In the 17th and 18th centuries, one witnessed “a true reform in modes of thought,” to borrow the words of Immanuel Kant. In other words, the human thought process itself—the way we approach problems, the ways in which we acquire knowledge—was radically changing. We call this period of change “The Enlightenment.” It represents perhaps the most important moment in modern history, because it laid the foundation for virtually all of the ideas which define the contemporary world.

In this course, we will aim to gain a greater understanding of this critical period. We will do so by examining how writers sought answers to questions such as “How can we improve our lives through the power of reason?” and “What are our natural rights, and how can we form a society to protect these rights?” Some of our writers took a positive outlook to these questions. They believed in the possibility of progress, that humans could improve the world through the power of reason. We will also trace reactions to the ideas of the Enlightenment. For if some people were concerned with the human powers of reason, others were asking “What can we gain by listening to our emotions and our passions?” and “How can we improve our lives by connecting with the natural world?” Such thinkers contributed to a set of ideas known as “Romanticism.”

Assigned Texts: All books are available for purchase at the PC Bookstore.

- Goethe, Johann Wolfgang Von, *The Sorrows of Young Werther* (Oxford UP)
- Locke, John *Second Treatise of Government* (Hackett)
- Rousseau, Jean-Jacques, *Discourse on Inequality* (Oxford UP)
- Shelley, Mary, *Frankenstein* (Oxford UP)
- Voltaire, *Candide* (Hackett)
- *Humanities Custom Handbook—1st Edition*

In addition to these books, there are several other assigned readings noted with an asterisk (*) on the syllabus. These readings can be found online, with the links provided.

Course Requirements:

- Section: 15%
- Essay 1: 20% (Due Tues. Feb. 5)
- Essay 2: 30% (Due Tues. Feb. 26)
- Final Exam: 35%

All work must be turned in and of passing quality in order to pass this course.
Course Website: I will post lecture slides, assignments, and other relevant information on TritonEd.

Email Policy: I encourage you to email me with questions about the course. However, I will not respond to emails sent after 5pm the day before an assignment is due.

Course Schedule

Week 1

Tues. Jan. 8: Course Introduction—An Age of Enlightenment

Thurs. Jan. 10: John Locke and the Early Enlightenment

Week 2

Tues. Jan. 15: The Quest to Form a Good Government

Thurs. Jan. 17: An Age of Revolution

Week 3

Reading: Begin Voltaire, *Candide*

Thurs. Jan. 24: An Attitude of Criticism, or of Optimism?
Reading: Finish Voltaire, *Candide*

Week 4

Tues. Jan. 29: A Different View of Mankind and its History
Reading: Begin Rousseau, *Discourse on Inequality*

Thurs. Jan. 31: Progress: A Good Thing?
Reading: Finish Rousseau, *Discourse on Inequality*
Week 5

Tues. Feb. 5: Romanticism: A Reaction Against Reason
Reading: No assigned reading for today

Essay One Due

Thurs. Feb. 7: A Life Full of Feeling
Reading: Begin Goethe, *Sorrows of Young Werther*

Week 6

Reading: Finish Goethe, *Sorrows of Young Werther*

Thurs. Feb. 14: Frankenstein: Playing God
Reading: Begin Shelley, *Frankenstein*

Week 7

Tues. Feb. 19: A Romantic Monster
Reading: Continue Shelley, *Frankenstein*

Thurs. Feb. 21: A Monstrous Scientist
Reading: Finish Shelley, *Frankenstein*

Week 8

Tues. Feb. 26: Romantic Art & Poetry
Reading: No assigned reading today

Essay Two Due

Thurs. Feb. 28: The Romantic Poets
Reading: Coleridge, “The Rime of the Ancient Mariner”*

Week 9

Tues. Mar. 5: The Romantic Poets
Reading: Wordsworth, “Ode: Intimations of Immortality from Recollections of Early Childhood”*

Thurs. Mar. 7: American Reactions to a Changed World
Reading: Emerson, “Self Reliance”* (http://www.gutenberg.org/files/16643/16643-h/16643-h.htm#SELF-RELIANCE)
Week 10

Tues. Mar. 12: American Reactions to a Changed World
Reading: Melville, “Bartleby, the Scrivener”* (http://www.bartleby.com/129/)

Thurs. Mar. 14: Course Conclusion
Reading: No assigned reading for today

FINAL EXAM: Thurs. Mar. 21, 3pm-6pm

Academic Integrity Policy and Additional Information:

The UCSD Policy on Integrity of Scholarship must be observed for this course. For the full honor code see the following link: http://infopath-1.ucsd.edu/catalog/front/AcadRegu.html.

Examples of plagiarism include, but are not limited to the following: turning in another student’s paper as if it was your own; collaboration with another student in writing the paper; quoting, paraphrasing, or borrowing ideas from published or unpublished material written by someone other than yourself, without specific acknowledgment of the source. In the Humanities Program, you are to write papers entirely on your own study of the assigned materials, NOT on secondary sources of any kind.

Students agree that by taking this course all required essays will be subject to text-similarity review on www.turnitin.com for the detection of plagiarism. All submitted essays will be included as source documents in the turnitin.com reference database solely for the purpose of detecting plagiarism of essays. Use of the service is subject to the terms of use agreement posted on its website.

If you need accommodation for disability or religious reasons, please see me as soon as possible so that the appropriate arrangements can be made.

For information about Revelle College’s Humanities Program, including help with writing, administrative information, and schedules, please visit the program’s website:

http://revelle.ucsd.edu/humanities/index.html