

Colloquium on the Early Modern World

This course takes us from the period of the religious reformations of the sixteenth century through the first several decades of the nineteenth century. An important aim of the course will be to try to understand what we mean when we speak of the "modern" world. What is it that makes our world "modern"? How did it come about? We will trace the development of the notion of "modernity" as that term is broadly understood: in historical, social, economic, political, religious, philosophical, scientific, and literary terms. As is the case with all four of the Honors colloquia, we are guided in our reading by two overarching questions or themes: 1. What does it mean to be human, and what are the social, political, economic, and cultural consequences that flow from such an understanding? 2. What counts for knowledge?

This course is a colloquium, which means its purpose is to investigate through the discussion of ideas. Your professors will certainly do their part, but we also expect students to take responsibility for the class. That means – among other things – being actively engaged in discussion. The best way to take this course is to come every day having done the assignment, with an open mind and lively curiosity, and with a readiness to engage, discuss, inquire, question, or think aloud.

Like the other Honors Colloquia, this course is team-taught. Your instructors are Dr. Jonathan Farina (English), Dr. Dermot Quinn (History), Fr. John Ranieri (Philosophy), and Dr. Edgar Valdez (University Core). Please don't hesitate to contact us in person, by phone, or by email if there is something you would like to discuss.

Contact Information

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Required Texts:

- Introduction to Contemporary Civilization in the West (Columbia UP) – ISBN 9780231024235
You should have this already from the second colloquium. If not, be sure to get it.
- (Note: In the course schedule this text is referred to as "ICCW")
- The Communist Manifesto and Other Revolutionary Writings, ed. Bob Blaisdell (Dover) – ISBN 9780486424651 (Note: In the course schedule this text is referred to as "CMRW") *This text will be used in the fourth colloquium as well*
- Potter, Readings in Epistemology (Fordham UP) – ISBN 9780823214921 (Note: In the course schedule this text will be referred to as "RE")
- Sources of Chinese Tradition, Volume 2, ed. deBary & Lufrano (Columbia UP) – ISBN 9780231112710 (Note: In the course schedule this text is referred to as "SCT") *This text will be used in the fourth colloquium as well*
- Norton Anthology of World Literature, third edition Vol. C, Ed. Puchner (Norton) – ISBN 9780393933659 (Note: In the course schedule this text will be referred to as "NAWL") *You should have this already if you purchased the three volume set for class in freshmen year.*
- Course Packet - available for purchase in the SHU Bookstore (Note: In the course schedule this text will be referred to as "CP")

You are responsible for having hard copies of the texts with you in class on the days that they are discussed. You are also responsible for keeping track of all changes, including changes to the readings that have been announced in class or by email.

Course Objectives and Requirements:

Through the study of primary texts, to be able to understand the emergence and development of the modern world;

1. To discuss the principal ideas embodied in the texts we have studied;
2. To understand these ideas in their historical contexts, and to be able to compare them with each other;
3. To analyze a primary text and to be able to defend your interpretation based upon the primary source itself;
4. To be able to follow and explain an author's argument or point of view;
5. To compare texts and draw conclusions on the basis of close reading and critical analysis.

Proficiencies

This course satisfies the requirements for both the Critical Thinking and the Reading/Writing proficiencies, which are required as part of the University Core Curriculum. In addition to the content, subject matter, and themes of the course, it is also crucial to develop those skills and practices that help us to be able to read carefully, understand precisely, and articulate our insights clearly. Not only are these skills cross-disciplinary; they are an essential component in our development as intelligent persons.

To satisfy the requirements for the Reading/Writing proficiency a course must include a significant amount of writing. We are committed to helping students become good writers, and the requirements for this Colloquium have been designed with this goal in mind. Readings for the course are taken entirely from primary sources. This is based on the conviction that it is good to read and analyze the authors' own words, rather than beginning with what others have written about them. A goal of the course is to increase your ability and confidence in being able to read, analyze, and write about primary texts.

It is one thing to run your eyes over the words on a page; it is quite another to read attentively and critically. The Critical Thinking proficiency is geared toward developing your abilities to understand and think through the course readings. This means, among other things, learning to read texts carefully, being able to follow the author's train of thought, becoming attentive to nuance within a text, and being able to articulate your insights clearly and precisely, both in your writing and in class discussion. Critical thinking also means raising questions about what an author has to say. Is the author's point convincing? Why or why not? How does a particular author's point of view compare with that of another author dealing with the same issue? Who do you think is right? Not only is critical thinking an essential component in reading texts; it is also necessary to apply to your own writing, so that what you write comes across as clear, well-organized, and coherent. A number of course assignments are aimed at helping you develop the practice of critical thinking.

Attendance and Participation

Class participation is important in this type of class, and each person's input is valuable. Come to class prepared to discuss the readings, even if that means just asking relevant questions about material you did not understand. Come to class prepared to be active and engaged. The participation grade depends on both the quality and the quantity of your participation. Obviously the most basic form of class participation is regular attendance. More than 3 unexcused absences will result in a failing grade for class participation; more than 6 unexcused absences will result in a failing grade for the course. For an absence to be considered excused you must have documentation from a medical professional or the Office of Student Affairs (or Athletic Dept. in the case of athletes) indicating that you were unable to attend the particular class from which you wish to be excused. In cases of an extended absence (due to serious illness or emergency) you must obtain documentation from the Office of Student Affairs indicating the reason for the absence. If you stop attending class it does not mean you have withdrawn from the course. In order to withdraw you have to fill out a withdrawal form (obtainable from the dean's office or the Honors office). Non-attendance is not withdrawal. Being late 3 times is the equivalent of one absence. This includes returning to class late

after the break. Breaks in class are given at the discretion of the instructors (including the length and time of the break). Normally a break will be taken around 9:30 or so. Chronic lateness is disrespectful and disruptive. Please take care of personal matters before class (e.g., bathroom, meals, etc.); apart from an emergency there is no good reason to get up and leave the classroom while class is going on. Be sure to bring the necessary texts/handouts with you to class – they are essential tools for participation. Failure to have the required texts with you in class will have a negative impact on your class participation grade, because not having the texts with you means that you are not prepared for class. Doing work for other classes during this class is unacceptable. Private conversations, running commentary on what others say during class, and/or passing notes is inconsiderate to others and destructive of the learning process. Cell phones and any other electronic devices **should be turned off and stored away during class**. Please wait until after class to answer calls. When sending an e-mail, be sure to use proper forms of address, e.g., Prof., Dr., Fr., etc. and identify yourself.

While you are certainly encouraged to make use of academic technology to help you in your work, laptops, tablets, Kindle, etch-a-sketch, etc. are not to be used in class.

The following table spells out the criteria for class participation and the corresponding grade level:

Criteria	Grade range
<ul style="list-style-type: none"> - participates actively and voluntarily every class by contributing to classroom discussion - demonstrates familiarity with readings - insightful - answers questions knowledgeably - asks questions relevant to readings and displaying intellectual curiosity - always brings relevant texts to class - responds to others' comments with respect and interest - takes responsibility for the success of the class on a daily basis - does not check cell phone or other device during class - does not engage in conversation or make comments while others are speaking - does not do work for other classes during class 	<p>A</p> <p>(if all of these criteria are met most of the time)</p>
<ul style="list-style-type: none"> - participates voluntarily and actively most days and at least every week - shows some familiarity with readings - always brings relevant texts to class - does not check cell phone or other device during class - does not engage in conversation or make comments while others are speaking - does not do work for other classes during class 	<p>B</p> <p>(if all these criteria are met most of the time)</p>
<ul style="list-style-type: none"> - participates occasionally and/or usually only when called upon - shows some familiarity with readings, but little specific knowledge - does not always have relevant texts in class - engages in conversation or makes comments while others are speaking - does work for other classes during class 	<p>C</p> <p>(if one or more of these criteria are present)</p>
<ul style="list-style-type: none"> - in general, responds only when called upon - does not ask or answer questions - does not always seem prepared - does not always have relevant texts in class - takes no discernible active role in class - comes late to class - checks cell phone, does work for other classes - shows lack of respect to classmates or teacher 	<p>D – F</p> <p>(if one or more of these criteria are present)</p>
<ul style="list-style-type: none"> - has more than the equivalent of 3 absences 	<p>F</p>

Volunteering to read in class is helpful and welcome, but it is no substitute for active class participation. It is not a factor in determining the participation grade.

Grading scale

93-100 A	90-92 A-	86-89 B +	83-85 B	80-82 B-
76-79 C +	73-75 C	70-72 C-	66-69 D +	63-65 D
60-62 D-	0-59 F			

Violations of Academic Integrity

CHEATING means the giving, receiving, taking, or purchasing of any information or written work not your own during exams or on any written assignments.

PLAGIARISM means copying the ideas and/or language of any source without acknowledging that source, without proper quotation of any language (even single words or short phrases) taken directly from that source, and without citation of all paraphrased as well as quoted ideas from that source. Plagiarism occurs when anyone attempts to present the published or unpublished work (ideas and/or language) of any person as his or her own.

PENALTIES: To be determined at the discretion of your instructors. Among the possibilities would be that those found to be guilty of cheating or plagiarism the first time would receive a 0 (zero) for the assignment; the second time, automatic failure for the course; the third time, recommendation to the dean for expulsion.

Disability Services Statement: Students at Seton Hall University who have a physical, medical, learning or psychiatric disability, either temporary or permanent, may be eligible for reasonable accommodations at the University as per the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act. In order to receive such accommodations, students must identify themselves at the Office of Disability Support Services (DSS), provide appropriate documentation and collaborate with the development of an accommodation plan. The DSS phone number is 973-313-6003. For further information, please go to <http://studentaffairs.shu.edu/health/DisabilitySupportServices.html>.

Course Requirements

Class participation—20% See table above for criteria.

Quizzes and/or writing assignments—20% There will be a quiz or some form of in-class writing assignment every class. No make-ups on quizzes or writing assignments without documentation from a medical professional stating that you were advised not to attend class on the day the quiz took place.

Papers—20% Three 5 page papers will be assigned during the course of the semester, requiring you to analyze one or more of the primary sources we will be reading for class. You will be given a list of topics from which to choose. These are not a research papers; the goal is to be able to understand the author(s) accurately and to write about the question clearly and with nuance, while being able to substantiate your interpretation by careful and thorough use of textual citations. Papers must be submitted by the end of class on the date is due. Papers submitted after class will be considered late and will be graded no higher than a “B.” Late papers must be submitted within a week of the due date; otherwise they will not be accepted. Do not place papers in your professors' mailboxes or under their office doors.

Tests—20% Four short tests will be given during the semester. These tests will involve identification of passages taken from the primary texts we have read, and you will be required to name the author, the work from which it is taken, and to explain what it means in its context.

Final Exam—20% The final exam for the course will be oral. It will be based upon 3 or 4 comprehensive questions provided in advance. Individual exam appointments will be arranged, and the exams will be offered at several times during the final exam week.

Course Schedule

9/1	Reformation: context and background Read before class: <ul style="list-style-type: none"> • Aquinas, <i>Summa Theologica</i> (ICCW 215-17, 220-23) • Aquinas on nature and grace (CP 1)
9/3	The world of the Reformation Read before class: <ul style="list-style-type: none"> • Luther, <i>Address to the Nobility of the German Nation, On Christian Liberty</i> (ICCW 713-721, 726-28) • Calvin, <i>Institutes of the Christian Religion</i> (ICCW 731-740)
9/8	The reformation of the world Read before class: <ul style="list-style-type: none"> • Luther, <i>On Temporal Authority</i> (CP 2-6) • Calvin, <i>Institutes of the Christian Religion</i> (ICCW 741-51) • Müntzer, “Sermon to the Princes” (CP 7) • “The Schleithem Confession” (CP 8-10) • “The Twelve Articles of the Peasants” (CP 11-13)
9/10	England: rights, power, and property Read before class: <ul style="list-style-type: none"> • Speeches of the King and the Lord Keeper (CP 14-15) • Sermon of Archbishop Laud (CP 16-20) • “An Agreement of the People” (ICCW 940-57)
9/15	An encounter of cultures in New Spain and New France Read before class: <ul style="list-style-type: none"> • Sepulveda, <i>Democrates Alter</i> (ICCW 523-29) • Las Casas, <i>Apologetic History of the Indies</i>, “Thirty Very Juridical Propositions,” <i>A Short Account of the Destruction of the Indies</i> (ICCW 530-43) (NAWL 566-71) • <i>The Jesuit Relations</i> (CP 21-31)
9/17	France: “I am the State” Read before class: <ul style="list-style-type: none"> • The Elaboration of the Sovereign State in France (ICCW 867-85, 890-94) Assignment: 1st test
9/22	Renaissance Humanism in France Read before class: <ul style="list-style-type: none"> • Marguerite de Navarre, <i>The Heptameron</i> (NAWL 270-76, 280-302) • Montaigne, Essays “To the Reader,” “On cannibals,” “That it is folly to measure truth and error by our own capacity” (NAWL 345, 353-62) (CP 32-34) Assignment: 1 st paper due
9/24	Religious encounters, politics and culture in the late Ming and early Qing Read before class: <ul style="list-style-type: none"> • Chinese responses to early Christian contacts (SCT 142-54) • The Chinese Rites Controversy (CP 35-36) • Huang Zongxi, <i>Waiting for the Dawn</i> (SCT 3-14) • Wang Fuzhi, selections (SCT 32-35)
9/29	A revolution in science Read before class: <ul style="list-style-type: none"> • Bacon, <i>Novum Organum, The Advancement of Learning</i> (RE 1-10) (CP 37) • Galileo, <i>The Assayer</i>, “Letter to Grand Duchess Christina” (ICCW 786-799) • Bellarmine, “Letter on Galileo’s Theories” (CP 38-39)

10/1	Rationalism and method Read before class: <ul style="list-style-type: none"> Descartes, <i>Discourse on Method, Meditations on the First Philosophy</i> (RE 19-33, 35-43, 48-53)
10/6	The new science of nature Read before class: <ul style="list-style-type: none"> Newton, <i>Principia, Optics</i> (ICCW 849-52) (CP 40-44) Sprat, <i>The History of the Royal Society</i> (CP 45-50)
10/8	The new science of politics Read before class: <ul style="list-style-type: none"> Hobbes, <i>Leviathan</i> (ICCW 961-972, 979-93)
10/13	Fall break – no classes
10/15	Politics and property Read before class: <ul style="list-style-type: none"> Locke, <i>Second Treatise of Government</i> (ICCW 1010-25, 1027-39, 1044-50) Assignment: 2 nd test
10/20	Has modern society made us better? Read before class: <ul style="list-style-type: none"> Rousseau, <i>Discourse on the Origins of Inequality, The Social Contract</i> (CMRW 1-19, ICCW 1269-82, 1295-1306) Assignment: 2 nd paper due
10/22	Islam and the Ottoman Empire Read before class: <ul style="list-style-type: none"> De Busbecq, <i>The Turkish Letters</i> (CP 51-52) Celebi, <i>The Book of Travels</i> (NAWL 84-92) Lady Montagu, <i>Turkish Embassy Letters</i> (CP 53-60) Al Wahhab, <i>The History and Doctrines of the Wahhabis</i> (CP 61-65) Status of Christians & Jews 1772 (CP 66-68) The Gülhane Decree (CP 69-72)
10/27	Qing China: tradition and adaptation Read before class: <ul style="list-style-type: none"> Chen Hongmou, selections (SCT 156-68) Gong Zizhen, “On Enlightened Rulers and Worthy Ministers” (SCT 179-84) Emperor Qian Long, “Letter to King George III” (CP 73-75)
10/29	Empiricism and skepticism Read before class: <ul style="list-style-type: none"> Hume, <i>An Enquiry Concerning Human Understanding</i> (RE 129-52)
11/3	Reason and its limits Read before class: <ul style="list-style-type: none"> Kant, <i>Prolegomena to Any Future Metaphysics, Critique of Pure Reason</i>, Preface to the First Edition, Preface to the Second Edition (RE 155-62, 188-201)
11/5	The (R)Evolution of western music
11/10	Money and morals Read before class: <ul style="list-style-type: none"> Smith, <i>The Wealth of Nations</i> (ICCW 1314-33) Smith, <i>The Theory of Moral Sentiments</i> (CP 76-80) Assignment: 3 rd test

11/12	Revolution: those unruly colonies Read before class: <ul style="list-style-type: none"> • Jefferson, <i>A Summary View of the Rights of British America</i> (CMRW 41-55) • Paine, Appendix to Common Sense (CMRW 56-62) • Trenchard and Gordon, <i>Cato's Letters</i> (CP 81-87)
11/17	Revolution: Liberté, égalité, fraternité...and terror! Read before class: <ul style="list-style-type: none"> • Sieyes, What is the Third Estate? (CMRW 70-74) • Decree upon the National Assembly (CMRW 75-76) • "La Marseillaise" (CP 88-89) • Robespierre, "On the Principles of Political Morality" (CP 92-94) • Robespierre, "Speech on the Festival of the Supreme Being" (CP 90-91) Assignment: 3rd paper due
11/19	Rights talk Read before class: <ul style="list-style-type: none"> • <i>The Declaration of Independence</i> (CMRW 63-66) • Madison, <i>The Federalist</i>, no.10 (ICCW 1307-13) • <i>The Declaration of the Rights of Man and of the Citizen</i> (CMRW 79-81) • Wollstonecraft, <i>The Vindication of the Rights of Women</i> (CP 95-100)
11/24	Romanticism and conservatism Read before class: <ul style="list-style-type: none"> • Rousseau, <i>The Confessions</i>, excerpt (CP 101) • Wordsworth, "Lines written a few miles above Tintern Abbey" (CP 102-105) • Goethe, <i>Poetry and Truth / Conversations with Eckerman</i> (CP 106-110) • DeMaistre, <i>Considerations on France, Study on Sovereignty</i> (CP 111)
11/26	Thanksgiving Day
12/1	The Napoleonic Age and the emergence of nationalism Read before class: <ul style="list-style-type: none"> • Fichte, <i>Addresses to the German Nation</i> (CP 112-114) • Hegel, <i>Introduction to the Philosophy of History</i> (CP 115-119) • Mazzini, <i>The Duties of Man</i> (CP 120-122)
12/3	The ambivalence of modern democracy Read before class: <ul style="list-style-type: none"> • Tocqueville, <i>Democracy in America</i>, selections (CP 122-138)
12/8	Origins of socialism and anarchism Read before class: <ul style="list-style-type: none"> • Owen, "The Legacy of Robert Owen to the Population of the World" <i>Report to the County of Lanarck</i> (CMRW 98-101) (CP 139-144) • Fourier, <i>Theory of Social Organization</i> (CP 145-146) • Proudhon, selections (CP 147-151) • Considerant, <i>Principles of Socialism</i> (CP 152-154)
12/10	Wrap Up Assignment: 4 th test
By Appointment	Final Examination This will be an oral exam, arranged individually by appointment.