WEEKLY TOPICS AND READING ASSIGNMENTS

### WEEK 1 (JANUARY 13–17): INTRODUCTION

Class 1 (January 13): Why the Long Eighteenth Century Still Matters

Class 2 (January 15): Europe and the World in 1700

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

Class 3 (January 17): 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 20–24): THE POLITICAL STRUCTURES OF EIGHTEENTH-CENTURY EUROPE

January 20: No Class (MLK Day)

Class 4 (January 22): Royal Absolutism in Theory and Practice

- Woloch 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 24): Constitutional Monarchy

- Woloch 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

### WEEK 3 (JANUARY 27–31): STATE AND SOCIETY

Class 6 (January 27): 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

Class 7 (January 29): A Society of Orders

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

Class 8 (January 31): Urban Centers

- Woloch 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 (FEBRUARY 3–7): THE “PHILOSOPHICAL REVOLUTION”**

##### Class 9 (February 3): 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 (February 5): 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 (February 7): 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 10–14): PUBLIC OPINION AND THE ENLIGHTENMENT**

##### Class 12 (February 10): The Emergence of the Public Sphere and the Rise of Mass Media

- Woloch and Brown, *Eighteenth Century Europe*, 213–255
- Robert Darnton, *Censors at Work*, 23–61 (C)
- “[The First English Coffeehouses](#)” (1675)
- “[Salon Life](#)” (C)

##### Class 13 (February 12): Discussion of the *Philosophes* and the *Encyclopédie*

- Woloch 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>

##### Class 14 (February 14): Religious Toleration

- Woloch 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

#### **PAPER ONE DUE FRIDAY, FEBRUARY 14<sup>TH</sup> AT 11:59PM**

## **WEEK 6 (FEBRUARY 17–21): FAITH IN THE AGE OF REASON**

### **Class 15 (February 17): Religious Currents in the Enlightenment**

- Woloch 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 16 (February 19): 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

### **Class 17 (February 21): 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)
- Dan Edelstein, *On the Spirit of Rights*, 1–21 (C)

## **WEEK 7 (FEBRUARY 24–28): HUMAN NATURE AND THE SOCIAL SCIENCES**

### **Class 18 (February 24): 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 Macaulay, “Women’s Education” (1790) in Kramnick, 591–601

### **Class 19 (February 26): 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 20 (February 28): The Rise of Commercial Society**

- Woloch 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



## **WEEK 8 (MARCH 3–7): EMPIRE AND ECONOMICS IN THE ENLIGHTENMENT**

### **Class 21 (March 3): The Scottish Enlightenment and the Invention of Economics**

- Woloch 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 22 (March 5): 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)

### **Class 23 (March 7): Rational Justice**

- Woloch 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

## **WEEK 9 (MARCH 10–14): THE ENLIGHTENMENT IN PRACTICE**

### **Class 24 (March 10): 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)

### **Class 25 (March 12): MID-TERM EXAM**

No Class Friday, March 14<sup>th</sup>: Enjoy Spring Break!

## **WEEK 10 (MARCH 24–28): THE ENLIGHTENMENT AND ITS CRITICS**

### **Class 26 (March 24): 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 27 (March 26): The Counter-Enlightenment**

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

Class 28 (March 28): Discussion: What Is Enlightenment?

- Woloch 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 11 (MARCH 31–APRIL 4): THE AGE OF REVOLUTIONS**

Class 29 (March 31): The Age of Empires: Great Britain and France in the World

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

Class 30 (April 2): The American Declaration of Independence in Global Context

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

Class 31 (April 4): 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 4<sup>TH</sup> AT 11:59PM**

**WEEK 12 (APRIL 7–11): THE FRENCH REVOLUTION**

Class 32 (April 7): The Causes of the French Revolution

- Woloch 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 33 (April 9): From 1789 to 1793

- Woloch 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 34 (April 11): From Democracy to Terror

- Dan Edelstein, *The Terror of Natural Right*, 1–25 (C)
- Carla Hesse, “[Terror and the Revolutionary Tribunals](#),” *H-France Salon*, 1–10 (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)

### **WEEK 13 (APRIL 14–18): THE HAITIAN REVOLUTION**

#### **Class 35 (April 14): Discussion of the 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

#### **Class 36 (April 16): The Slave Uprising**

- Laurent Dubois, *The Avengers of the New World*, 1–7, 91–114 (C)

#### **Class 37 (April 18): The Fight for Independence**

- Jeremy Popkin, *A Concise History of the Haitian Revolution*, 114–140 (C)
- [The Haitian Declaration of Independence](#) (1 January 1804) (C)

### **WEEK 14 (APRIL 21–23): A NEW WORLD ORDER**

#### **Class 38 (April 21): 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)

#### **Class 39 (April 23): Legacies of the Enlightenment and of the Age of Revolutions**

- Jennifer Ngaire Heuer, “Did Everything Change? Rethinking Revolutionary Legacies,” in *Oxford Handbook of the French Revolution*, 625–641 (C)
- David Bell, “Global Conceptual Legacies,” in *Oxford Handbook of the French Revolution*, 642–658 (C)
- Anthony Pagden, *The Enlightenment: And Why It Still Matters*, 373–415 (C)

### **FINAL PAPER DUE ON FRIDAY, APRIL 25<sup>TH</sup> AT 11:59PM**