

**HI/PL 2091 REASON IN DARK TIMES –
PAST AND PRESENT OF THE ENLIGHTENMENT**

The American University of Paris



Minerva by Daniel Chodowiecki, 1791

Term	Fall 2020	Credits	4
Schedule	Tuesday 10h50-12h25 Friday 16h20-17h55	Room number	C-103
Instructors	Assistant Professor Julian Culp Associate Professor Albert Wu	Email	jculp@aup.edu awu@aup.edu
Office hours	Culp: Thursday 15h00-17h00 Wu: By appointment	Office number	Culp: G-L19 Wu: G-007

COURSE DESCRIPTION

In the 17th and 18th centuries European and North American societies experienced revolutionary shifts in science (e.g., Newton physics), technology (e.g., the steam engine), politics (e.g. the American and French revolutions) and the economy (e.g., the industrial revolution). These shifts have been influenced by, as well as influenced, new philosophical theories of knowledge and reason, morality and politics, nature and the human being. The new theories by the “modern philosophers” (e.g. Locke, Hume, Spinoza, Rousseau, Kant) have profoundly shaped the intellectual debates and cultural self-understandings of Western societies ever since. Ideas such as the freedom and equality of human beings, scientific progress through experimentation and the human domination of nature have become central elements of modern societies.

However, ever since its inception the Enlightenment has continuously been subject to (internal and external) criticisms. For example, these criticisms have challenged its universalism from communitarian, feminist and ethno-nationalist perspectives, its “faith” in science and instrumental reason from aesthetic and democratic perspectives and its belief in social progress, civilization and development from post-colonial and post-development perspective. In these ways the Enlightenment and its critics have shaped not only the (mis-)developments of Western societies but also those in non-Western societies as well as the relationships between these two types of societies over the course of the last three centuries.

Today the Enlightenment project stands at a crossroads. The rise of populist and nationalist movements, human-induced climate change and the asymmetric post-colonial relationships between the West and “the Rest” seriously put into question several of the Enlightenment’s core commitments, such as the moral ideas of freedom and equality, democratic politics, social progress and the scientifically-informed, rational control of the natural environment.

The course will examine not only the historical origin and development of the Enlightenment ideas and their institutional manifestations, but also possible solutions to the contemporary challenges that engaged global citizens perhaps should pursue. For that purpose it will combine historical and philosophical modes of inquiry and study the following four key themes: Progress and Colonization; Race; Gender; Nature.

Guiding questions:

- What is and how do we evaluate “the Enlightenment?” How do we historically and philosophically analyze the historical period we call “the Enlightenment”? Should we evaluate “the Enlightenment” as a time of oppression or emancipation or both?
- What are the legacies of the Enlightenment? To what extent have struggles for emancipation or experiences of oppression after the 18th century been an extension of the Enlightenment? Are some of the conflicts in our contemporary world an ongoing struggle for Enlightenment? Or did the Enlightenment end in the 18th century, and is everything we see afterwards something different?
- How do historians and philosophers approach “the Enlightenment” in different ways? What is the role of history in a philosophical argument? And how do philosophical ideas figure in historical argumentation? What methodological tensions exist between the two disciplines?

LEARNING OUTCOMES

Integrative Inquiry Learning Outcomes

- Local and Global Perspectives: Students will enhance their intercultural understanding of languages, cultures, and histories of local societies and the global issues to which these relate.
- Exploring and Engaging Difference: Students will think critically about cultural and social difference; they will identify and understand power structures that determine hierarchies and inequalities that can relate to race, ethnicity, gender, nationhood, religion, or class.
- Civic and Ethical Engagement: Students will demonstrate awareness of ethical considerations relating to specific societal problems, values, or practices (historical or contemporary; global or local) and learn to articulate possible solutions to prominent challenges facing societies and institutions today so as to become engaged actors at various levels in our interconnected world.

Philosophy Learning Outcomes

1. Philosophical Analysis: identify, comprehend and differentiate philosophical concepts, definitions, theses, and arguments paying attention to their discursive organization via slow and careful reading
2. Historical Contextualization: sketch the historical context of a philosophy and position it accurately within the history of philosophy
3. Interdisciplinary Imagination: capacity to build bridges between philosophy and other academic disciplines, and to bring philosophy to bear on extra-philosophical objects
4. Written Arguments: write a structured and persuasive analytic argument that develops an enquiry in the genre of an academic essay

History Learning Outcomes

1. Practice of history: Students will be able to conduct research into periods of history and explore their nuances.
2. Uses of history: Students will be able to demonstrate knowledge of historical events and periods and their significance.
3. Skills of History: Students will be able to deploy skills of critical analysis: formulating persuasive arguments, evaluating evidence and critiquing claims in the literature, and Interpreting a variety of primary sources
4. Approaches to history” Students will be able to explain and critique the historical schools of thought that have shaped the understanding of their fields of study.

COURSE STRUCTURE

Due to the on-going and unpredictable nature of the Covid-19 pandemic, the course has been structured to allow for in-person sessions combined with remote online options for students that are unable to attend in person due to travel restrictions or the need to quarantine. Likewise, the course structure will be adjusted to allow us to meet our learning objectives through several possible routes should other disruptions or contingencies come into play during the semester. Some of the content to meet our course objectives might occur outside of our weekly course meeting time. There will be five potential delivery formats of our course:

1. In-Class/Online Synchronous: a course meeting that will take place in-person, with students unable to attend in person joining online during the scheduled course period.
2. Online Synchronous: a course meeting scheduled online without an in-person course meeting
3. Online Asynchronous: course material delivered outside of the regular course meetings within a scheduled time range at the convenience of the student
4. Independent Preparation: reading, study and preparation for course meetings, group work, and assessments
5. Online Group Meetings: an independent video or audio meeting held by student groups completing a project together. I may join some of these meetings to help facilitate discussions and to assist in the project preparations

The first two weeks of the course will hopefully be entirely In-Class/Online Synchronous so that we can get to know each other and create a productive and stimulating learning atmosphere. As contingencies emerge, we will revisit this planning and adjust as needed. Please refer to this syllabus, which will be updated regularly and posted both on Blackboard.

SOCIAL DISTANCING

All of us are expected to follow the university policies around sanitation, hygiene and social distancing during this semester. This includes wearing masks while present on campus and in the classroom, keeping your hands clean before touching anything in a public area, coughing and sneezing into your arm, and immediately reporting any symptoms or signs of illness.

CONTACT INFORMATION

For consultation and meetings, please contact the instructor before or after class, by e-mail via jculp@aup.edu or awu@aup.edu, during office hours, or via the Teams chat function.

BLACKBOARD

Course-related material, such as readings, lecture slides, assignment tasks, etc., will be made available on the BLACKBOARD portal. Make sure that you have joined the course and that you adjust your settings to receive notifications and messages. Important up-dates will be posted on the BLACKBOARD course page.

TEAMS

During potential online class times, we ask you to turn on your cameras, and be present as if you would be during an in-person class session. If you have particular problems with connecting to Teams—bad internet connection, etc.—please let both of us know. But we expect you to have your cameras turned on during the entire class session.

READINGS

All *required readings* will be made available on BLACKBOARD. For the *required readings* assigned to each session, please consult the *schedule* below.

In case you are interested in studying a topic in further depth, please feel free to contact the instructor for information, or contact the AUP Library: <http://library.aup.edu/index.html> – email: library@aup.edu.

A fine online resource for philosophy in general is *The Stanford Encyclopedia of Philosophy*: <https://plato.stanford.edu>.

An accessibly written introduction to the Enlightenment is Israel, Jonathan. 2009. *Revolution of the Mind*. Princeton: Princeton UP.

A valuable encyclopedia on the Enlightenment is Kors, Alan. 2003. *Encyclopedia of Enlightenment*. Oxford: OUP. It is available [here](#).

REQUIREMENTS AND GRADING

Requirement	Relative Weight of Final Grade
Annotation	15%
3 Short Essays	30%
Term Paper	30%
Term Paper Presentation	10%
Participation	15%

It is the students' responsibility to meet the administrative and academic requirements of this course. Make sure that you familiarize yourself with these requirements and that you plan your time and your work reasonably.

Late submissions may be marked down up to 3.00 score points per day (24 hours) of lateness. For example, if you submit a 94.00/A/4.0 reading response 10 hours late, you may receive 91.00/A-/3.7. An extension can only be granted if you apply for it *before* the deadline expires.

Please remember that the readings and assignments are meant as springboards for your own independent and hopefully rewarding exploration of the topic.

Annotations

Due by midnight before each class period. (E.g. Monday and Thursday 11:59 PM.)

To encourage you to keep on top of your reading, we will ask you to submit *3 annotations for each reading*. The assignments will be set up on Perusall, which is linked to the Blackboard site for the class. This will be a collective exercise, as your fellow classmates will see your annotations. We will also use the annotations as a springboard for our class discussions.

Annotation is a personal act, and your engagement with the text will vary. But here are a couple of ideas of how you can annotate a text. You could focus on some or all of the following:

- Definitions of confusing words. Look up and find the definitions of words that seem unfamiliar or confusing to you.
- Concepts. Underline what you think are the most foreign, novel, or challenging difficult concepts.

- Tone or Rhetorical Strategies. What are the rhetorical strategies of the text? Does the writer use tone to make a point? What is the tone of the text—sarcastic, sincere, funny, etc.
- Biases. What are the writer’s biases? What assumptions does the writer employ that are stated or unstated? What are your own assumptions when you come to the text?
- Responses. Is there something troubling in the text that you are grappling with? What are some questions that the text generated? Note your own immediate reactions to certain claims in the text.
- Connections. Put the text in dialogue with other readings from the semester. How are the texts similar? How are they different?

And here is a useful link to a post on annotation as a creative act: <https://web.hypothes.is/blog/back-to-school-with-annotation-10-ways-to-annotate-with-students/>

Short Quizzes

We reserve the right to give quizzes if we get the sense that you are not keeping on top of the reading.

Short Essays

Due October 12, November 9, and December 7

You will be expected to write 3 short essays to set questions that concern the readings. You can find these set questions on BLACKBOARD. These short essays will guide your reading, foster your understanding and assessment of the texts, and prepare you for classroom discussions.

The short essays should be about *800 words* each. They should be submitted via BLACKBOARD as PDF file or *Word* document (.doc or .docx) or *PDF* file *by 23h59* on the day on which day are due. The font should be Times New Roman, the font size should be 12 pt., the spacing should be 1.5, and the name of the file should be YourLastName_Essay_1/2.doc(x). More information will be provided along the semester.

Term Paper

Due December 22

At the end of the course, you will be expected to write a term paper of *about 3,000 words* in which you answer a question from a list of set questions. The paper should be uploaded on BLACKBOARD (Times New Roman, 12 pt., 1.5 spaced, file name: YourLastName_TermPaper.doc(x)).

The aim of the term paper is to discuss a philosophical question based on the texts and theories you have encountered in the course. Your discussion should include (1) *an analysis* of key conceptions and arguments regarding content and structure, and (2) *a critical assessment* of the logical validity, soundness and effectiveness of the arguments and the position under consideration, and (3) *the defense of a thesis* you choose to adopt for the purpose of this assignment by producing effective arguments *for* this thesis and rebut relevant arguments *against* it.

Help the reader to follow your line of reasoning by making it explicit: An introduction should outline what you will present and why it is interesting. The main body should develop your argument(s) step by step, and a conclusion should sum them up, with a final evaluation of your findings.

Grading Rubrics for the Short Essays and the Term Paper:

Coherence and strength of the argumentation	30%
Clarity and elegance of structure and writing	30%
Adequate use of relevant primary texts (and secondary literature)	15%
Correctness of form	15%
Originality of the thesis	10%

Term Paper Presentation

On December 22

We will have a presentation session during the final exam period on December 22. This will give you the opportunity to present in a highly condensed manner the central thesis of your term paper within *no more than 5 minutes*.

Grading Rubrics for the Presentation:

Coherence and strength of the argumentation	30%
Clarity and elegance of the presentation	30%
Convincing examples	20%
Engagement with the audience	20%

Participation

Students are expected to come to every class meeting on time and be prepared to participate actively. The *student's preparation* includes, in particular, the careful reading of the assigned texts in advance of the planned session. When reading you should take notes and excerpt the core ideas of the texts – that is, you should engage in active reading.

Your participation grade will be assigned based on your *participation in class throughout the semester*. Your class participation throughout the semester will be assessed based on the following rubric (adapted from Bean, John and Peterson, Dean. 1998. "Grading classroom participation." In: *New Directions for Teaching and Learning* 74, 33-40). Absences or tardiness will also result in a lower class participation grade. If you are more than 10 minutes late, you might be marked absent. Punctuality is essential for undisrupted and efficient coursework.

A	A student will receive an A if he/she: comes to class prepared; contributes readily to the conversation but doesn't dominate it; makes thoughtful contributions that advance the conversation; and shows interest in and respect for others' contributions and views.
B	A student will receive a B if he/she: comes to class prepared; makes thoughtful comments when called upon; contributes occasionally without prompting; and shows interest in and respect for others' contributions and views. This grade may also be appropriate for an active participant whose contributions are less developed or cogent than those of students who deserve an A .
C	A student will receive a C if he/she: comes to class prepared and listens attentively, but does not voluntarily contribute to discussions and gives only minimal answers when called upon. A student will also receive a C if he/she participates in discussion, but in a problematic way. Such students may talk too much, make rambling or tangential contributions, continually interrupt with digressive questions, bluff their way when unprepared, or otherwise dominate discussions, not acknowledging cues of annoyance from instructors or other students.
D or F	A student will receive a D or F if they often seem on the margins of the class and may have a negative effect on the participation of others. Such students often don't participate because they haven't come to class prepared. Students receiving an F may be actually disruptive, radiating negative energy via hostile or bored body language, or be overtly rude.

Attendance is required at *all* scheduled classes and will be taken every class. In case of absence, you should contact the instructor to explain the situation. You may miss up to 3 sessions without excuse – though each of these three unexcused absences will lower your participation grade. More than 3 unexcused absences will be reported to the *Student Development Team* and might result in a failing participation grade (0.00 score points).

In the case of more than 7 absences, whether excused or unexcused, you might also be asked to withdraw from the course or receive a failing grade for the entire course. Absences may only be considered excused if they are officially excused, e.g. because of (medically documented) student illness, participation in course-related study trips, family emergency or an appointment with the immigration office.

It is the student’s responsibility to make up work for the missed class and to communicate with the professor for that purpose. Attendance at all exams is mandatory. Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Covid-19 temporary amendments

Students studying at The American University of Paris are STILL EXPECTED TO ATTEND ALL scheduled classes. Due to the Covid-19 pandemic, students will have the option of attending classes remotely when special circumstances apply. For example, when students are placed under quarantine by the French authorities or by their doctor, or when students present symptoms of Covid-19 and are directed, by their doctor or the AUP Health Office, to remain home. It is still the student’s responsibility to be aware of any specific attendance policy that their professor might have set in the course syllabus. In particular, Students attending remotely from distant Time Zones should check with their professors about the specific attendance policy for remote learners.

Grading Scheme for All Requirements and for the Entire Course:

Letter Grade	4.0 Scale	Score	Meaning
A	4.0	94.00-100.00	Excellent
A-	3.7	90.00-93.99	Excellent
B+	3.3	87.00-89.99	Good
B	3.0	84.00-86.99	Good
B-	2.7	80.00-83.99	Good
C+	2.3	77.00-79.99	Satisfactory
C	2.0	74.00-76.99	Satisfactory
C-	1.7	70.00-73.99	Satisfactory
D+	1.3	67.00-69.99	Unsatisfactory
D	1.0	64.00-66.99	Unsatisfactory
D-	0.7	60.00-63.99	Unsatisfactory
F	0	0.00-59.00	Failure

ENGLISH LANGUAGE PROFICIENCY

As an Anglophone university, AUP is strongly committed to effective English language mastery at the undergraduate level. Most courses require scholarly research and formal written and oral presentations in English, and AUP students are expected to strive to achieve excellence in these domains as part of their course work. To that end, the evaluation includes English proficiency. Students can obtain help on specific academic assignments in the university *Writing Lab*. For more information, please visit <https://www.aup.edu/academics/academic-and-career-resources/academic-resource-center/writing-lab> – email: writinglab@aup.edu.

ACADEMIC MISCONDUCT

All work that you submit must be your own. Your sources must be properly cited. Direct quotations from others must be in quotation marks. If you have questions about how to attribute your sources, talk to the professor or to the staff of AUP’s *Writing Lab* within the Academic Resource Center: <https://www.aup.edu/academics/academic-and-career-resources/academic-resource-center/writing-lab> – email: writinglab@aup.edu.

Plagiarism is a serious academic misconduct and will be dealt with accordingly. You should familiarize yourself with the university's policy on plagiarism at <http://www.aup.edu/academics/offices-resources/academic-resource-center/writing-lab/plagiarism>. For the sake of fairness and academic integrity, there will be no tolerance with plagiarism and other such forms of academic misconduct. Any conduct, whether intentional or unintentional, which creates the impression that some of the coursework you submit for grading is your own achievement when it is not will be reported to the *Academic Integrity Office* and may result in an "F" grade for the whole course.

Sometimes students present alien work as their own not because they want to earn an unfair advantage over their peers but rather because they feel unable to cope with the workload for some academic or personal reason. If this is the case, please do not hesitate to contact the professor or AUP's student guidance counselors Pamela Montfort via pmontfort@aup.edu. There is a lot that can be done to help you!

SCHEDULE

NB: This schedule is subject to change over the course of the semester.

INTRODUCTION

WEEK 1

Sept 25

- Required readings: Kant, Immanuel. 1784. What is Enlightenment?
Foucault, Michel. 1984. What is Enlightenment?

PART I: History and Philosophy of “The Enlightenment”

WEEK 2

Sept 29

- Required readings: Outram, Dorinda. 1995. *What is Enlightenment?*
“Introduction”
Jacob, Margaret. 2019. *The Secular Enlightenment*, “The
Setting.” (38 pgs)

Further reading: Israel, Jonathan. 2012. *Democratic Enlightenment*.
“Introduction.”

Oct 2

- Required reading: Robert Darnton, *Great Cat Massacre*, ch. 4, “A Police
Inspector Sorts His Files”

WEEK 3

Oct 6

Guest Lecture: Prof. Katharina Kraus (University of Notre Dame)
“The Epistemic Turn. The New Sources of Knowledge”

Required reading: Bacon, Francis. 1620. *Novum Organon*, Preface,
Aphorisms concerning the Interpretation of Nature: Book
1: §§1–38

Descartes, René. 1637. *Discourse on the Method*, Parts I and II

Oct 9

Required readings: Hobbes, Thomas. 1668. *Leviathan*, ONLY Part I, section
13; Part II, section 17.

Rousseau, Jean-Jacques. 1762. “Natural Freedom and the
Freedom of the Citizen.”

Kant, Immanuel. 1793. “The Hypothetical Contract.”

Further reading: Israel, Jonathan. 2009. *A Revolution of the Mind*. Ch. 2:
Democracy or Social Hierarchy? The Political Rift.

1st Short Essay Due Monday, October 12.

PART II: Progress and Colonization

WEEK 4

Oct 13

Required reading: Condorcet. *Outlines of an Historical View of the Progress of the
Human Mind*, (1794). ch. 10, The Future of Mankind.

Further reading: Diderot. 1781. *Histoire de Deux Indes*, bk. 8, ch. 1.4.

Oct 16

Required reading: Todd, David. 2011. “A French Imperial Meridian, 1814-
1870.” *Past and Present* 210, no. 1, pgs. 155-186.

WEEK 5**Oct 20****Guest Lecture: Prof. Stephen Sawyer (AUP)**

Required readings: Toqueville, de Alexis. 1841. "Essay on Algeria" (excerpts)
 Pitts, Jennifer. 2000. "Empire and Democracy: Tocqueville and the Algeria Question."

Further reading: Benjamin Constant. 1814. *The Spirit of Conquest*.

Oct 23

Required reading: Asseraf, Arthur. 2019. *Electric News in Colonial Algeria*, ch.1.

In class reading: Ferry, Jules. 1884. "On French Colonial Expansion."

Part III: Race**WEEK 6****Oct 27**

Required reading: Outram, Dorinda. 1995. "When People Are Property."

Further reading: Chaplin, Joyce, "Race" in David Armitage, ed, *The British Atlantic World, 1500-1800* (2002), 154-174.

Oct 30

Required reading: Mills, Charles. 1997. *The Racial Contract*. Ch. 1: Overview. Ithaca: Cornell University Press, 9-40.

Further reading: Mills, Charles. 2017. *Black Rights/White Wrongs. The Critique of Racial Liberalism*. Oxford: OUP.

WEEK 7**Nov 3**

Required reading: James, C. L.R. 1962. *Black Jacobins*, chs. 1 and 6.

Further readings: Haitian Constitution of 1801; Toussaint Louverture 1801 Proclamation; Memoir of Toussaint Louverture, excerpts.
 Gould, Stephen Jay. *Mismeasure of Man* - Introduction; Ch. 3.

Nov 6**Guest Lecture: Prof. Franziska Dübgen (University of Münster)**

Required readings: Kant, Immanuel. "Anthropology from a Pragmatic Point of View" (1798), "On the Use of Teleological Principles in Philosophy" (1788), "On the Different Races of Man" (1775) (excerpts)

Serequeberhan, Tsenay. 1996. "Eurocentrism in Philosophy: The Case of Immanuel Kant," *Philosophical Forum* 27(4), 333-56.

Further reading: Kleingeld, Pauline. 2007. "Kant's Second Thoughts on Race." *Philosophical Quarterly* 57 (229), 573-592.

*** 2nd Short Essay Due Monday, November 9 ***

Part IV: Gender**WEEK 8****Nov 10**

Required reading: Wollstonecraft, Mary. 1794. *A Vindication of the Rights of Women*. (excerpts)

Further readings: Chatelet. Gabrielle-Emilie.
<https://www.springer.com/de/book/9789400720749>

Nov 13**Fall Break**

WEEK 9

- Nov 17** Required reading: Nancy F. Cott, *The Grounding of Modern Feminism*
- Nov 20** Required reading: Haslanger, Sally. 2000. "Gender and Race: (What) Are They? (What) Do We Want Them To Be?" *Noûs* 34:1, 31–55.
- Further reading: Manne, Kate. 2018. "Threatening Women." In *Down Girl*. OUP, 31–54

Part V: Nature**WEEK 10**

- Nov 24** Required reading: Adorno, Theodor and Horkheimer, Max. 1947. "The Concept of Enlightenment." *The Dialectics of Enlightenment*. Stanford UP.
- Further reading: Rousseau, Jean-Jacques. 1750. *Discourse on the Origins of Arts and Science*, Part II.
- Jay, Martin. 1973. *The Dialectical Imagination*
- Nov 27** Required reading: Carson, Rachel. 1962. *Silent Springs*.

WEEK 11

- Dec 1** Required reading: Jamieson, Dale. 2014. "The Nature of the Problem." *Reason in Dark Times*. OUP, 11-60 (excerpts tbd) (49 pgs)
- Further readings: Moellendorf, Darrell. 2018. "Three Interpretations of The Anthropocene: Hope and Anxiety at the End of Nature."
- Dec 4** **Guest Lecture: Prof. Jula Wildberger (AUP)**
- Required readings: Kant, Immanuel. 1784. "Idea for a Universal History with a Cosmopolitan Point of View."
- Seneca, Lucius Annaeus. *Letters on Ethics: To Lucilius*, Letters 50 and 90.
- Plumwood, Val. 1991. "Nature, Self, and Gender: Feminism, Environmental Philosophy, and the Critique of Rationalism." *Hypatia*, vol. 6, no. 1, 1991, pp. 3–27.

3rd Short Essay Due Monday, December 7

CONCLUSIONS**WEEK 12**

- Dec 8** Required reading: Pinker, Steven. 2019. *Enlightenment Now*. London: Penguin
- Dec 11** **Guest Lecture: Prof. Joseph Heath (University of Toronto)**
- Required reading: Heath, Joseph. 2014. *Enlightenment 2.0. Restoring Sanity to Our Politics, Our Economy, and Our Lives*. New York: Harper Collins. (excerpts)

Dec 22 20h00 Term Paper Presentation

Term Paper Due Tuesday, December 22.