

History 283/ History of Science 286
Bodies, Rights, and Human Difference in the Enlightenment
Professors Thomas Broman and Suzanne Desan

Spring 2017

Thurs. 1:20-3:15

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Ofc Hours: Thurs. 10-12

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Ofc. Hours: Tues. 1:30-2:30 &
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This honors course will examine how eighteenth-century thinkers defined and justified individual rights while they also classified and categorized people according to different social characteristics. The American Declaration of Independence asserts, “All men are created equal.” This statement came straight out of the Enlightenment. As we know, it has proven difficult to turn this egalitarian principle into practice. At the heart of this course, then, are two big questions. For Enlightenment thinkers, what made people human and what constituted “universal” human characteristics? And second, since Enlightenment authors focused intently on what they saw as natural and cultural differences among humans, how did they imagine these differences? What separated Europeans from non-Europeans? Men from women? One race or religion from another? These categories of difference –ethnicity, sex, race, religion – continue to influence modern ways of thinking about human diversity.

We will read influential political writings; medical treatises on male and female bodies; travel accounts by Europeans discussing indigenous peoples of the New World and the Pacific; social and cultural theories by Enlightenment writers; and novels and plays highlighting the viewpoints of outsiders or marginalized peoples.

Each week will feature two-hour seminar so that we can dig deeply into the readings in group discussion. Participation in this discussion is crucial. Students will write two 750-word response papers and a 5-page paper based on the readings. In addition, students will write a 10-12 page paper based on outside research. These final papers will offer the opportunity to delve more deeply into some aspect of the Enlightenment by analyzing eighteenth-century texts (chosen in individual meetings with the professors) that address themes from the course. Students will do peer reviews of each other’s drafts, and also receive comments from their professors. Grading: 35% in-class participation; 10% each response paper; 15% 5-page paper; 30% final paper. Each week, four students will post response papers on Learn@UW by 12 Noon the Wednesday before class. Everyone else will read them before Thursday class.

The books marked with an asterisk (*) have been ordered at the University Bookstore and placed on reserve at H.C. White. Other essential documents and book chapters are in a packet available at the Copy Center at the Copy Center 6120 Sewell Hall (the Social Sciences Building) or on reserve in H.C. White.

Reading:

Lynn Hunt, Inventing Human Rights

Margaret Jacob, The Enlightenment: A Brief History with Documents, 1st ed.

Françoise de Graffigny, Letters of a Peruvian Woman

Course Packet, includes all other Enlightenment texts listed below

Week 1 (Jan. 19): INTRODUCTION

**Lynn Hunt, Inventing Human Rights, 15-34 & 223-229 = Introduction & “Declaration of Universal Human Rights” (1948)

Week 2 (Jan. 26): WHAT IS THE ENLIGHTENMENT? IS THERE UNIVERSAL HUMAN NATURE?

** Margaret Jacob, The Enlightenment: A Brief History in Documents, 1st ed., 1-41, 50-55, 156-159 = part of Introduction & Denis Diderot, Selection from The Encyclopedia

Marquis de Condorcet, The Future Progress of the Human Mind, in Isaac Kramnick, The Portable Enlightenment Reader (NY, Penguin, 1995), 26-38

** Jacob, Enlightenment, 176-182 = Immanuel Kant, “What is Enlightenment?”

Week 3 (February 2): ENLIGHTENMENT, SENSIBILITY, & RIGHTS

** Hunt, Inventing Human Rights, 35-112

Samuel Richardson, Pamela, or Virtue Rewarded (Oxford: Oxford Univ. Press, 2001), 10-15, 20-27, 198-205

Beccaria, from On Crimes and Punishments, from The Enlightenment: A Comprehensive Anthology, ed. Peter Gay (New York, 1993), 710-11, 725-38

Week 4 (February 9): ORIGINS OF SOCIETY

John Locke, Second Treatise of Government, ed. C. B. Macpherson (Indianapolis: Hackett Publishing, 1980), 8-13, 17-31, 42-48, 52-53.

Jean-Jacques Rousseau, Discourse on the Origin and Foundation of Inequality among Men, ed. Helena Rosenblatt (Boston: Bedford St. Martin, 2011), 70-95

Week 5 (February 16): PRIMITIVISM, RACE, & SEXUALITY

Dror Wahrman, “Climate, Civilization, and Complexion: The Varieties of Race” in his The Making of the Modern Self: Identity and Culture in Eighteenth-Century England (New Haven, 2004), 83-126

Baron de Lahontan, A Dialogue between the Author and Adario, part of New Voyages to North-America (Chicago, 1905), 517-35, 549-50, 570-89, 605-18

**Jacob, Enlightenment, 160-176= Denis Diderot, Supplement to Bougainville’s Voyage

Week 6 (February 23): TRAVEL & THE OTHER

** Jacob, Enlightenment, 43-46, 137-156 = Intro on “Travel Literature” and Lady Mary Wortley Montagu, Letters, 1716-1718

Peter Kolb, The Present State of the Cape of Good Hope (New York: Johnson Reprint Corp., 1968), Table of Contents, 25-56

Georg Forster, A Voyage Round the World, vol. I, ed. Nicolas Thomas and Oliver Berghof (Honolulu: Hawai’i University Press, 2000), 118-132

Week 7 (March 2): SCIENCE OF RACE

Johann Friedrich Blumenbach, "The Degeneration of Races," from On the Natural Varieties of Mankind (1776), in Race and the Enlightenment, ed. Emmanuel Chukwudi Eze (Cambridge, Mass., Blackwell Publishers, 1997), 79-90

Thomas Jefferson, "The Difference is Fixed in Nature" from Notes on the State of Virginia in Race and the Enlightenment, ed. Emmanuel Chukwudi Eze (Cambridge, Mass., Blackwell Publishers, 1997), 95-103

Montesquieu, from The Spirit of the Laws in Selected Political Writings, ed. Melvin Richter (Indianapolis, 1990), 115-139, 194-211.

**** 5-page paper due on Monday, March 6**

Week 8 (March 9): EDUCATION AND BOYS

** Jacob, Enlightenment, 73-93 = John Locke, Some Thoughts Concerning Education

Jean-Jacques Rousseau, Emile, trans. Barbara Foxley (London: J. M. Dent & Sons, 1993), 48-77, 153-163, 194-205

Week 9 (March 17): EDUCATION AND GIRLS

Dena Goodman, "Women and the Enlightenment," in Becoming Visible: Women in European History, ed. Renate Bridenthal, Susan Mosher Stuard, Merry E. Wiesner (Boston: Houghton-Mifflin, 1998), 233-262

Jean-Jacques Rousseau, Emile, trans. Barbara Foxley (London: J. M. Dent & Sons, 1993), 384-415

Mary Wollstonecraft, A Vindication on the Rights of Women, ed. Katherine Lee (NY: Modern Library Association, 2001) 11-30, 113-119

SPRING BREAK

Week 10 (March 30): BODIES & GENDER

P. J. G. Cabanis, On the Relations between the Physical and Moral Aspects of Man, trans. M. D. Saidi, ed. George Mora (Baltimore, Md.: Johns Hopkins University Press, 1981), v-vi (Table of Contents), 7-10, 217-44

Ludmilla Jordanova, Sexual Visions: Images of Gender in Science and Medicine between the Eighteenth and Twentieth Centuries (Madison, WI.: University of Wisconsin Press, 1989), 19-42

Samuel Auguste David Tissot, An Essay on the Disorders of People of Fashion trans. Francis Bacon Lee (London: Richardson and Urquhart, S. Bladon, & J. Roson, [1771?]), 1-19, 27-31, 47-54.

Week 11 (April 6): INDIVIDUAL MEETINGS ON RESEARCH PAPERS

Week 12 (April 13): WOMEN, WRITING, & THE EXOTIC

** Françoise de Graffigny, Letters from a Peruvian Woman, trans. David Hornacker (N. Y.: Modern Language Association, 1993) (entire novel)

Janet Altman, "A Woman's Place in the Enlightenment Sun," in The Enlightenment ed. Dena Goodman and Kathleen Wellman (Boston: Houghton-Mifflin, 2004), 196-203
Thomas Paine (attributed to), "Women, Adored and Oppressed," in Isaac Kramnick, The Portable Enlightenment Reader (NY, Penguin, 1995), 586-590

**** Full Draft of Research Paper due at class on Thurs., April 20**

Week 13 (April 20): UNIVERSALITY & RELIGIOUS DIVERSITY?

** Jacob, Enlightenment, 94-114 = Treatise of the Three Impostors (1719)

Neil Rogachevsky, "Nathan the Wise: An Ambiguous Plea for Religious Toleration" = online: <https://mosaicmagazine.com/observation/2016/06/nathan-the-wise-an-ambiguous-plea-for-religious-toleration/?print>

Gotthold Ephraim Lessing, Nathan the Wise, trans. Ronald Schechter (Boston: Bedford-St. Martin's, 2004), 54-57, 69-75, 84-88

Week 14 (April 27): PEER REVIEW DISCUSSIONS

Week 15 (May 4): DEBATING HUMAN RIGHTS

** Hunt, Inventing Human Rights, 113-175

Joan Scott, "A Woman Who Has Only Paradoxes to Offer: Olympe de Gouges' Claims for the Rights of Women," in Rebel Daughters ed. Sara E. Melzer and Leslie W. Rabine (New York: Oxford Univ. Press, 1992), 102-120

**** Final Papers due on Monday, May 8**