COURSE OVERVIEW
This course examines the pendulum swings of struggle in three realms whose conflicted history defines the American Enlightenment: democracy, racial equality, and early feminism. We will study the Great Awakening in New England, the American Revolution and the conflict over the U.S. Constitution, the impact of the French and the Haitian Revolutions in America, and the transatlantic influence of Mary Wollstonecraft. Our focus will be on a narrow historical period, less than three-quarters of a century, but we will gesture toward generalizations about the nature of Enlightenment thought as such: how its claims on behalf of universal humanity could (and can) be used as a tool to effect real social equality, and how we are to understand the relationship between political speech and social conflict. Our texts are not specifically literary, but we will pay attention to literary and rhetorical effects: our interest lies not only in the political claims of these texts, but also in how our writers make their claims. We will close the course by opening a discussion on the current state of claims for universal human rights.

REQUIREMENTS AND POLICIES

Reading. Read and reread. Then read again. Makes notes in the margins, underline and circle words and phrases: be an active reader. Do this with each text in advance of our session, and arrive with a handful of points or questions for discussion.

Writing. Weekly memos (2pp.) responding to the reading, preferably in the form of summary or close reading of a passage from a text. These serve several purposes: first, they will spur you to engage closely with the language of the texts, and to pay attention to rhetorical strategies; second, they will supply you with fodder for our discussions (and “data” with which to support your in-class claims about the texts); third, and least interestingly, they will constitute a portion of your grade: the thirteen memos, adequately written, will amount to an “A” for 25% of your grade. In addition, you will write either two short essays (5-7pp.) or one longer essay (12-15pp.) on a subject to be determined in consultation with me. This assignment will constitute 75% of your grade (so, if you choose to write two essays, each will be worth 37.5% of the total grade).

Attendance, participation, deadlines. Arrive to class on time and prepared to actively participate in our discussions. “Class participation” is not a formal part of the grade for this course because this is a discussion course: the basic assumption is that we will all participate. More than three absences will be grounds for failing the course. All due dates are firm.

Students with disabilities. It is the policy of Wesleyan University to provide reasonable accommodations to students with documented disabilities. Students, however, are responsible for registering with Disabilities Services, and for making requests known to me in a timely manner. If you require accommodations in this class, please make an appointment with me as soon as possible (during the second week of the semester) so that appropriate arrangements can be made. The
procedures for registering with Disabilities Services can be found at
www.wesleyan.edu/deans/disability-students.html.

TEXTS (available at Broad Street Books):
- Vincent Carretta, ed., Unchained Voices: An Anthology of Black Authors in the English-Speaking World of the Eighteenth Century (U of Kentucky P)
- Foot and Kramnick, ed., The Thomas Paine Reader (Penguin)
- Edmund Burke, Reflections on the Revolution in France (Hackett)
- Charles Brockden Brown, Ormond; or, The Secret Witness (Broadview)
- Dubois and Garrigus, ed., Slave Revolution in the Caribbean: A Brief History with Documents (Bedford-St. Martin’s)
- Leonora Sansay, Secret History; or, The Horrors of St. Domingo and Laura (Broadview)
- Mary Wollstonecraft, A Vindication of the Rights of Woman (Penguin)
- Hannah Foster, The Coquette (Oxford UP)

A course reader, available from Pip Printing, 344 Main St.

**Order the reader online at www.pipmid.com. Click on the course-book icon, and complete the order form. You can save your username and password for future orders. Course readers will be ready for pickup one workday after you place your order.**

SCHEDULE (texts in course reader are marked with an asterisk [*])

Week 1
THURSDAY, 1/22 – Introduction
[Overview of Enlightenment, discussion of the status of events in history and of the global context of American Enlightenment. Introduction to the units of the course.


I. DEMOCRACY 1: GREAT AWAKENINGS

Week 2
Jonathan Edwards, A Faithful Narrative of the Surprising Work of God (1737)*
Charles Chauncy, “Enthusiasm Described and Caution’d Against” (1742)*
Chauncy, from Seasonable Thoughts on the State of Religion in New-England (1743)*
Edwards, from A Treatise on Religious Affections (1746)*

THURSDAY, 1/29 – Pietism, Persuasion, and Desire in the British Empire
George Whitefield, from the Journal (1740)*
Josiah Smith, from A Sermon, on the Character, Preaching, &c. of the Rev. Mr. Whitefield (1740)*
Benjamin Franklin, from the Autobiography, Part Three (1788-89)*
Week 3

TUESDAY, 2/3 – Emancipatory Conversions
   Elizabeth Ashbridge, “Some Account of the Fore-part of the Life” (1755)*
   James Albert Ukawsaw Gronniosaw, A Narrative of the Most Remarkable Particulars In the LIFE (1772) (Carretta 32-58; bio. note 393)
   Jupiter Hammon, poems (Carretta 26-31; bio. note 394)

THURSDAY, 2/5 – New vs. Old Futures
   Jonathan Mayhew, “The Right and Duty of Private Judgment” (1748)*
   Joseph Bellamy, “The Millennium” (1758)*
   Benjamin Franklin, Poor Richard Improved (1758)*

II. DEMOCRACY 2: THE AMERICAN REVOLUTION

Week 4

TUESDAY, 2/10 – Representation and Political Revolution 1
   Thomas Jefferson, from A Summary View of the Rights of British America (1774)*
   Declaration of Independence (1776)*
   Jefferson, from the Autobiography (1821)*
   Paul Revere, engraving of the Boston Massacre (in-class handout)
   Cartoons (in-class handout)

THURSDAY, 2/12 – Representation and Political Revolution 2
   Samuel Johnson, Taxation No Tyranny (1775)*
   Peter Oliver, from Origin and Progress of the American Rebellion (1781)*

Week 5

TUESDAY, 2/17 – Common Sense and the Specter of Social Revolution
   Thomas Paine, Common Sense (1776) (Paine Reader pp. 65-115)
   Candidus [James Chalmers], Plain Truth (1776)*

THURSDAY, 2/19 – Ambivalences
   Phillis Wheatley, “To the King’s Most Excellent Majesty. 1768,” “To the Right Honorable William, Early of Dartmouth,” “To His Excellency General Washington” (Carretta 62, 65, 67-68)
   Philip Freneau, “American Liberty, A Poem” (1775)*
   J. Hector St. John de Crèvecoeur, “Distresses of a Frontier Man” (1781)*
III. DEMOCRACY?: THE CONSTITUTION

Week 6
TUESDAY, 2/24 (Flag Day) – Democracy and National Consolidation
- Articles of Confederation (1777)*
- U.S. Constitution (1787)*
- Franklin, Speech at the Convention (1787)*
- “Z Replies to Franklin’s Speech” (1787)*
- Fisher Ames, “The Volcano of Democracy” (1788)*
- Amos Singletary and Jonathan Smith, “Leviathan” (1788)*
- William Findley and James Wilson, exchange on consolidation and slavery (1787)*
- Ruth H. Bloch, “The Gendered Meanings of Virtue in Revolutionary America”*

THURSDAY, 2/26 – Constitutional Language: Whole vs. Parts, Federalists vs. Anti-Federalists 1
- Alexander Hamilton, John Jay, James Madison, *The Federalist* preface and numbers 1, 2, 9, 10, 11, 14, 15 (1787)*
- “Cato” (1, 2) vs. “Caesar” (1); “Cato” 3 (1787)*
- “Caesar” 1 (1787)*
- “Brutus” 1, 3, 4, 5, 6 (1787)*

Week 7 (first essay due)
TUESDAY, 3/3 – Constitutional Language: Whole vs. Parts, Federalists vs. Anti-Federalists 2
- *The Federalist* 35, 51, 58, 85 (1788)*
- Dissent of the Minority of the Pennsylvania Convention (1787)*
- “America” (Noah Webster), Reply to the Pennsylvania Minority (1787)*
- “K” (Benjamin Franklin) on Antifederalists (1788)*
- Saul Cornell, “Ratification and the Politics of the Public Sphere,” from *The Other Founders**

THURSDAY, 3/5 – The Bill of Rights and the Constitutional Legacy – CLASS RESCHEDULED
- James Wilson, Speech at the Philadelphia Meeting (1787)*
- Francis Hopkinson, “The Raising: A New Song for Federal Mechanics” (1788)*
- David Ramsay, from *The History of the American Revolution* (1789)*
- Mercy Otis Warren, from *A History of the Rise, Progress, and Termination of the American Revolution* (1805)*
- Gary J. Kornblith and John M. Murrin, “The Making and Unmaking of an American Ruling Class”*

MIDSEMESTER RECESS, 3/6 - 3/23

IV. RIGHTS OF MAN 1: THE FRENCH REVOLUTION IN AMERICA

Week 8
TUESDAY, 3/24 – Revolution and the Old Regime
- Paine, from *Rights of Man*, Part One (1791) (*Paine Reader* pp. 201-262)
James Gillray cartoons (in-class handout)
French Revolutionary calendar (in-class handout)

THURSDAY, 3/26 – American Ambivalences
Paine, from *Rights of Man*, Part Two (1792) (*Paine Reader* pp. 263-307)
Thomas Jefferson, from the *Autobiography* (1821)*
John Adams, from “Discourses on Davila” (1789)*

**Week 9**

TUESDAY, 3/31 – Revolution, Seduction, and the Gothic
Charles Brockden Brown, *Ormond; or, The Secret Witness* (1799) (Read intro. and novel through p. 152)

THURSDAY, 4/2 – Revolution, Seduction, and the Gothic
*Ormond* (finish the novel)

**V. RIGHTS OF MAN 2: RACE, SLAVERY, REVOLUTION, HAITI**

**Week 10**

TUESDAY, 4/7 – Revolution in Haiti
Readings from Dubois and Garrigus:
“Introduction: Revolution, Emancipation, and Independence” (7-45)
The *Code Noir* (1685) (49-54)
Free Citizens of Color, Address to the Nat’l Assembly (1789) (67-70)
Abbé Grégoire, “Letter to Those Who Love Mankind” (1790) (73-75)
Letters from the Uprising of Vincent Ogé (1790) (75-78)
Julien Raimond, “Observations” (1791) (78-82)
The Debate of May 15, 1791 (82-83)
Jean-Paul Marat, from *The Friend of the People* (1792) (111-112)
Thomas Clarkson, “The True State of the Case” (1792) (113-115)
Laurent Jolicoeur, petition (1793) (119-120)
Léger Félicité Sonthonax, *Decree of General Liberty* (1793) (120-125)
Insurgent responses to emancipation (1793) (125-128)
Nat’l Convention, abolition of slavery (1794) (129-132)
“Defining Emancipation, 1794-1798” (133-158)
Toussaint Louverture, from *Constitution* (1801) (167-170)
Louis Delgrès, proclamation (1802) (171-172)
Jean-François-Xavier de Ménard, on Delgrès’ final stand (1802) (173-175)
Haitian Declaration of Independence and Constitution (1804, 1805) (188-196)
Robin Blackburn, from *The Overthrow of Colonial Slavery, 1776-1848* *
Aimé Césaire, from *Toussaint Louverture* (handout)

THURSDAY, 4/9 – Black Atlantic Writing in Turbulent Times
Introduction to Carretta 1-16
John Marrant, *A Narrative* (1785) (Carretta 110-133; bio. note 396)
Johnson Green, *Life and Confession* (1786) (Carretta 134-141; bio. note 392-393)
Belinda, “Petition of an African Slave” (1782) (Carretta 142-144; bio. note 389-390)
Quobna Ottobah Cugoano, “Thoughts and Sentiments on...Slavery” (1787) (Carretta 145-184; bio. note 390)
Benjamin Banneker, letter to the Secretary of State (1792) (Carretta 319-324; bio. 389)

Week 11
TUESDAY, 4/14 – Dispatches to the Slaveholding Nation to the North: Literature and Reportage
Leonora Sansay, The Secret History; or, The Horrors of St. Domingo (1808) (read intro., as well)
Philadelphia General Advertiser reports (Dubois and Garrigus 95-99)
Petition of Refugees in Charleston, S.C. (Dubois and Garrigus 162-164)
Charles Brockden Brown, “St. Domingo” (1804) (Dubois and Garrigus 164-166)

THURSDAY, 4/16 – Enlightenment Racism
Thomas Jefferson, Notes on the State of Virginia, Query XIV (1785)*
Jefferson letters (Dubois and Garrigus 159-162)
Phillis Wheatley, “On Imagination” (Carretta 64-65), “To S.M. a Young African Painter, on Seeing his Works” (Carretta 66-67)
Francis Williams, “An Ode” (1774) (Carretta 72-76; bio. note 398-400)
Portrait of Francis Williams (c.1745) (in-class handout)

VI. RIGHTS OF WOMAN: MARY WOLLSTONECRAFT IN AMERICA

Week 12
TUESDAY, 4/21 – Declaring Female Independence
Mary Wollstonecraft, A Vindication of the Rights of Woman (intro. and through p. 143)

THURSDAY, 4/23 – American Orientalism and Patriarchal Reaction
A Vindication (finish the book)
Benjamin Silliman, Letters of Shahcoolen, a Hindu Philosopher, Living in Philadelphia; to His Friend El Hassan, an Inhabitant of Delhi (1802)*

Week 13
TUESDAY, 4/28 – Seductions of Patriarchy
Hannah Foster, The Coquette (read intro. and through p. 94)

THURSDAY, 4/30 – Seductions of Patriarchy
The Coquette (finish the novel)

VII. THE AFTERLIFE OF ENLIGHTENMENT

Week 14
TUESDAY, 5/5 – Critical Reflections – CLASS RESCHEDULED
Slavoj Žižek, “Against Human Rights”*