

UNIVERSITY OF WISCONSIN-MADISON
Department of History
Semester I, 2019-2020
History 201: The Historian's Craft

IDENTITY AND CULTURE IN EIGHTEENTH-CENTURY EUROPE & COLONIES

Prof. Suzanne Desan
Prof. Office Hours: Mon. & Wed., 4-5 p.m.
T.A.: Ben Shannon
Lecture: Mon. & Wed. 2:30-3:45, 1217 Humanities

Office: 5120 Humanities
smdesan@wisc.edu
btshannon@wisc.edu
T.A. Office: Humanities 4266

Course Description:

This “Historian’s Craft” course explores how historians probe, interpret, analyze, and narrate the past. At the same time, we will pose a fundamental question: how did people living in Europe and its colonies imagine their identities in the eighteenth century? And how did discussions of identity interact with new calls for equality and rights in the eighteenth century? In this era, Europe and its colonies all had deeply unequal and hierarchical societies. Tradition and social structures supported the view that aristocrats should hold power over peasants, Christians over Jews, men over women, masters over slaves, and Europeans over non-Europeans. But the Enlightenment, the major cultural movement of the 1700s, produced debate on inequality and “natural human rights.” Ordinary individuals began to see their identities in a new light, question power hierarchies, and imagine a different future. We will look at how all sorts of women and men, from slaves to aristocrats, reflected on their position in society, their sense of self, and perceptions of injustice. Europe’s increasing global empire also played a pivotal role in this story. It both produced European self-questioning and generated devastating power systems, such as plantation slavery. To get inside the thinking and aspirations of all kinds of actors, we will read excerpts from autobiographies, travel narratives, letters, and one novel. At the very end of the course, we will briefly examine the longer-term significance of the debates of this Enlightenment era by looking at the French and Haitian Revolutions.

While we pose these pivotal questions, we will pay close attention to questions of historical method. Students will analyze different types of sources, learn how to ferret out and assess evidence, and develop their own research, writing, and speaking skills.

Reading:

- *Lynn Hunt, Inventing Human Rights (N.Y.: Norton, 2007)
 - *Françoise de Graffigny, Letters from a Peruvian Woman, trans. David Kornacker (1993)
 - *Olaudah Equiano, The Interesting Narrative of the Life of Olaudah Equiano, 3rd ed., ed. Robert Allison (Boston: Bedford-Saint-Martin’s, 2016) [NB I also give pages below for 2nd ed.]
 - *Mary Lynn Rampolla, A Pocket Guide to Writing in History, 9th ed. (Boston: Bedford-Saint-Martin’s, 2018) [NB that I give section numbers below in case you are using 7th or 8th ed.]
- *** Course Packet of primary and secondary sources. **All reading without an asterisk is in this course packet, including reading from internet sources.**

Reading: The above books have been ordered and should be available at the University Bookstore and on reserve in H. C. White library. They are marked with an asterisk (*) in the assignments below. The READER (or course packet) of xeroxed articles and documents is available at the Copy Center at 6120 Sewell Hall (the Social Sciences Building) and on reserve. The reader is required. Students will have the opportunity to discuss in the readings in lecture and/or in weekly discussion sections on Thursday.

Requirements: Course grades will be based as follows: 25% participation in section and lecture; 20% final paper; 15% each for two 5-page papers; 5% each for two very short papers; 5% for your oral report and initial proposal with bibliography; 5% for your participation in Louis Mandrin's mock trial; 5% for peer review of final papers. The Assignment Sheet offers a more detailed list of assignments, percentages, and due dates. Grades are weighted in this way: A 95; AB 90; B 85; BC 80; C 75; CD 70; D 65; F 60 points. You are required to attend both lecture and discussion, although you will be allowed three missed classes (one freebie and two excused classes if necessary.) Any absences beyond those three will reduce your grade. Many students feel anxious about speaking up in class, but active and lively participation will increase your enjoyment, your learning, and your grade. The T.A. and I will work toward creating welcoming classrooms. If you still feel uncomfortable or shy, come to office hours and we will discuss strategies for overcoming those reservations.

Credit Hours & Work Load: This 4-credit course has 4 hours of group meetings per week (each 50 minute segment of lecture and discussion counts as one hour according to UW-Madison's credit hour policy). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 8 hours per week for reading, researching, writing, preparing for discussions, doing peer review, and/or preparing for your oral presentation or the Louis Mandrin trial.

Electronic Devices: Although technology can be incredibly useful, recent research suggests that laptop use in classrooms does not improve student learning and often actually hinders it. One study at York University found that students who took notes by laptop scored "11% worse on comprehension tests" than those who did not; students who were continually distracted by neighbors' computer screens earned grades 17% lower than those who were not. Stunning results: that makes one to two letter grades lower on their test scores. The researchers interpreted these results as evidence of our tendency to overestimate our ability to multi-task. In addition, a study done at UCLA and Princeton determined that taking notes by hand caused students to focus their attention more sharply and to reformulate and process the material as they listened. As a result, the students tended to remember and understand the material more fully.¹ We are all interested in promoting the most effective student learning, so laptop and phone use will not be allowed during class.

¹ Faria Sana, Tina Weston, and Nicholas J. Cepeda, "Laptop multitasking hinders classroom learning for both users and nearby peers," *Computers & Education*, March 2013, Volume 62: 24-31; Pam Mueller and Daniel Oppenheimer, "The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking," *Psychological Science*, April 2014, (25) 6: 1159-1168. With thanks to Katie Jarvis for these references.

Course Goals and Learning Outcomes:

To improve writing and oral communication skills and to hone critical thinking by exploring unexpected historical events and diverse human reactions

To develop research skills and the ability to read difficult, unfamiliar texts

To fuse creative thinking with intensive writing skills

To build the ability to assess sources critically in both print and internet sources

To analyze and reflect on deep-rooted and varied human issues, still present today, such as:

- How do individuals forge identities and construct a sense of self?
- How do “authenticity” and “performance” interact when individuals present themselves?
- How does writing interact with identity-construction?
- Likewise, how do various categories of identity – such as gender, nationality, class, religion, status, etc. – inform individual behavior and life trajectory?

- How does studying individuals shed light on broader social or cultural questions about a historical time and place?

To debate and make concrete & understandable various core interpretive concepts, such as “agency”, “identity”, “contingency”, “structure”, “ideology”, etc.

To gain greater understanding of the dynamics of eighteenth-century Europe, the Enlightenment, and colonization

History Lab: The History Lab is a writing center run by History PhD students who can help you at any stage of the writing process: drafting your imaginative research question, outlining a paper, composing a thesis statement, or revising a draft. Book an appointment online for a one on one appointment: <http://go.wisc.edu/hlab>.

Plagiarism: The UW Writing Center offers this definition of plagiarism from the Merriam Webster Dictionary: "to steal and pass off (the ideas and words of another) as one's own" or "present as new and original an idea or product derived from an existing source." Plagiarized work constitutes a serious offense and will receive an F. Students must produce all of their own work without borrowing any sentences or sentence fragments from the web, books, or articles. All quotations should be put into quotation marks and cited. For information about what constitutes plagiarism and how to avoid it, here are two sources: <http://www.plagiarism.org>; <http://writing.wisc.edu/Handbook/QuotingSources.html>. These sites also have useful tips on paraphrasing and quoting from others' work.

UNIT I: EUROPEAN SOCIETY, THE ENLIGHTENMENT, RIGHTS, & IDENTITY

Week 1 (Sept. 4) INTRODUCTION

Reading: Smith and Watson, Reading Autobiography: A Guide for Interpreting Life Narratives, 2nd ed., 1-20, 103-126 [In this chapter focus on 103-04, 109-121, 124-125 & skim intervening pages]
Isser Woloch & Gregory S. Brown, Eighteenth-Century Europe, 2nd ed., 89-112

** ASSIGNMENT #1, due at section, Thurs., Sept.12, 2-pg. paper analyzing a primary source

Week 2 (Sept. 9-11) EUROPEAN SOCIETY, FAMILY, & IDENTITY

Reading: Smith and Watson, Reading Autobiography, 232-55

Marie-Jeanne Roland, The Memoirs of Madame Roland, 125-127, 168-175, 198-208, 242-252
Casanova de Seingalt, from the The Story of My Life, Table of Contents, 203-209, 234-41, and
his “Escapes from Prison,” in Confessions and Self-Portraits, 115-124

* Mary Lynn Rampolla, A Pocket Guide to Writing in History, 9th ed., 1-42 [sections 1-3c]

Week 3 (Sept. 16-18): ENLIGHTENMENT, READING, & WRITING

Reading: Margaret Jacob, The Secular Enlightenment, 6-32

Isser Woloch & Gregory S. Brown, Eighteenth-Century Europe, 2nd ed., 181-192

Diderot, from The Encyclopedia in The Enlightenment: A Comprehensive Anthology, 287-291

Voltaire, “Equality” from his Philosophical Dictionary, in Social Thought, 23-26

Anne-Robert-Jacques Turgot, “The Successive Advancement of the Human Mind,” in
Enlightenment Thought: An Anthology of Sources, 80-82

**ASSIGNMENT #2: due Thursday, Sept. 26 at section: 2-page paper assessing Hunt’s
argument

Week 4 (Sept. 23-25) ENLIGHTENMENT II: INVENTING HUMAN RIGHTS

Reading: *Lynn Hunt, Inventing Human Rights, 15-112

Sample Papers on colonial New England and on Toussaint Louverture

* Rampolla, A Pocket Guide to Writing in History, 42-45 & 52-82 [sections 3d & 4a-4g]

** ASSIGNMENT #3: at section on Thurs, Oct. 3: Oral assignment: Put Louis Mandrin on trial

Week 5 (Sept. 30-Oct. 2) CRIMINAL JUSTICE, SMUGGLING, & POLITICAL AUTOBIOGRAPHY

Reading: Cesare Beccaria, “On Crimes and Punishment,” from The Enlightenment: A
Comprehensive Anthology, 710-11, 725-38

Michael Kwass, “The First War on Drugs: Tobacco Trafficking, Criminality, and the Fiscal State
in Eighteenth-Century France,” in The Hidden History of Crime, Corruption and States,
148-179.

The Political Testament of Louis Mandrin, Generalissime of the Troops of Smugglers, written by
his own hand in Prison, 7th ed. (Geneva, 1755), 2 pages of translation in typescript
[Louis Mandrin, allegedly]. Authentic memoirs of the remarkable life and surprising exploits of
Mandrin, captain-general of the French smugglers, who for the space of nine months
resolutely stood in defiance of the whole army of France. Printed for M. Cooper [etc.],
1755, 1-15, 18-20, 26-34, 38-39. <http://tinyurl.com/tinyurl/9geHv0>

UNIT II: GLOBAL ENCOUNTERS AND VARIED IDENTITIES

** ASSIGNMENT #4: due Thursday, Oct. 10 at section. 5-page paper analyzing the fictional
autobiography of Françoise de Graffigny

Week 6 (Oct. 7-9): GENDER, EXOTICISM, AND FICTIONAL AUTOBIOGRAPHY

Reading: * Françoise de Graffigny, Letters from a Peruvian Woman, trans. David Kornacker
(MLA, 1993), read 3-29, skim 29-46 (chaps. 3-8), read 47-174

Week 7 (Oct. 14-16): TRAVEL NARRATIVES & LETTERS: WINDOWS ON IDENTITY
Susan E. Whyman, The Pen and the People: English Letter Writers, 1660-1800, 19-30, 258-261
Lady Mary Wortley Montagu, Letters in Before their Time: Six Women Writers of the Eighteenth Century, 48-51, & in Selected Letters, 90-97
Emily Clark, ed., Voices from an Early American Convent: Marie Madelaine Hachard and the New Orleans Ursulines, 1727-1760, 36-63, 72-91

Week 8 (Oct. 21-23): GLOBALIZATION, SLAVERY, AND SLAVE AUTOBIOGRAPHY
Reading: *Olaudah Equiano, The Interesting Narrative of the Life of Olaudah Equiano, ed. Robert Allison, 3rd ed. 1-26, 32-65top, 104-117, 160mid page-167, 203-206 [In 2nd ed. 7-33, 41-74top, 114-128, 172 bottom-179, 215-218. In both editions = Intro, Chaps. 1-2, part of Chap. 3, Chap. 6, part of Chap. 10, & Letter to James Tobin.]

**ASSIGNMENT #5, due Thurs., Oct 31 at section: 5-page paper analyzing the contest over interpreting identity issues in Equiano

Week 9 (Oct. 28-30): ABOLITIONISM, EQUIANO, AND DEBATING IDENTITY
Reading: Vincent Carretta, Equiano, the African: Biography of a Self-Made Man, xi-xix, 1-16
James H. Sweet, "Olaudah Equiano, Domingo Álvares, and the Methodological Challenges of Studying the African Diaspora," American Historical Review 114 (2009): 279-306

Week 10 (Nov. 4-6) SELF-QUESTIONING AND THE NEW WORLD
Sankar Muthu, Enlightenment against Empire, 244-51
Baron de Lahontan, A Dialogue between the Author and Adario, part of New Voyages to North-America, 517-35, 549-50, 570-89, 605-18

UNIT III: TOWARD REVOLUTIONS AND RESEARCH PAPERS

Week 11 (Nov. 11-13) JUDAISM, RIGHTS, & RESEARCH PAPER
Reading: Solomon Maimon, Solomon Maimon: An Autobiography, trans. J. Clark Murray, ix-xix, 187-196
Zalkind Hourwitz, from Vindication of the Jews (1789) <https://chnm.gmu.edu/revolution/d/277/>
Christian Wilhelm von Dohm, from Concerning the Amelioration of the Civil Status of the Jews (1781), from http://ghdi.ghi-dc.org/docpage_s.cfm?docpage_id=4241
Sample Paper on Identity: "On the "Throne of Hairdressing": Hairdos and Heroics in the Memoirs of Léonard Autié" (Marie-Antoinette's hairdresser), used anonymously with student's permission
* Rampolla, A Pocket Guide to Writing in History, 83-119 [sections 5,6, & 7a-7b]

ASSIGNMENT #6: due Thurs., Nov. 21 at section: Brief Oral Report on final paper topic

Week 12 (Nov. 18-20): AUTOBIOGRAPHY, POLITICAL THOUGHT, & INEQUALITY
Reading: Jean Jacques Rousseau, from his Confessions in The Enlightenment: A Sourcebook and Reader, 355-360 & from Confessions and Self-Portraits, 111-114.
Jean-Jacques Rousseau, from Discourse on the Origins of Inequality in Social Thought, 39-45
Rousseau, from The Social Contract, from Internet Modern History Sourcebook, 1-4 typescript

****ASSIGNMENT #7:** Draft of final paper, due Mon., Nov. 25 in lecture

Week 13 (Nov. 25-27): TOWARD THE REVOLUTIONS

No section, No Wed. lecture here.

Reading: Your fellow students' drafts of final papers

**** ASSIGNMENT #8:** Peer review of fellow students' papers, due in Section, Thurs., Dec. 5

Week 14 (Dec. 2-4) DECLARING RIGHTS: REVOLUTION IN FRANCE

Section: Peer Review of Drafts

Reading: **** Lynn Hunt, Inventing Human Rights, 113-175**

**** ASSIGNMENT #10:** Final Papers due Thursday, Dec. 12

Week 15 (Dec. 9-11) SEIZING LIBERTY: REVOLUTION IN HAITI

No Reading