



# Candide's Eighteenth Century

LIT 3400 | Fall 2021  
Professor: Roger Maioli

Class meetings: M, W, F | Period 4 (10:40 AM - 11:30 AM)

## Course outline

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Is human nature essentially good or evil? Is the history of the world a narrative of progress or a random record of mistakes and crimes? Does life have a meaning? And is it okay to eat human flesh? These are some of the questions humorously explored in *Candide*, the most famous of Voltaire's philosophical tales. Published in 1759 at the height of Voltaire's fame, *Candide* confronts the central philosophical dilemmas of the Enlightenment, through the story of a naïve protagonist who wanders through the ruthless world of the eighteenth century. From Germany to Paraguay and from Suriname to Turkey, the young Candide witnesses and suffers all sorts of natural and human evils — war, pestilence, slavery, the Inquisition, pirates, earthquakes. Through the painful yet hilarious account of Candide's adventures, Voltaire challenges the optimistic worldview of his contemporaries, lashing out against abuses of power, the Catholic Church, the ceaselessness of war, and the exploitation of the Americas by European powers. In this course we will read *Candide* in connection with a vast range of primary and secondary sources that elucidate the book's targets and goals. We will read the books Voltaire satirizes, learn about the historical events at the heart of the story, and consider other contemporary views on the book's various topics; equally importantly, we will discuss the persisting relevance of these questions for our times. Contextualized this way, *Candide* will serve as a window into the material and intellectual history of the eighteenth century in Britain, France, and the Americas, and also as a springboard for considering the Enlightenment's complex legacy today.

# 1. Delivery Mode

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I will be teaching LIT 3400 in person, from MAT 0006. You may attend either in person or remotely, via HyFlex. Even if you request to attend remotely, you still have the option to come to class whenever you want. When attending in person, everyone should keep in mind UF's [official campus policy](#): "All people inside of UF facilities are **expected to wear masks** in community spaces in buildings ... even if you are vaccinated."

## 2. Communication Basics

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**Important:** Before you read any further, here's something I'll ask you to do **right away**: Go to Canvas > Account > Notifications > Announcements, and set it to "Notify Immediately." A lot of our communication for this course will happen through Canvas Announcements, and you need Canvas to let you know right away when a new Announcement is posted. Otherwise you may miss important information, assignments, and deadlines.

Have you taken care of that? Then welcome to LIT 3400! My name is Roger Maioli (pronounced "my olly") and I will be your instructor this semester. If we already know each other from previous courses, nice to see you again; otherwise, pleased to meet you. I am an Associate Professor of English. I was born and raised in Brazil, I hold a PhD in English from Johns Hopkins University, and since 2016 I have been at UF teaching courses on eighteenth-century British literature. You can learn more about me and my interests by checking my [UF page](#) and my [personal website](#).

In communicating with me, please write to [rogermaioli@gmail.com](mailto:rogermaioli@gmail.com) for a faster response. You can also use the Canvas messaging feature or my UF email ([rmaiolidossantos@ufl.edu](mailto:rmaiolidossantos@ufl.edu)), but I may take longer to respond. The rule of thumb is: If it's urgent, Gmail.

My **Office Hours** this semester will be on Monday from 2–4 PM in Turlington Hall 4338, as well as by appointment. If you decide to come to my office hours, whether in person or via Zoom, please let me know in advance to minimize overlap with other students. Indicate which of the following time windows work best for you: 2:00-2:30, 2:30-3:00, 3:00-3:30, or 3:30-4:00.

### 3. Readings

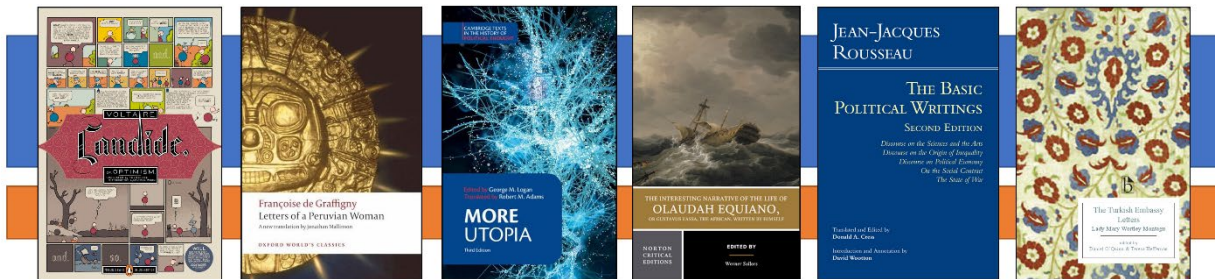
Buying books used to be easy. But these days students have been facing increasing difficulties telling **the difference between good and bad editions**. Most editions available on sites like Amazon are unusable, and those who purchase them end up having a harder time doing the readings and writing assignments. I decided to address this common issue in a video where I explain why this is happening, why editions vary, and why that matters for you. Watch the video through the link on the right.

Watch this!



<https://www.youtube.com/watch?v=sQNI59Wo9p4>

Now that you know what makes a good edition, here is our policy. I will ask you to **please buy Voltaire's *Candide* in the edition listed below**. You are welcome to use a different edition of the other texts if you already have one. I also allow students to work with free online editions as long as they are reliable (consult me to make sure). Now, if you intend to buy these books anyway, then please buy the edition listed below. This is especially important in the cases of 2, 3, and 5, which are translated from other languages. To make sure you are looking at the right edition, use the ISBN as your search term, and double-check the name of the editor or translator.



1) Voltaire, *Candide, Or Optimism*, translated by Theo Cuffe with an introduction by Michael Wood. London: Penguin, 2005.  
ISBN: 978-0143039426

2) Françoise de Graffigny, *Letters of a Peruvian Woman*, translated by Jonathan Mallinson. Oxford: OUP, 2009.  
ISBN: 978-0199208173

3) Thomas More, *Utopia*, translated by Robert M. Adams and edited by George M. Logan. Cambridge: Cambridge University Press, 2016. Third edition.  
ISBN: 978-1107568730

4) Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*, edited by Werner Sollors. New York: W. W. Norton & Company, 2001.

ISBN: 978-0-393-97494-2

*Note:* This edition is available with more than one cover design. As long as the ISBN or the publisher and editor are the same, this means you are getting the right edition.

5) Jean-Jacques Rousseau, *The Basic Political Writings*, edited and translated by Donald A. Cress. Indianapolis: Hackett, 2012.

ISBN: 978-1603846738

6) Lady Mary Wortley Montagu, *The Turkish Embassy Letters*, edited by Teresa Heffernan and Daniel O'Quinn. Peterborough: Broadview, 2013.

ISBN: 978-1554810420

In addition to the sources above, we will be using **four other types of material:**

- *Online sources.* We will be using two online databases: The first is *The Encyclopedia of Diderot and D'Alembert*, which is available for free at <https://quod.lib.umich.edu/d/did/>. To find the entries listed in the Course Schedule, go to "Browse Articles by English Title" and then locate them alphabetically. The second database is *Hume Texts Online*, available at <https://davidhume.org/>. For the essay we are reading for class, go to "Acknowledged Works" > "Essays, Moral, Political, and Literary, Part 1" > "Of the Rise and Progress of the Arts and Sciences (1742, 1777)."

- *PDF documents available on Canvas.* These include both primary and secondary sources. You will find, under the "Files" section of Canvas, the essays by Lynn Hunt, Geoffrey Turnovsky, Roger Pearson, Phillip Stewart, and Margaret Jacobs. You will also find Montaigne's essay "On the Cannibals," "Leibniz and Pope on Optimism," and Voltaire's tales *Zadig* and *The Ingenu*.

- *Sources available through databases.* We are reading an essay by the Norwegian scholar Ingvild Hagen Kjørholt. It is available on a database you can access by going to the UF Library website, looking for Databases, and searching for Project MUSE. On Project MUSE, search for "Cosmopolitans, Slaves, and the Global Market in Voltaire's *Candide, ou l'Optimisme*."



- *Course Reserves.* You can access *Roland Joffé's film The Mission* (1986) and Bartolomé de Las Casas's *A Short Destruction* through Course Reserves.

## 4. Coursework

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In addition to reading these texts, you will be doing **five kinds of graded work** for this course:

1. Attending and participating in class discussion.
2. Taking quizzes to demonstrate that you have done the readings.
3. Writing weekly responses to the readings.
4. Taking a midterm examination.
5. Writing a final paper.

Here are details about each of these assignments:

### 1. Attendance and participation.

I will be taking attendance and keeping track of your participation at our class meetings.

### 2. Quizzes

There will be a total of six multiple-choice quizzes, one on each of the texts we are reading. You will be taking the quizzes on Canvas on the dates and times indicated in the Course Schedule (see below). Each quiz will include five multiple choice questions and will be available on Canvas from 6:00 AM to 3:00 PM. Once you start, you will have five minutes to finish. Because they are designed to test for reading, they will be easy if you have done the readings but difficult otherwise.

**Important:** You will not be allowed to take make-up quizzes. I recommend adding all quiz dates right away to your personal calendar to make sure you won't miss any.

### 3. Weekly responses.

Over the course of the semester you will write ten short responses to the readings (150-200 words). You will post them to discussion threads on Canvas starting the third week of class. I will create the threads, give you instructions, and suggest possible topics for you to write about.

### 4. Midterm examination.

The Midterm includes a short quiz followed by three interpretive questions. It is a take-home examination, and you will be allowed to consult your books. The questions will focus on the contents of Weeks 1–7. I will circulate them together with instructions through Canvas on October 6, and your answers will be due on Canvas on **October 13 at 11:59 PM**.

### 5. Final paper.

This will be a 1400-1600-word essay in which you will respond to one of several prompts I will provide you with. **The final paper will be due on December 8 at 11:59 PM**. Late papers will lose a third of a letter grade per day that they are late.

## 5. Grading Policy

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- Your grade for **Attendance and Participation** will take both attendance and participation into account. You begin the semester with 85 points (the equivalent of a B). You then get extra points for participating in class discussion and you lose points for disruptive behavior in class or anything beyond three unexcused absences. Each additional unexcused absence will reduce your A&P score by a third of a letter — for instance, from 88 (B+) to 85 (B).

- When calculating your final grade for the **Quizzes**, I will drop your lowest score. In other words, only your top 5 scores will count towards your final Quiz grade.

- **Weekly Responses** must meet certain basic requirements you will learn about in Week 2. As long as you meet those requirements, your response will get full credit (10 points); if your response meets the requirements only partially, you will get partial credit (5 points); if it meets none of the requirements, you don't get credit. You will write ten of them and I will drop the lowest two scores.

These five requirements will be weighted as follows:

|                               |     |
|-------------------------------|-----|
| Attendance and participation: | 20% |
| Quizzes:                      | 20% |
| Weekly responses:             | 20% |
| Midterm:                      | 20% |
| Final paper:                  | 20% |

Final grades, in turn, will be based on the following scale:

|    |         |        |         |         |         |
|----|---------|--------|---------|---------|---------|
|    | A       | 93–100 | A-      | 90–92.9 |         |
| B+ | 87–89.9 | B      | 83–86.9 | B-      | 80–82.9 |
| C+ | 77–79.9 | C      | 73–76.9 | C-      | 70–72.9 |
| D+ | 67–69.9 | D      | 63–66.9 | D-      | 60–62.9 |
| E  | 0–59.9  |        |         |         |         |

# Course Schedule

| WEEK  | MONDAY  | WEDNESDAY  | FRIDAY  |
|---|---|--|---|
| <b>Introduction: Reading <i>Candide</i></b> |   |  |   |
| <b>1</b>                                    | <b>Aug 23</b>   | <b>Aug 25</b>  | <b>Aug 27</b>   |
|   | First day of class. No readings assigned.   | Read for class: <ul style="list-style-type: none"> <li>■ Turnovsky, "The Making of a Name: A Life of Voltaire" (on Canvas).</li> <li>■ "The History of the Travels of Scarmantado" (on Canvas).</li> </ul> | <ul style="list-style-type: none"> <li>■ Read the syllabus</li> <li>■ Voltaire, <i>Candide</i>, Chapters 1-4</li> </ul> |
| <b>2</b>                                    | <b>Aug 30</b>   | <b>Sep 1</b>   | <b>Sep 3</b>  |
|   | <ul style="list-style-type: none"> <li>■ <i>Candide</i>, Chapters 5-16</li> </ul> | <ul style="list-style-type: none"> <li>■ <i>Candide</i>, Chapters 17-30</li> </ul>   | <ul style="list-style-type: none"> <li>■ Roger Pearson, excerpts from <i>Voltaire Almighty</i> (on Canvas)</li> </ul>   |

| <b>Unit 1: Optimism</b> |  |  |   |
|-------------------------|--|--|---|
| <b>3</b>                | <b>Sep 6</b>   | <b>Sep 8</b>   | <b>Sep 10</b>   |
|                         | Holiday: no class meeting.   | Group 2: Response 1<br>Quiz 1, on <i>Candide</i> (I)<br><ul style="list-style-type: none"> <li>■ "Leibniz and Pope on Optimism" (on Canvas)</li> </ul> | Group 3: Response 1<br><ul style="list-style-type: none"> <li>■ Voltaire, <i>Candide</i>, from Appendix 3: 109-114</li> </ul>   |
| <b>4</b>                | <b>Sep 13</b>  | <b>Sep 15</b>  | <b>Sep 17</b>   |
|                         | Group 1: Response 1<br><ul style="list-style-type: none"> <li>■ Voltaire, <i>Zadig</i>, Beginning to Chapter 11</li> </ul> | Group 2: Response 2<br><ul style="list-style-type: none"> <li>■ Voltaire, <i>Zadig</i>, Chapters 12-19</li> </ul>                                      | Group 3: Response 2<br><ul style="list-style-type: none"> <li>■ Voltaire, <i>Candide</i>, Appendix 2: 97-108</li> <li>■ Voltaire, <i>Candide</i>, Chapters 1-6</li> </ul> |

## Unit 2: American Encounters

|   |   |  |  |
|---|---|--|--|
| 5 | <b>Sep 20</b>   | <b>Sep 22</b>  | <b>Sep 24</b>  |
|   | Group 1: Response 2<br>Quiz 2, on Unit 1  | Group 2: Response 3  | Group 3: Response 3  |
|   | <ul style="list-style-type: none"> <li>■ Bartolomé de las Casas, excerpts from <i>A Short Account of the Destruction of the Indies</i> (on Canvas)</li> </ul> | <ul style="list-style-type: none"> <li>■ Michel de Montaigne, <i>On the Cannibals</i> (on Canvas)</li> <li>■ Selected entries from Diderot and D'Alembert's <i>Encyclopédie</i></li> </ul> | <ul style="list-style-type: none"> <li>■ Françoise de Graffigny, <i>Letters from a Peruvian Woman</i>, 1-61</li> </ul> |
| 6 | <b>Sep 27</b>   | <b>Sep 29</b>  | <b>Oct 1</b>   |
|   | Group 1: Response 3   | Group 2: Response 4  | Group 3: Response 4  |
|   | <ul style="list-style-type: none"> <li>■ Françoise de Graffigny, <i>Letters from a Peruvian Woman</i>, 61-118</li> </ul>                                      | <ul style="list-style-type: none"> <li>■ Watch <i>The Mission</i> (available on Canvas under Course Reserves)</li> </ul>   | <ul style="list-style-type: none"> <li>■ <i>Candide</i>, Chapters 6-16</li> </ul>                                      |

## Unit 3: Law and Liberty

|   |  |   |  |
|---|--|---|--|
| 7 | <b>Oct 4</b>   | <b>Oct 6</b>  | <b>Oct 8</b>   |
|   | Group 1: Response 4<br>Quiz 3, on Unit 2   | Group 2: Response 5   | Homecoming: no class meeting.  |
|   | <ul style="list-style-type: none"> <li>■ Sir Thomas More, <i>Utopia</i>, "Thomas More to Peter Giles" and Book 1 (pp. 1-42)</li> </ul> | <ul style="list-style-type: none"> <li>■ Sir Thomas More, <i>Utopia</i>, Book 2 and "Thomas More to his friend Peter Giles" (pp. 43-113, 114-116)</li> <li>■ The Midterm questions will be available today</li> </ul> |  |
| 8 | <b>Oct 11</b>  | <b>Oct 13</b>   | <b>Oct 15</b>  |
|   | Group 1: Response 5  | Group 2: No response due.   | Group 3: Response 5  |
|   | <ul style="list-style-type: none"> <li>■ <i>Candide</i>, Chapters 17-18</li> </ul>   | <ul style="list-style-type: none"> <li>■ No class meeting. Work on your Midterm.</li> </ul> <p>Midterm due at 11:59 PM.</p>   | <ul style="list-style-type: none"> <li>■ Equiano, pp. 5-70 (Beginning to Chapter 4)</li> </ul> |
| 9 | <b>Oct 18</b>  | <b>Oct 20</b>   | <b>Oct 22</b>  |
|   | Group 1: Response 6  | Group 2: Response 6   | Group 3: Response 6  |
|   | <ul style="list-style-type: none"> <li>■ Equiano, 70-134 (Chapters 5 to 9)</li> </ul>  | <ul style="list-style-type: none"> <li>■ Equiano, 134-178 (Chapters 10 to the end).</li> </ul>  | <ul style="list-style-type: none"> <li>■ <i>Candide</i>, Chapter 19</li> </ul>                 |



## Unit 4: Civilization and Morals

|    |  |  |  |
|----|--|--|--|
| 10 | <b>Oct 25</b>  | <b>Oct 27</b>  | <b>Oct 29</b>  |
|    | Group 1: Response 7<br>Quiz 4, on Unit 3<br>■ Jean-Jacques Rousseau, <i>Discourse on the Sciences and the Arts</i> , Part One (pages 1-13) | Group 2: Response 7<br>■ Jean-Jacques Rousseau, <i>Discourse on the Sciences and the Arts</i> , Part Two (pages 14-25) | Group 3: Response 7<br>■ David Hume, "Of the Rise and Progress of the Arts and Sciences": available online (see "Readings" for the link) |
|    | <b>Nov 1</b>   | <b>Nov 3</b>   | <b>Nov 5</b>   |
| 11 | Group 1: Response 8<br>■ Voltaire, <i>The Ingenu</i> , Chapters 1-6  | Group 2: Response 8<br>Midterm review<br>■ Voltaire, <i>The Ingenu</i> , Chapters 7-14                                 | Group 3: Response 8<br>■ Voltaire, <i>The Ingenu</i> , Chapters 15-20  |
|    | <b>Nov 8</b>   | <b>Nov 10</b>  | <b>Nov 12</b>  |
| 12 | Group 1: Response 9<br>■ <i>Candide</i> , Chapter 20-21  | Group 2: Response 9<br>Midterm review<br>■ <i>Candide</i> , Chapter 22   | Group 3: Response 9<br>■ <i>Candide</i> , Chapters 23-26   |

## Unit 5: Looking East

|    |   |   |   |
|----|---|---|---|
| 13 | <b>Nov 15</b>   | <b>Nov 17</b>   | <b>Nov 19</b>   |
|    | Group 1: Response 10<br>Quiz 5, on Unit 4<br>■ Montagu, <i>The Embassy Letters</i> , 47-108 | Group 2: Response 10<br>■ Montagu, <i>The Embassy Letters</i> , 108-170 | Group 3: Response 10<br>■ Montagu, <i>The Embassy Letters</i> , 170-220 |
| 14 | <b>Nov 22</b>   | <b>Nov 24</b>   | <b>Nov 26</b>   |
|    | Homework. No class meeting.   | Thanksgiving: no class meeting  | Thanksgiving: no class meeting  |
| 15 | <b>Nov 29</b>   | <b>Dec 1</b>  | <b>Dec 3</b>  |
|    | ■ <i>Candide</i> , Chapters 27-30   | ■ <i>Candide</i> , Chapter 30   | Final class meeting.<br>■ Daniel Brewer, "The Voltaire Effect."         |

## Conclusion and Final Paper

|    |  |   |
|----|--|---|
| 16 | <b>Dec 6</b>                                       | <b>Dec 8</b>  |
|    | - Quiz 6, on Unit 5<br>Homework. No class meeting. | Homework. No class meeting.<br>Final paper due at 11:59 PM. |