

HONS 2103 - Colloquium on the Early Modern World Fall 2019

This course takes us from the period of the Protestant Reformation 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. Mark Molesky, (History), Dr. Robert Pallitto (Political Science) and Dr. Dermot Quinn (History). Please don't hesitate to contact us if there is something you would like to discuss.

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In addition to your professors, please be aware that Dr. Andrew Presti is available for advice and assistance with your writing. If you find that you need additional assistance to develop your writing skills, please avail yourself of Dr. Presti's help. You can contact him at Andrew.presti@shu.edu to request an appointment. Any HONS student may seek out Dr. Presti's assistance with writing and your professors may refer you to him, if they feel your writing requires attention. Students who are referred to Dr. Presti, must take action on this referral, indicating the time and date and outcomes of their appointments.

Required Texts:

- Introduction to Contemporary Civilization in the West (Columbia UP) – ISBN 9780231024235 *You should have this already from the second colloquium.*
- The Communist Manifesto and Other Revolutionary Writings, ed. Bob Blaisdell (Dover) – ISBN 9780486424651 *This text will be used in the fourth colloquium as well*
- Potter, Readings in Epistemology (Fordham UP) – ISBN 9780823214921
- Sources of Chinese Tradition, Volume 2, ed. deBary & Lufrano (Columbia UP) – ISBN 9780231112710 *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 *You should have this already if you purchased the 3 volume set for class in freshmen year. Since we suggested to them that they buy the 3rd edition as freshmen, we should stick with that. Next year's sophomores will have been advised to purchase the 3 volume set of the 4th Edition so we could switch next year.*
- Frankenstein, Mary Shelley w/introduction and notes by Karen Karbiener (Barnes & Noble Classics) – ISBN 978-1593081157
- Course Packet (to be distributed in class – cost tbd)

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:

1. Through the study of primary texts, to be able to understand the emergence and development of the modern world;
2. To discuss the principal ideas embodied in the texts we have studied;
3. To understand these ideas in their historical contexts, and to be able to compare them with each other;
4. To analyze a primary text and to be able to defend your interpretation based upon the primary source itself;
5. To be able to follow and explain an author's argument or point of view;
6. 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 develop our abilities 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.

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

1. Class participation (20%). This course is meant to be a "colloquium" in the formal sense: an ongoing conversation about the modern world. Your preparation for each conversation will include reading the assigned text(s) before the class. Obviously, active 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 –we expect to hear from everyone during each class. 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 7 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 is given 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. Since this is a text-based class, having the required texts with you in class is essential – it is not optional. Bring the necessary hard copies of the texts with you to class; failure to do so will negatively affect your grade, since it indicates a lack of preparedness. Doing work for other classes during this class is unacceptable. Private conversations, whispered commentary on what others say during class, and/or passing notes are inconsiderate to others and destructive of the learning process. Laptops, tablets, ipads, cell phones and other electronic devices may not be used during class. Please silence your cell phones before class, put them out of sight and do not check for text messages. Texting is rude to the rest of the class, and is not acceptable during class time. It is your business during your personal time, but it has no place in the common time of our class meeting.

Criteria for evaluating class participation	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 	<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 	<p>B</p> <p>(if all these criteria are met most of the time)</p>

Criteria for evaluating class participation	Grade range
<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 	C (if one or more of these criteria are present)
<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 - brings food to class, checks cell phone, does work for other classes - shows lack of respect to classmates or teacher 	D – F (if one or more of these criteria are present)
- has more than the equivalent of 3 absences	F

Volunteering to read in class is helpful and welcome, but it is no substitute for active class participation.

2. Quizzes (20%) There will be a quiz every class. No make-ups on quizzes without documentation from a medical professional. Quizzes must be made up within a week of the date of the missed quiz.

3. Papers (20%) Three 5-6-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. Do not place papers in your professors' mailboxes or under their office doors.

4. Tests (20%) Three 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.

5. Final Exam (20%) The final exam for the course will be oral. It will be based upon comprehensive questions provided in advance. Individual exam appointments will be arranged, and the exams will be offered at several times during the final exam period.

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			

Course Schedule

8/27	<p>What's modern about the modern world?</p> <p>The world of the Reformation</p> <ul style="list-style-type: none"> • Luther, <i>On Christian Liberty</i> (ICCW 717-728) • Calvin, <i>Institutes of the Christian Religion</i> (ICCW 731-740)
8/29	<p>The Reformation of the world</p> <ul style="list-style-type: none"> • Calvin, <i>Institutes of the Christian Religion</i> (ICCW 741-751) • Luther, <i>Address to the Nobility of the German Nation</i>, "On Temporal Authority" (ICCW 702-704, 713-17) (CP 1-4) • St. Ignatius of Loyola, <i>Thinking with the Church</i> (ICCW 768-773)
9/3	<p>An encounter of cultures in New Spain and New France</p> <ul style="list-style-type: none"> • Sepulveda, <i>Democrates Alter</i> (ICCW 523-529) • Las Casas, <i>Apologetic History of the Indies, Thirty Very Juridical Propositions, A Short Account of the Destruction of the Indies</i> (ICCW 530-43) (NAWL 566-571) • <i>The Jesuit Relations</i> (CP 5-15)
9/5	<p>England: rights, power, and property</p> <ul style="list-style-type: none"> • King James I, <i>The Trew Law of Free Monarchies</i> (ICCW 923-939) • Sermon of Archbishop Laud (CP 16-20) • "An Agreement of the People" (ICCW 941-957)
9/10	<p>Humanism in England and France</p> <ul style="list-style-type: none"> • Francis Bacon, <i>Essays</i> "Of Truth," "Of Travel," (CP 21-22) • Montaigne, <i>Essays</i> "To the Reader," "On cannibals," "That it is folly to measure truth and error by our own capacity" (NAWL 345, 353-362) (CP 23-25) • William Shakespeare, <i>Sonnet 73</i> (CP 26) • Andrew Marvell, "To His Coy Mistress" (CP 27) • Rabelais, "Disputation with Thaumaste" (NAWL 154-161)
9/12	<p>Religious encounters, politics, and culture in the late Ming and early Qing</p> <ul style="list-style-type: none"> • Chinese responses to early Christian contacts (SCT 142-154) • The Chinese Rites Controversy (CP 28-29) • Huang Zongxi, <i>Waiting for the Dawn</i> (SCT 4-12) • Wang Fuzhi, selections (SCT 26-35)
9/17	<p>Music of the Baroque</p> <ul style="list-style-type: none"> • Readings TBD <p>France: "I am the State"</p> <ul style="list-style-type: none"> • The Elaboration of the Sovereign State in France (ICCW 867-885, 890-894)

9/19	<p>A revolution in science</p> <ul style="list-style-type: none"> • Bacon, <i>Novum Organum, The Advancement of Learning</i> (CP 30) (RE 3-10) • Galileo, <i>The Assayer, Letter to Grand Duchess Christina</i> (ICCW 786-799) • Bellarmine, “Letter on Galileo’s Theories” (CP 31-32) <p>First paper due</p>
9/24	<p>Rationalism and method</p> <ul style="list-style-type: none"> • Descartes, <i>Discourse on Method, Meditations on the First Philosophy</i> (RE 19-33, 35-43, 46-53)
9/26	<p>A new science of nature</p> <ul style="list-style-type: none"> • Newton, <i>Principia, Optics</i> (ICCW 849-852) (CP 33-37) • Sprat, <i>The History of the Royal Society</i> (CP 38-43) <p>Test #1</p>
10/1	<p>A new science of politics</p> <ul style="list-style-type: none"> • Hobbes, <i>Leviathan</i> (ICCW 961-972, 979-993)
10/3	<p>Politics and property</p> <ul style="list-style-type: none"> • Locke, <i>Second Treatise of Government</i> (ICCW 1010-1025, 1032-1039, 1044-1053)
10/8	<p>Europeans and Ottomans</p> <ul style="list-style-type: none"> • De Busbecq, <i>The Turkish Letters</i> (CP 44-45) • Celebi, <i>The Book of Travels</i> (NAWL 84-92) • Lady Montagu, <i>Turkish Embassy Letters</i> (CP 46-53) • Pasha, <i>The Book of Counsel for Viziers and Governors</i> (CP 54-57) • Status of Christians & Jews 1772 (CP 58-60)
10/10	<p>Has modern society made us better?</p> <ul style="list-style-type: none"> • Kant, <i>What is Enlightenment</i>, 1784 (CP 60-65) • Rousseau, <i>Discourse on the Origins of Inequality, The Social Contract</i>, (CMRW 1-19, ICCW 1269-1282, 1295-1306)
10/15	Fall break – no classes
10/17	<p>Empiricism and scepticism</p> <ul style="list-style-type: none"> • Hume, <i>An Enquiry Concerning Human Understanding</i> (RE 129-152)
10/22	<p>Reason and its limits</p> <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 155-171, 188-201)

10/24	<p>Qing China: tradition and adaptation</p> <ul style="list-style-type: none"> • The Sacred Edict (SCT 70-72) • Chen Hongmou, selections (SCT 156-168) • Hong Liangji, selections (SCT 172-179) • Emperor Qian Long, “Letter to King George III” (CP 66-68) <p>Second paper due</p>
10/29	<p>Money and morals</p> <ul style="list-style-type: none"> • Smith, <i>The Theory of Moral Sentiments</i>, <i>The Wealth of Nations</i> (CP 69-73), (ICCW 1314-1333) <p>Test #2</p>
10/31	<p>Revolution: those unruly colonies</p> <ul style="list-style-type: none"> • Paine, “Appendix to <i>Common Sense</i>” (CMRW 56-62) • Jefferson, “A Summary View of the Rights of British America (CMRW 41-55) • Gordon and Trenchard, <i>Cato’s Letters</i> (CP 74-80)
11/5	<p>Revolution: Liberté, égalité, fraternité!</p> <ul style="list-style-type: none"> • Sieyes, <i>What Is The Third Estate?</i> (CMRW 70-74) • Decree upon the National Assembly (CMRW 75-76) • The Tennis Court Oath (CMRW 77-78) • Marat, “Are We Undone?” (CMRW 82-84) • “La Marseillaise” (CP 81-82)
11/7	<p>Revolution: virtue and terror</p> <ul style="list-style-type: none"> • Burke, <i>Reflections on the Revolution in France</i> (CP 83-89) • Robespierre, “Speech on the Festival of the Supreme Being” (CP 90-91) • Robespierre, “On the Principles of Political Morality” (CP 92-94) • Marechal, “Manifesto of the Equals”(CMRW 92-95) • Babeuf, “Analysis of the Doctrine of Babeuf”(CMRW 96-97)
11/12	<p>Rights talk</p> <ul style="list-style-type: none"> • Patrick Henry, Ratification Debates in Virginia, 1788 (CP 95-99) • The Declaration of Independence (CMORW 63-66) • Madison, <i>The Federalist</i>, no. 10 (ICCW 1307-1313) • The Declaration of the Rights of Man and of the Citizen (CMORW 79-81) • Wollstonecraft, <i>The Vindication of the Rights of Women</i> (CP 100-105)
11/14	<p>The Romantic ethos</p> <ul style="list-style-type: none"> • Rousseau, <i>The Confessions</i> (CP 106) • Wordsworth “Lines Written a Few Miles above Tintern Abbey...” (CP 107-110) • Goethe, <i>Poetry and Truth, Conversations with Eckermann</i> (CP 111-114)
11/19	<p>Romanticism and Science</p> <ul style="list-style-type: none"> • <u>Frankenstein</u>, Mary Shelley w/introduction and notes by Karen Karbiener (Barnes & Noble Classics) – ISBN 978-1593081157

11/21	<p>The Napoleonic Age and the emergence of nationalism</p> <ul style="list-style-type: none"> • DeMaistre, <i>Considerations on France, Study on Sovereignty</i> (CP 115) • Fichte, <i>Addresses to the German Nation</i> (CP 116-118) • Hegel, <i>Introduction to the Philosophy of History</i> (CP 119-123) <p>Third paper due</p>
11/26	<p>Modernity and the Middle East</p> <ul style="list-style-type: none"> • Al Wahhab, <i>The History and Doctrines of the Wabbabis</i> (CP 124-128) • Ottoman Imperial Proclamation “The French Revolution Refuted” (CP 129) • Al-Jabarti, <i>Chronicles</i> (CP 130-140) • Firman of Appointment of Muhammad `Ali as Pasha of Egypt (CP 141-142) • Al-Tahtawi, <i>The Extraction of Gold or an Overview of Paris, The Honest Guide for Girls and Boys</i> (CP 143-149) • The Gulhane Decree (CP 150-153)
11/28	Thanksgiving Day
12/3	<p>Origins of socialism and anarchism</p> <ul style="list-style-type: none"> • R. Owen, “The Legacy of Robert Owen to the Population of the World” (CMORW 98-101) • Owen, <i>A New View of Society</i> (CP 154-159) • Fourier, <i>Theory of Social Organization</i> (CP 160-161) • Proudhon - selections (CP 162-166) • Considerant, <i>Principles of Socialism</i> (CP 167-169)
12/5	<p>The ambivalence of modern democracy</p> <ul style="list-style-type: none"> • Tocqueville, <i>Democracy in America</i>, selections (CP 170-184) <p>Test #3</p>