

HIST/LART 2P99

IDEAS AND CULTURE BEFORE 1850

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Seminar 1: Mondays, 1800–1900, PL311 – Jason Dyck
Seminar 2: Mondays, 2100–2200, MCD403 – Robert Berge
Seminar 3: Mondays, 1800–1900, PL411 – Robert Berge

COURSE DETAILS

I. COURSE DESCRIPTION

This course surveys some of the key intellectual debates and cultural developments during the Ages of Enlightenment and Revolution. It follows changing ideas of science, politics, and religion; it explores the early origins of modern ethnography and racism; it traces the development of feminism and human rights; and it examines the rise of imperialism, industrialization, romanticism, and communism. Since Europe witnessed an increasing level of cross-cultural exchanges throughout the eighteenth and early nineteenth centuries, this course pays close attention to how European ideas and culture were influenced by interaction with peoples in both the Atlantic and Pacific worlds and in the Middle East.

II. COURSE REQUIREMENTS AND EVALUATION

1. LECTURES AND LECTURE READING

Every week there are two one-hour lectures. It is extremely important that you attend weekly lectures and read the assigned reading carefully beforehand. Since the take-home final exam is based upon lecture material, it is imperative that you listen attentively and take appropriate notes.

2. SEMINARS AND SEMINAR READING AND IMAGES

Weekly lectures are accompanied by a one-hour seminar in which you will be responsible for the following:

- viewing and analyzing the assigned images
- reading and reflecting upon the required reading
- writing six required seminar reports
- attending weekly seminars
- participating generously with your seminar group

Your overall seminar grade will be evaluated based upon the following three interrelated elements:

- attendance
- participation
- six seminar reports

ATTENDANCE is mandatory for all students for every seminar and only proper excuses will be considered acceptable reasons for not attending. If you have more than one unexcused absence you will seriously limit your possibility of a passing grade.

PARTICIPATION in weekly seminars means reading the required reading, viewing the assigned images, and sharing what you have learned with everyone else; it does not mean giving long discourses with the aim of racking up points. You need to respect your fellow students by giving concise responses that edify the group and provide others with the opportunity to share their opinions. Remember that listening is an important skill, but one that does not help others to learn about the topic under discussion.

SEMINAR REPORTS (1 double-spaced page, 12-font) will be handed in to the seminar leader before the weekly seminar begins. In order to write the seminar reports you must read the required reading, view the assigned images, and think about the arguments and themes put forth. The seminar report is not meant to be a review of the required reading and assigned images; instead, it should be a reflection that poses questions, wrestles with problems, and provides opinions about the particular weekly seminar topic. You should be creative and have fun writing these reports. Although these reports will not be formally evaluated with a mark and returned, they will form part of your overall seminar grade. You are expected to write six seminar reports for six different seminars of your choosing throughout the course (excluding seminar #3). No seminar reports will be accepted after any given seminar has been completed.

3. DOCUMENT REPORT #1: THE PROBLEM OF EVIL

i. Description and Purpose

The first assignment of this course is a document report on François-Marie Arouet's (otherwise known as Voltaire) (1694–1778) satirical novel *Candide* (1759). You will carefully and critically read through *Candide* and reflect upon Voltaire's treatment of the problem of evil. What was he arguing about the existence of evil in the world? What type of vision of the world was he satirizing? Who was he criticizing and why? These are just a few of the questions you need to ask yourself as you read through *Candide*. The purpose of this assignment is to think about the increasing level of scepticism during the eighteenth century in a personal God who created "the best of all possible worlds." This document analysis provides you with an opportunity to exercise your historical imagination and to engage with a primary source in a critical fashion. You must think about Voltaire's biases and how he viewed the world he was experiencing.

ii. Important Details

Due Date, Time, and Place: January 30, 2012, 7PM, GL164

Length: 4 pages (double-spaced, 12-font)

Sources:

- Voltaire. "Candide." In *Candide and Other Stories*. Translated by Roger Pearson. (Oxford: Oxford University Press, 2006): 3–88. [**Available as an e-Book from the James A. Gibson Library**]

4. DOCUMENT REPORT #2: THE ATTITUDES OF THE BOURGEOISIE

i. Description and Purpose

The second assignment of this course is a document report on a chapter from *The Conditions of the Working Class in England* (1845) by Friedrich Engels (1820–1895) entitled "The Attitudes of the Bourgeoisie toward the Proletariat." You will carefully and critically read through this chapter and reflect upon Engels' description of the bourgeoisie in England in the early 1840s. What was his overall vision of the bourgeoisie? How did Engels describe the bourgeoisie and what type of language did he use? What were his major critiques of the bourgeoisie? Did he make any distinctions between different members of the bourgeoisie? Did he find any redeeming qualities in the bourgeoisie? These are just a few of the questions you need to ask yourselves as you read through "The Attitudes of the Bourgeoisie toward the Proletariat." The purpose of this assignment is to think about some of the reactions to industrialization in Europe in the first half of the nineteenth century. This document analysis is designed, much like the first one, to provide you with an opportunity to exercise your historical imagination and to engage with a primary source in a critical fashion. You must think about Engels' biases and how he viewed the world he was experiencing.

ii. Important Details

Due Date, Time, and Place: March 19, 2012, 7PM, GL164

Length: 4 pages (double-spaced, 12-font)

Sources:

- Friedrich Engels. "The Attitudes of the Bourgeoisie toward the Proletariat." In *The Conditions of the Working Class in England* [1845] (Harmondsworth: Penguin Books, 1987): 275–292. [**Course pack**]

5. TAKE-HOME FINAL EXAM

i. Description and Purpose

The take-home final exam will be two essays based upon the entire course and it will be handed out at the last lecture of the semester. You should treat a final exam as an opportunity to demonstrate what you have learned in both lectures and seminars. A successful take-home exam is a reflection of your own personal engagement with the material covered throughout the course.

ii. Important Details

Due Date and Place: April 13, 2012, 3PM, History Department

Length: 10 pages (double-spaced, 12 font)

Sources: Lecture reading, material, and images; seminar reading and images

6. EVALUATION SCHEME

**Remember that you need to hand in all assignments in order to receive a passing grade in this course.*

COMPONENTS OF THE COURSE	PERCENTAGE OF THE FINAL GRADE
Seminars and Six Seminar Reports	30%
Document Report #1	20%
Document Report #2	20%
Lectures and Take-Home Final Exam	30%

III. COURSE BOOKS

The following course textbooks are available in the campus bookstore:

- Dorinda Outram. *The Enlightenment*. 2nd ed. Cambridge: Cambridge University Press, 2005.
- The Ideas and Culture before 1850 HIST 2P99 D3 course package (all of the material for the course is available in this package with the exception of those available online and two readings on reserves in the James A. Gibson Library).

ADMINISTRATIVE/ACADEMIC MATTERS

I. EMAIL POLICY

Emails will be checked weekly between Monday and Friday. Every message sent should indicate in the subject line “HIST 2P99” or it may be placed into junk mail. You may feel free to email the instructor about any questions you have concerning the course.

II. SAKAI

The syllabus, important handouts, internet links, lecture outlines, and the take-home final exam will all be available for consultation on Sakai. It should be noted, however, that weekly lecture outlines will only appear on Sakai by noon of each week on Monday. You are strongly encouraged to print off these lecture outlines and bring them with you to class as guides. The take-home final exam will be handed out at the last lecture of the semester but will only be available on Sakai the following day.

III. PLAGIARISM

Plagiarism—taking credit for someone else’s work, be it an idea, a citation, or an essay found on the internet—is a serious offence and will be treated accordingly. For further details on plagiarism and academic dishonesty more generally you should consult the 2011–2012 Brock University Undergraduate Calendar under “Academic Regulations and University Policies>Academic Misconduct” at <http://www.brocku.ca/webcal/2011/undergrad/areg.html#sec68>. You can also visit the James A. Gibson Library website under “Help>Writing and Citing>Plagiarism” at <http://www.brocku.ca/library/help-lib/writing-citing/plagiarism>.

IV. SUBMISSION AND LATE POLICY

Under no circumstances will an assignment (including seminar reports) be handed in electronically or by fax. Assignments that are handed in late without the instructor's permission will be penalized 10% of the assignment's worth per day after the due date (weekends count as two days). All extensions must be approved by the instructor and only valid excuses will result in permission to hand in an assignment late. For more information you can visit Brock's Student Health Services website under "Policies>Medical Exemption Policy" at <http://www.brocku.ca/health-services/policies/exemption>.

V. GRADING

To earn a passing grade in this course you must hand in all of the given assignments. In this course you will be writing a total of three papers: two document reports and a take-home final exam. All submitted papers that are less than the required length will be returned to you as incomplete and given a zero. Here are some of the general characteristics seminar leaders will be looking for when they grade your papers:

- A title page that states the title of the work, name of the student, student number, course code, name of the seminar leader, and the date.
- An introduction that clearly states what the paper is about and its general argument.
- A writing style that uses proper sentences, paragraphs, punctuation, spelling, and grammar.
- An organized structure that carefully develops the topic under discussion, uses sources intelligently, and has a logical progression.
- An engagement with the sources assigned, quality of analysis, and a general demonstration of effort.
- An informative conclusion that concisely sums up the paper, a proper use of footnotes, a bibliography, and page numbers.

VI. SEMINAR AND LECTURE CONDUCT

You are expected to treat the instructor, teaching assistant, and your fellow students with respect. This means arriving to class on time, keeping noise levels to a minimum, turning off cell phones during both lectures and seminars, and using personal computers for note-taking only. Personal computers will not be used for surfing the web, Facebook, games, checking email, or for watching videos.

VII. COURSE WITHDRAWAL

If you wish to withdraw from this course without academic penalty you must do so before March 9, 2012.

LECTURES AND SEMINARS

I. LECTURE AND SEMINAR READING

[PS] = Primary Source

[SS] = Secondary Source

WEEK I: INTRODUCTION (JANUARY 9)

LECTURE #1: REVIEW OF COURSE OUTLINE

LECTURE #2: INTRODUCTION: WHAT IS THE ENLIGHTENMENT?

Lecture Reading:

- [SS] Outram. *The Enlightenment*: 1–27. [Course text]

NO SEMINARS THIS WEEK

AGE OF ENLIGHTENMENT

WEEK II: ENLIGHTENMENT AND “SCIENCE” (JANUARY 16)

LECTURE #3: RENAISSANCE EXPLORATION AND “DISCOVERY”

LECTURE #4: THE SCIENTIFIC REVOLUTION

Lecture Reading:

- [SS] Outram. *The Enlightenment*: 93–108. [Course text]

SEMINAR #1: MATHEMATICAL PRINCIPLES

Seminar Reading:

- [PS] Isaac Newton. “Mathematical Principles of Natural Philosophy.” In *The Portable Enlightenment Reader*, ed. Isaac Kramnick (New York: Penguin Books, 1995): 43–47. [Course pack]
- [SS] Margaret C. Jacob and Larry Stewart. “Introduction” and “Chapter 1: The Newtonian Revolution.” In *Practical Matter: Newton’s Science in the Service of Industry and Empire, 1687–1851* (Cambridge: Harvard University Press, 2004): 1–25. [Course pack]

WEEK III: ENLIGHTENMENT AND POLITICS (JANUARY 23)

LECTURE #5: ENLIGHTENED DESPOTISM?

LECTURE #6: THE SOCIAL CONTRACT

Lecture Reading:

- [SS] Outram. *The Enlightenment*: 28–46. [Course text]

SEMINAR #2: THE IDEOLOGY OF REASON

Seminar Reading:

- [PS] “Sovereignty (Government),” “Monarchy (Political Government),” “Absolute Monarchy (Government),” “Political Authority,” “Natural Rights,” “Political Economy,” and “Indigent.” In *The Encyclopedia of Diderot and d’Alembert [1751–1777]*. [Available online at <http://quod.lib.umich.edu/d/did/index.html> - Go to “Simple Search” and type in the abovementioned entries]
- [SS] Gertrude Himmelfarb. “The French Enlightenment: The Ideology of Reason.” In *The Roads to Modernity: The British, French, and American Enlightenments* (New York: Vintage Books, 2004): 149–151, 158–187. [Course pack]

WEEK IV: ENLIGHTENMENT AND RELIGION (JANUARY 30)

DOCUMENT REPORT #1 IS DUE AT THE BEGINNING OF LECTURE

LECTURE #7: DEISM AND RELIGIOUS TOLERATION

LECTURE #8: RELIGIOUS REVIVALS IN THE BRITISH ATLANTIC

Lecture Reading:

- [SS] Outram. *The Enlightenment*: 109–125. [Course text]

SEMINAR #3: THE PROBLEM OF EVIL

Seminar Reading:

- [PS] Voltaire. "Candide." In *Candide and Other Stories*. Translated by Roger Pearson. (Oxford: Oxford University Press, 2006): 3–88. [Available as an e-Book from the James A. Gibson Library]

WEEK V: ENLIGHTENMENT AND ETHNOGRAPHY (FEBRUARY 6)

LECTURE #9: DESCRIBING THE "OTHER" IN THE PACIFIC WORLD

LECTURE #10: DESCRIBING THE "OTHER" IN THE ATLANTIC WORLD

Lecture Reading:

- [SS] Outram. *The Enlightenment*: 47–59. [Course text]

SEMINAR #4: SAVAGES AS SPECIMENS

Seminar Reading:

- [PS] "Account of the Voyage of the Spanish Schooners *Sutil* and *Mexicana* Dealing with Operations from Nootka Sound, Vancouver Island, to San Blas on the Coast of Nayarit Late August to Late November, 1792." In *California in 1792: A Spanish Naval Visit*, Donald C. Cutter (Norman: University of Oklahoma Press, 1990): 131–150. [Course pack]
- [SS] David J. Weber. "Chapter 1: Savants, Savages, and New Sensibilities." In *Bárbaros: Spaniards and their Savages in the Age of the Enlightenment* (New Haven: Yale University Press, 2005): 19–51. [Course pack]

WEEK VI: ENLIGHTENMENT AND "RACE" (FEBRUARY 13)

LECTURE #11: EUROPEAN FORMS OF CLASSIFICATION

LECTURE #12: EMPIRE AND MODERN RACISM

Lecture Reading:

- [SS] Outram. *The Enlightenment*: 60–76. [Course text]

SEMINAR #5: SLAVERY AND ABOLITION

Seminar Reading and Images:

- [PS] Go to the *Atlantic Slave Trade and Slave Life in the Americas: A Visual Record* website at <http://hitchcock.itc.virginia.edu/Slavery/search.html> and click on "Slave Ships & the Atlantic Crossing (Middle Passage)" to view paintings and engravings of the Middle Passage compiled together by Jerome Handler and Michael Tuite.
- [PS] Olaudah Equiano. *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African* [1789] (New York: W. Durell, 1791): 1–3, 27–31, 49–62, 143–154, 177–179. [Available as an e-Book from the James A. Gibson Library]
- [SS] Roxann Wheeler. "The Politicization of Race: The Specter of the Colonies in Britain." In *The Complexion of Race: Categories of Difference in Eighteenth-Century British Culture* (Philadelphia: University of Pennsylvania Press, 2000): 235–275. [Course pack]

* * * READING WEEK * * *

WEEK VII: ENLIGHTENMENT AND GENDER (FEBRUARY 27)

LECTURE #13: MARRIAGE AND THE FAMILY

LECTURE #14: MORALS AND EDUCATION

Lecture Reading:

- [SS] Outram. *The Enlightenment*: 77–92. [Course text]

SEMINAR #6: FEMINISM

Seminar Reading:

- [PS] Mary Wollstonecraft. “Introduction,” “Chapter II: The Prevailing Opinion of a Sexual Character Discussed,” and “Chapter IX: Of the Pernicious Effects Which Arise from the Unnatural Distinctions Established in Society.” In *A Vindication of the Rights of Woman* [1792], vol. 5, *The Works of Mary Wollstonecraft* (Charlottesville: InteLex Corporation, 2004): 73–77, 89–107, 212–221. [Available as an e-Book from the James A. Gibson Library]
- [SS] Karen Offen. “Chapter 2: Reclaiming the Enlightenment for Feminism.” In *European Feminisms, 1700–1950* (Stanford: Stanford University Press, 2000): 31–49. [Available online at Google Books]

AGE OF REVOLUTION

WEEK VIII: REVOLUTION (MARCH 5)

LECTURE #15: THE AMERICAN REVOLUTION

LECTURE #16: THE FRENCH REVOLUTION

Lecture Reading:

- [SS] Outram. *The Enlightenment*: 126–140. [Course text]
- [SS] Michael Levin. “The Historical Context” and “Modern Society and Modern Thought.” In *Political Thought in the Age of Revolution, 1776–1848: Burke to Marx* (New York: Palgrave Macmillan, 2011): 1–33. [Available on reserves at the James A. Gibson Library]

SEMINAR #7: HUMAN RIGHTS

Seminar Reading:

- [PS] “The Declaration of the Rights of Man and of the Citizen.” In *The Portable Enlightenment Reader*, ed. Isaac Kramnick (New York: Penguin Books, 1995): 466–468. [Course pack]
- [PS] “The American Declaration of Independence.” In *The Portable Enlightenment Reader*, ed. Isaac Kramnick (New York: Penguin Books, 1995): 448–452. [Course pack]
- [SS] Lynn Hunt. “Chapter 3: “They Have Set a Great Example”: Declaring Rights.” In *Inventing Human Rights: A History* (New York: W. W. Norton & Company, 2007): 113–145. [Course pack]

WEEK IX: IMPERIALISM (MARCH 12)

LECTURE #17: THE NAPOLEONIC ERA

LECTURE #18: EGYPTOMANIA

Lecture Reading:

- [SS] A. G. Hopkins. “Chapter 6: Overseas Expansion, Imperialism, and Empire, 1815–1914.” In *The Nineteenth Century: Europe, 1789–1914*, ed. T. C. W. Blanning (Oxford: Oxford University Press, 2000): 210–211, 218–224. [Available as an e-Book from the James A. Gibson Library]

SEMINAR #8: ORIENTALISM

Seminar Reading and Images:

- [PS] Go to the Heilbrunn Timeline of Art History of The Metropolitan Museum of Art at http://www.metmuseum.org/toah/hd/eur/hd_eur.htm to view Orientalist paintings of the nineteenth century and to read Jennifer Meagher’s introductory essay.

- [PS] Edward William Lane. "Preface," "Introduction," "Personal Characteristics and Dress of the Moos'lim Egyptians," "Domestic Life," "Superstition," and "Character" / "Industry," "Music," "Public Dancers," "Serpent Dancers and Performers of Legerdemain Tricks," and "Private Festivities." In *An Account of the Manners and Customs of the Modern Egyptians*. 2 vols. (London: Charles Knight & Co., 1836): 1: iii–ix, 1–2, 6–11, 28–35, 193–195, 283–285, 358–360; 2: 1–3, 6–7, 63–65, 98–101, 106–108, 270–272. [Available as a pdf file on Google Books]
- [SS] Edward Said. "Introduction," "Imaginative Geography and Its Representations: *Orientalizing the Oriental*," and "Oriental Residence and Scholarship: *The Requirements of Lexicography and Imagination*." In *Orientalism* [1978]. 25th ann. ed. (New York: Vintage Books, 1994): 4–6, 49–53, 154–166 [Available on reserves at the James A. Gibson Library]
- [SS] Go to YouTube and watch an interview with Edward Said about Orientalism at http://www.youtube.com/watch?v=xwCOSkXR_Cw.

WEEK X: INDUSTRIALIZATION (MARCH 19)

DOCUMENT REPORT #2 IS DUE AT THE BEGINNING OF LECTURE

LECTURE #19: THE CONDITIONS OF THE WORKING CLASS

LECTURE #20: BOURGEOIS SOCIETY

- [SS] Pamela Pilbeam. "Bourgeois Society." In *A Companion to Nineteenth-Century Europe, 1789–1914*, ed. Stefan Berger (Malden: Blackwell Publishing, 2006): 86–97. [Available as an e-Book from the James A. Gibson Library]

SEMINAR #9: THE INDUSTRIAL REVOLUTION

Seminar Reading:

- [PS] Adam Smith. "Chapter I: Of the Division of Labour," "Chapter II: Of the Principle Which Gives Occasion to the Division of Labour," and "Chapter III: That the Division of Labour is Limited by the Extent of the Market." In *An Inquiry into the Nature and Causes of the Wealth of Nations* 2 vols. (Indianapolis: Liberty Fund, 1981): 1: 13–36 [Course pack]
- [SS] Roy Porter. "Chapter 8: Towards Industrial Society." In *English Society in the Eighteenth Century*. Rev. ed. (Harmondsworth: Penguin Books, 1991): 311–339. [Course pack]

WEEK XI: ROMANTICISM (MARCH 26)

LECTURE #21: THE ROMANTIC MOVEMENT

LECTURE #22: TRAVEL NARRATIVES AND EMPIRE

- [SS] James A. Winders. "European Culture in the Nineteenth Century." In *A Companion to Nineteenth-Century Europe, 1789–1914*, ed. Stefan Berger (Malden: Blackwell Publishing, 2006): 291–296. [Available as an e-Book from the James A. Gibson Library]

SEMINAR #10: ETHNIC NATIONALISM

Seminar Reading:

- [PS] Johann Gottlieb Fichte. "Eighth Address: What is a People in the Higher Meaning of the Word, and What is Love of Fatherland?" In *Addresses to the German Nation* [1808]. Translated by R. F. Jones and G. H. Turnbull (Chicago: The Open Court Publishing Company, 1922): 130–151. [Available as a pdf file on Internet Archive at <http://www.archive.org/details/addressestothege00fichuoft>]

- [SS] Patrick J. Geary. “A Poisoned Landscape: Ethnicity and Nationalism in the Nineteenth Century.” In *The Myth of Nations: The Medieval Origins of Europe* (Princeton: Princeton University Press, 2002): 15–40. [Course pack]

WEEK XII: COMMUNISM (APRIL 2)

LECTURE #23: CONCLUSION

LECTURE #24: REVIEW OF TAKE-HOME FINAL EXAM

SEMINAR #11: THE COMMUNIST MANIFESTO

Seminar Reading:

- [PS] Karl Marx and Friedrich Engels. *Manifesto of the Communist Party*. Translated by Samuel Moore [1848] (New York: New York Labour News, 1888). [Available as a pdf file at <http://www.classicly.com/download-the-communist-manifesto-pdf>]
- [SS] Peter Singer. “Chapter 5: The First Marxism,” Chapter 6: Alienation as a Theory of History,” and “Chapter 7: The Goal of History.” In *Marx: A Very Short Introduction* (Oxford: Oxford University Press, 2000): 32–58. [Available as an e-Book from the James A. Gibson Library]

II. LECTURE SCHEME

***Remember that there is no lecture or seminar on February 20 (Reading Week).**

WEEK	LECTURE	TITLE	DATE
Week 1	Lecture #1 Lecture #2	Review of Course Outline Introduction: What is the Enlightenment?	January 9
Week 2	Lecture #3 Lecture #4	Renaissance Exploration and “Discovery” The Scientific Revolution	January 16
Week 3	Lecture #5 Lecture #6	Enlightened Despotism? The Social Contract	January 23
Week 4	Lecture #7 Lecture #8	Deism and Religious Toleration Religious Revivals in the British Atlantic	January 30
Week 5	Lecture #9 Lecture #10	Describing the “Other” in the Pacific World Describing the “Other” in the Atlantic World	February 6
Week 6	Lecture #11 Lecture #12	European Forms of Classification Empire and Modern Racism	February 13
Week 7	Lecture #13 Lecture #14	Marriage and the Family Morals and Education	February 27
Week 8	Lecture #15 Lecture #16	The American Revolution The French Revolution	March 5
Week 9	Lecture #17 Lecture #18	The Napoleonic Era Egyptomania	March 12
Week 10	Lecture #19 Lecture #20	The Conditions of the Working Class Bourgeoisie Society	March 19
Week 11	Lecture #21 Lecture #22	The Romantic Movement Travel Narratives and Empire	March 26
Week 12	Lecture #23 Lecture #24	Conclusion Review of Take-Home Final Exam	April 2

II. SEMINAR SCHEME

***In the “Reports” column you can keep track of your six seminar reports.**

WEEK	SEMINAR	TITLE	DATE	REPORTS
Week 1	No Seminar		January 9	*****
Week 2	Seminar # 1	Mathematical Principles	January 16	
Week 3	Seminar # 2	The Ideology of Reason	January 23	
Week 4	Seminar # 3	The Problem of Evil	January 30	*****
Week 5	Seminar # 4	Savages as Specimens	February 6	
Week 6	Seminar # 5	Slavery and Abolition	February 13	
Week 7	Seminar # 6	Feminism	February 27	
Week 8	Seminar # 7	Human Rights	March 5	
Week 9	Seminar # 8	Orientalism	March 12	
Week 10	Seminar # 9	The Industrial Revolution	March 19	
Week 11	Seminar # 10	Ethnic Nationalism	March 26	
Week 12	Seminar # 11	The Communist Manifesto	April 2	