# Humanities 4: Enlightenment, Romanticism, Revolution 1660-1848

Revelle College  
University of California, San Diego  
Winter 2015

MWF 10-10:50,  
Professor Todd Kontje  
Office Hours: Literature Building Room 327, Monday, 4:30-5:30; Wednesday, 1:00-3:00  
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<table>
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<tr>
<th>Date</th>
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| January 5, Monday | **Introduction: Nasty, Brutish and Short**  
Everyday Life in the Seventeenth Century |                                                   |
| January 7, Wednesday | Daniel Defoe, *Robinson Crusoe* (1719), 1-56; 80  
The Global Eighteenth Century  
From exploration to colonization  
Slavery  
The impact of the New World on Europe |                                                   |
| January 9, Friday | Defoe, *Robinson Crusoe*, 87-118  
Shipwreck and Self-Reliance  
Religious Autobiography  
The Protestant Work Ethic |                                                   |
| January 12, Monday | Defoe, *Robinson Crusoe*, 122-29; 219-26; 239-41  
First Encounter  
Robinson’s Man Friday |                                                   |
| January 14, Wednesday | Jonathan Swift, *Gulliver’s Travels* (1726), Part One  
Jonathan Swift, 1667-1745  
Political Satire in the Land of the Lilliputians |                                                   |
| January 16, Friday | Swift, *Gulliver’s Travels, Part Two*  
Among the Brobdingnagians  
Microscopes, Bodies, and Misanthropy  
William Hogarth’s London |                                                   |
| January 19, Monday | Martin Luther King Jr. Day – no class |                                                   |
| January 21, Wednesday | Swift, *Gulliver’s Travels, Part Four*  
Among the Houyhnhmns – an ideal society?  
Empire and race  
The “narcissism of minor differences”  
Misogyny |                                                   |
January 23, Friday  Immanuel Kant, “What is Enlightenment?” (1783) (*in course reader)
Science from Bacon to Newton
Philosophical Optimism
Leibniz, Pope, and the Best of All Possible Worlds

January 26, Monday  Voltaire, *Candide* (1759)
A philosophical tale
Crush infamy! (écrasez l’infâme)
Eldorado
Cultivate your garden

January 28, Wednesday  From Representative Publicness to Bourgeois Intimacy
Court Society
The Palace of Versailles
Paintings of Watteau, Boucher, Greuze

January 30, Friday  Rousseau, *A Discourse on Inequality* (1755) (part one*)
The Noble Savage
The hypothetical state of nature
Faculty of self-improvement
The origins of language
*First Paper Due in lecture*

February 2, Monday  Goethe, *The Sorrows of Young Werther* (1774/87), pp. 21-56
Germany in the 18th Century
Young Goethe and aesthetics of genius
Epistolary fiction
Nature and self-consciousness

February 4, Wednesday  Goethe, *Werther*, pp. 56-89
Love as passion
Lotte’s charms
Klopstock!

February 6, Friday  Goethe, *Werther*, pp. 89-134
Werther’s politics
The cycles of nature
To be or not to be?

February 9, Monday  By Consent of the Governed: Inventing Democracy
John Locke, *Second Treatise of Government* (1690) (excerpts*)
Thomas Jefferson et al., *The Declaration of Independence* (1776)*
February 11, Wednesday  The Intellectual Origins of the French Revolution  
Rousseau, *The Social Contract* (excerpts*)  
The Public Sphere  
Reading Madness  
Nationalism  

February 13, Friday  The French Revolution: Idealism and Violence  
The New World Order  
Gender and the Revolution: Paintings of David  
The Guillotine  
Goya painting, ‘The 3rd of May 1808’  

February 16, Monday  President’s Day Holiday – no class  

February 18, Wednesday  Georg Büchner, *Danton’s Death (1835)* Acts I + II  
Revolutionary Drama  
Virtue and Terror  

February 20, Friday  Büchner, *Danton’s Death* Acts III + IV  
The Revolution Devours its Children  
Fatalism, Atheism, Nihilism  
Courage, Friendship, Love  

February 23, Monday  Romantic Poetry  
Wordsworth, “Ode: Intimations of Immortality” (1804)*  
Coleridge, “Dejection” (1802)*  

February 25, Wednesday  Coleridge, “The Rime of the Ancient Mariner” (1798)*  
Stylistic virtuosity  
A harrowing tale  
All creatures great and small  
Transcendental homelessness  
Repetition compulsion  

February 27, Friday  Mary Shelley, *Frankenstein* (1818/31), 1-71  
Gothic fiction  
Romantic science  
Women and Romanticism  
*Second Paper due in lecture*  

March 2, Monday  Shelley, *Frankenstein*, 72-149  
The Monster’s Tale: A Noble Savage Spurned  
Colonial Mimicry: Learning to curse  
Orientalism
March 4, Wednesday  
Shelley, Frankenstein, 149-223  
The Aesthetics of the Sublime  
Paintings of Caspar David Friedrich

March 6, Friday  
Lord Byron, “Darkness” (1816)*  
Percy Bysshe Shelley, “Ode to the West Wind” (1819)*  
Apocalypse Now  
Romantic Revolution

March 9, Monday  
E. T. A. Hoffmann, The Sand-Man (1816)*  
Romantic Love  
Genius or Insanity?

March 11, Wednesday  
Hoffmann, The Mines of Falun (1819)*  
Romanticism and Mining  
The Mysteries of Mother Earth

March 13, Friday.  
John Keats, “Ode to a Nightingale” (1819)*  
Romantic Ecstasy

March 20, Friday  
Friday, 8-11am: Final Exam (in our normal classroom)

**Course description:** Humanities 4 explores European literature, history, and culture between approximately 1650 and 1850. While we will discuss many authors and ideas, three broad themes stand out as particularly important: 1) the Enlightenment – scientific progress and philosophical optimism on the one hand and on the other, persistent ignorance, superstition, and evil; 2) the French Revolution and the gradual move toward representative government, punctuated by aristocratic backlashes against democratic advances; 3) Romanticism – the cult of feeling, artistic genius, the rediscovery of nature, the supernatural, and the sublime.

**Required Readings:**
Daniel Defoe, Robinson Crusoe  
Jonathan Swift, Gulliver’s Travels (Oxford World Classics, 978-0-19-953684-9
Voltaire, Candide, Zadig, and Selected Stories  
(Signet Classics, ISBN 978-0-451-53115-5)
Goethe, The Sorrows of Young Werther (Penguin, 0 14 044503 x)
Mary Shelley, Frankenstein (Oxford, 978-0-19-953716-7)

The books have been ordered through the University Book Store. You may also purchase texts online, but these editions are strongly recommended, as page numbers and translations vary widely. Most of these editions also have useful introductions and notes.
A Suggestion: Read the book first, then, if you have time, go back and look at the introduction, and then read the book again.

A moderately priced Course Reader is also required and can be ordered through www.universityreaders.com

Course Requirements: Students are required to write two 5-7-page essays, due in lecture on January 31st and February 28th. These papers will give you the opportunity to work closely with specific authors and to develop lucid, coherent arguments. The comprehensive final exam, in contrast, will aim at coverage of all course materials. In short, essays are for depth of analysis; the exam is about breadth of knowledge. You must turn in both essays and take the final exam to pass the course.

Attendance at all weekly section meetings is required; participation in discussion is strongly encouraged. Sections will meet during the first week of classes.

Attendance at all lectures is strongly encouraged. Power-point presentations will be posted on the internet, but there will be no podcast. Please do not distract your fellow students by surfing the internet, updating your Facebook page, texting or sending emails during lecture.

Grade breakdown: 10% section attendance and participation 25% first paper 30% second paper 35% final exam

Important Information
Students are expected to submit only their own work on papers and examinations. While you may discuss the assignments with others in the class, collaboration on the preparation of a paper is not permitted. Unless the assignment specifically directs otherwise, papers should be based entirely on your own study of the assigned material and not on secondary sources of any kind.

Turning in someone else's work, whether from printed sources or material available electronically, as if it were your own constitutes plagiarism. Plagiarism is an act of intellectual dishonesty. The academic consequences of plagiarism range from failure for the tainted assignment to failure for the course, depending on the seriousness of the offense. All such offenses are reported to the college dean, who will impose additional administrative consequences, which can include suspension or expulsion from the university. Examples of plagiarism include, but are not limited to the following: turning in another student's paper as if it were 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. If you have any questions about what constitutes plagiarism, you should consult with your section instructor.