

Loyola University, Chicago  
Department of History  
**HISTORY 317.01w –THE AGE OF ABSOLUTISM AND ENLIGHTENMENT**  
**Fall 2018**

**Instructor:** Dr. Marek Suszko [approximate pronunciation: Mah-rek Soo-shkoh]  
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### **COURSE DESCRIPTION AND REQUIREMENTS**

This course covers the period that leads directly into the French Revolution and serves as a survey of the social, economic, and cultural role of Europe in the world of the 17<sup>th</sup> and 18<sup>th</sup> centuries. We will discuss the nature of classical absolutism illustrated by the reign of Louis XIV of France, the history of the Netherlands as the leading economic power of the day, the origin and evolution of Prussia, Austria, and Russia. We will bring examples of enlightened reform proposals in Poland and other European states and evaluate various attempts to implement them in practice.

#### **General Skills**

##### *Improved cognitive skills*

- analytical [breaking down phenomena into components]
- quantitative [handling information mathematically]
- synthetic [combining disparate information]
- critical [evaluating flaws and merits, consistencies and irregularities, motives and effects, etc.]
- original [producing novelty and exhibiting creativity]

##### *Improved written and oral communications skills*

- conceptual coherence
- correct grammar
- effective organization
- effective delivery

#### **Historical Knowledge and Understanding**

##### *Substantive knowledge and understanding about the Western past*

- geographic dimension
- temporal dimension
- aspects of society
  - economic [the production and exchange of material goods]
  - social [relations among individuals and groups, as well as the nature of everyday life]
  - political [governments, legal systems, power groups and relations between states]
  - cultural/intellectual [the realm of ideas (philosophy and science), the arts and religion]
- links between the past and the present

Towards these ends, this course will require regular class participation, one oral presentation, two exams, papers, and a number of unannounced quizzes:

##### **1. Class participation (discussion)** (10% of your grade).

In terms of grading, participation refers to class attendance and discussion. Each student is allowed to miss up to three classes without any excuse. Any additional unexcused absence will result in a participation point reduction (one half of the point per class missed). The purpose of discussion is to draw the students into a conversation about the course material, to clarify confusing issues, and resolve any intellectual problems that may arise during the course. Occasional participation in discussion will earn a C+ grade. Regular participation in discussion will earn a B or an A depending on quality. Note: your class participation will be evaluated at the end of the semester by your instructor and your peers.

##### **2. Unannounced weekly quizzes** (10% of your grade).

All quizzes are based on your readings. Students should be prepared for a short quiz at the start of each class. No make-up quizzes under any circumstances.

**3. Individual oral presentation** (10% of your grade)

For their presentations students will be required to choose one topic from a list provided to them by their instructor. All topics are based on primary sources from The Enlightenment edited by David Williams. Each presentation will be delivered in class and will last twelve to fifteen minutes. Each presentation must be accompanied by well-constructed PowerPoint with at least six slides (two slides are equivalent to one page of written work). See your oral presentation guide at the end of this syllabus.

**4. Two essay exams** (each worth 20% of your grade)

Each exam will consist of two essay questions. All materials in the course, whether presented in class or in the readings, are eligible for inclusion in your exam.

Exams should be taken as scheduled. Exam make-ups will be allowed only in very rare verifiable emergencies.

**5. Papers**

**Please note: In addition to bringing a copy of every paper to class you must submit it to “Turnitin,” a plagiarism detection service by its due date. If you fail to do so your paper will not be graded. All necessary instructions on how to enroll and submit your paper to “Turnitin” are available at: [www.turnitin.com](http://www.turnitin.com)**

**Your turnitin.com class ID:**

**Your turnitin.com class enrollment password: absolutism**

**All late papers will be graded and then marked down 1/2 letter grade per class meeting late.**

**Option I**

**a. Book critique (due date: November 29)** (20% of your grade)

The book critique will be based on Jean-Jacques Rousseau, The Government of Poland. Your critique should be eight pages (font up to 12), typed and double spaced. No cover sheets or binders. Please make sure your name is on page one, and that each page is numbered. See the handout on book critiques and the book by Benjamin. Use a dictionary and a thesaurus to ensure that your paper is written in proper English style.

**b. Two short reviews of primary sources (each worth 5% of your grade)**

Review of Rousseau’s *Discourse on the origin and the foundations of inequality among men* (Williams, 106-118) is due on October 23. Review Charles-Irene Castel de Saint-Pierre’s, *A plan for perpetual peace in Europe* (Williams, 355-363) is due on November 8. Each review should be three full pages long, typed and double spaced. Remember to identify the targeted audience of the essay and state the essay’s significance for our modern world in your conclusion. What does the essay say about the epoch in which it was written? Please consult your short guide on how to write reviews located at the end of your syllabus.

**Option II**

**Research paper** due on November 29 (30% of your grade) on a topic related to this course and approved by your instructor. Your research paper is to be your original work based on at least four books or their equivalent (two articles per one book), including primary sources. On or before September 11, hand in a sheet of paper with your name, your research paper title, and selected bibliography. On or before October 23, submit a four-page abstract of your research paper. Your finished paper is due on November 29. Your completed work is to be fifteen-sixteen pages (not including bibliography), typed and double spaced. Please remember about your turnitin.com submission.

**GRADING**

Students’ work will be evaluated according to the following standards and guidelines:

100-93: A; 92.99-90: -A	class participation	10%
89.99-87: +B; 86.99-83: B; 82.99-80: -B	oral presentation	10%
79.99-77:+C; 76.99-73: C; 72.99-70: -C	first exam	20%
69.99-67: +D; 66.99-60: D	final exam	20%
59.99-0: F	book critique	20%
	quizzes	10%
	two short reviews 2x5%	<u>10%</u>
		100%

You can substitute your book critique (20 pts) and two short document reviews (2x5 pts) for a research paper (30pts)

## REQUIRED TEXTS

David Williams, ed., *The Enlightenment* (Cambridge: Cambridge University Press, 1999)

Raymond Birn, *Crisis, Absolutism, Revolution. Europe and the World 1648-1789*, 3 ed. (Toronto: Broadview Press, 2005)

Jean-Jacques Rousseau, *The Government of Poland* (Indianapolis: The Hackett Publishing Company, 1985)

Note: additional reading material will be placed on instructor's Blackboard throughout the semester

## RECOMMENDED READING

Benjamin, J.R. *A Student's Guide to History* or any student guide to history

Note: all books are available at Loyola Bookstore

## ACADEMIC DISHONESTY

The penalty for academic dishonesty of any kind (including plagiarism) will be a grade of zero on the examination or written assignment on which cheating occurred. The zero will be averaged with the other grades in calculating the final grade. In addition, each case of plagiarism will be reported to the Dean.

Plagiarism is the presentation of someone else's work as if it were your own, for example, by copying or paraphrasing from a fellow student, the web, or from a publication without adequate citation of the source. Direct borrowing of more than three consecutive words from any written source without quotation marks and acknowledgment (usually a footnote or endnote) constitutes plagiarism.

## COURSE SCHEDULE

*This schedule is intended as a guide to the semester. It will be adjusted as needed.*

*The reading assignments are to be completed on the dates indicated.*

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
<b>Aug. 28:</b>	<u>Introduction. The Value of History</u>	
<b>August 30:</b>	<u>Europe Before the Seventeenth Century:</u> <u>The Renaissance and the Great Explorations</u> <u>The Reformation and Religious Wars</u>	
<b>Sept. 4:</b>	<u>The People, the Land, and the State in the XVII Cent.</u>	Birn, 3-44
<b>Sept. 6:</b>	<u>The Age of Mercantilism</u>	Birn, 45-78
<b>Sept. 11:</b>	Crisis and Resolution in the West: England and the Netherlands <b>Optional title of your research paper and selected bibliography due</b>	Birn, 79-110
<b>Sept. 13:</b>	Crisis and Resolution in the West: France, Spain and Portugal	Birn, 111-149
<b>Sept. 18:</b>	Crisis and Resolution in Central, Northern Europe and the Balkans	Birn, 151-176
<b>Sept. 20:</b>	From Muscovy to the Russian Empire	Birn, 177-192
<b>Sept. 25:</b>	Europe and the World between 1648 and 1725	Birn, 193-243
<b>Sept. 27:</b>	The Age of Reason	Birn, 245-284
<b>Oct. 2:</b>	The People, the Land and the State in the XVIII Cent.	Birn, 287-324
<b>Oct. 4:</b>	The Enlightenment	Birn, 325-384
<b>Oct. 9:</b>	<b>Fall Break</b>	

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Oct. 11:	<u>Review session</u>	
Oct. 16:	<b>Midterm Exam</b>	
Oct. 18:	<u>Natural Law</u>	Williams, 8-14, 85-102
Oct. 23:	<u>The Civil Order</u> <b>Review of Rousseau's <i>Discourse...</i> due (Williams, 106-118). Turnitin submission</b> <b>Optional abstract of your research paper due</b>	Williams, 14-22, 105-171
Oct. 25:	<u>The Nation State</u>	Williams, 22-25, 175-213
Oct. 30:	<u>Government</u>	Williams, 25-32, 217-288
Nov. 1:	<u>Civil Rights</u>	Williams, 32-36, 291-316
Nov. 6:	<u>The Rights of Women</u>	Williams, 36-40, 317-352
Nov. 8:	<u>War and International Relations</u> <b>Review of Saint-Pierre's, <i>A plan...</i> due (Williams, 355-363). Turnitin submission</b>	Williams, 40-48, 355-393
Nov. 13:	<u>Trade and Economics</u>	Williams, 48-57, 397-435
Nov. 15:	<u>Crime and Punishment</u>	Williams, 57-61, 439-467
Nov. 20:	<u>The Ancien Regime Triumphant, 1715-1763</u>	Birn, 405-449
Nov. 22:	<b>Thanksgiving Break</b>	
Nov. 27:	<u>Poland</u>	<u>The Government of Poland</u> Birn, 478-487
Nov. 29:	<u>The Decline and Fall of the Ancient Regime</u> <b><i>The Government of Poland Critique</i> due. Research paper due. Turnitin submission</b>	Birn, 451-503
Dec. 4:	<u>France and the Revolution</u>	Birn, 504-525 Williams, 64-67, 492-507 Williams, 67-70, 508-521
Dec. 6:	<u>Conclusion and Review Session</u>	
<b>Final Exam Week:</b>	<b>Final Exam</b>	

**Note: Students with disabilities who need special accommodations must contact an Assistant Coordinator of Services for Students with Disabilities to obtain written verification of their disabilities and arrange for those accommodations.**

### **Book Critique guide**

A critique is not a simple book report or review; it is an essay in which you **analyze** and **evaluate** what the author has written. **Do not** summarize the book nor quote it extensively. When referring to a statement in the book, put it in your own words and put a footnote at the end giving the page so your reference can be checked. Use the suggestions below as a guide to reading the book (take notes while you read to make the writing easier) and to writing the critique. For further suggestions, see the New York Review of Books or the New York Times Book Review.

#### **I. Introduction (20-25% of the critique)**

In a paragraph or two, explain what the book is all about, what aspects of history does the author emphasize, how the book is organized. Indicate the major question the author deals with and what his central propositions are. Do not merely paraphrase the table of contents.

## II. The Body (50-60%)

Discuss the author's development of his major questions and evaluate the central propositions in terms of the evidence given. Which of the author's generalizations do you find especially valuable, convincing, relevant, interesting? Why? With which you disagree? Why? React to the material in the book and the arguments it presents but make sure that your essay does not lose coherence by attempting to cover too much. Depth is preferable to quantity. Again, do not just summarize what the author says.

## III. Historiographical Conclusion (20-30%)

What does the author reveal about himself in this book? Is he fair and objective? What are his biases? What do you suspect are his values? Do you think that there are any connections between these values and questions that he raises and answers? Do his views intrude on the narrative or liven it up? Give references to back up your statements. Rate the author as a writer for clarity, organization, and ability to keep your interest. Have you learned anything from this book?

The critique will be judged for style and grammar as well as for critical analysis: use a dictionary and a thesaurus. Consult the brief but valuable paperback by William Strunk Jr., and E. B. White, The Elements of Style. Specific references should be footnoted. The **first citation** of a book should include the date and place of publication since these can be significant. If the same book is cited successively, use **Ibid.**, plus the page number. If another book is cited in between, use the following form: name of the author, page number. Your paper should be typed double-space. **Proofread** it before handing it in. Late papers will be accepted but penalized.

### Style and grammar:

- Try to use present tense when writing about the book or the author and the past tense when discussing the subject of the book.
- Avoid repetitions.
- When mentioning a person for the first time use his/her full name.
- Make sure that your review is understandable to somebody who has not read the book.
- Use active voice unless using passive voice is unavoidable.
- Do not quote extensively (no more than two-three short quotations per page).
- Never use slang.
- Avoid contradicting yourself.
- Avoid using hyperbole.
- Remember that "there" (location) and "their" (possession) are two different words.

### Short guide to writing book/document reviews

A book/document review is not a report. A report summarizes the contents of the book/document while a review provides critical analysis of a book/document. Remember that your role is to evaluate the book/document as a potential historical source.

### Contents of a good review:

- Your review should be headed by a bibliographic citation which includes the author's name and the title of the piece. You can also add the place of publication, publisher, and date of publication.
- Divide your review into three parts: introduction, body, and conclusion
- In your introduction identify the author's theme or thesis. Why did the author write this book/document? What did the author try to say? What time period does the book/document cover? What are the subtopics in the book/document?
- In the body of your paper explain how the author supports his/her thesis and what evidence he/she uses. Make sure to divide the body of your paper into paragraphs.
- In your conclusion try to identify the potential audience of the book/document and assess the author's success in proving his/her thesis. State the work's relevance.

### Suggestions:

- Read the entire book/document more than once.
- While reading think what the author is trying to say.
- Take notes if necessary.
- Write the first draft of your review ahead of the deadline. Set the draft aside for a day or two.
- Revise your review at least once.
- Proofread your paper before submitting it. It is always a good idea to ask a friend to read your paper before submitting it.

### Style and grammar:

- Try to use present tense when writing about the book or the author and the past tense when discussing the subject of the book/document.

- Avoid repetitions.
- When mentioning a person for the first time use his/her full name.
- Make sure that your review is understandable to somebody who has not read the book/document.
- Use active voice unless using passive voice is unavoidable.
- Do not quote extensively (no more than two-three short quotations per page).
- Never use slang.
- Avoid contradicting yourself.
- Avoid using hyperbole.
- Remember that “there” (location) and “their” (possession) are two different words.

### **Your oral presentation guide**

An oral review of a document is not a summary as it provides critical analysis of a source. Remember that your role is to evaluate the document as a historical source.

#### **Content of a good oral presentation:**

- Your presentation should be headed by short biographic information about the author of the document.
- Identify the author’s theme or thesis.
- Why did the author write this text?
- What did the author try to say?
- What time period does the text cover?
- What are the subtopics in the document?
- Explain how the author supports his/her thesis and what evidence he/she uses.
- How effective/convincing is the author with his/her presentation?
- In your conclusion try to identify the potential audience of the document and assess the author’s success in proving his/her thesis. State the document’s relevance.

#### **Suggestions:**

- Read the entire text more than once.
- While reading think what the author is trying to say.
- Take notes if necessary.
- Write a draft of your presentation (PowerPoint?).
- If you have a partner, meet with him/her at least once to discuss your presentation. Practice your presentation with your partner.
- Take a good night sleep the night before your presentation is due.
- Divide time equally between all presenters.
- Try to keep an eye contact with your audience during your presentation.
- Be prepared to answer questions from the audience at the end of your presentation.
- Be ready to step in and help your partner at any time (you must be familiar with each other’s material).

#### **Style of your presentation:**

- Avoid repetitions.
- When mentioning a person for the first time use his/her full name.
- Make sure that your presentation is understandable to somebody who has not read the document.
- Never use slang. Never say “whatever,” “what not,” etc. unless you decided to turn your presentation into a play.
- Avoid contradicting yourself.