

# Candide's Eighteenth Century

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LIT 3400 | Fall 2019

Meeting times: MWF 10:40–11:30 | Classroom: TUR 2306

*Instructor:* Roger Maioli

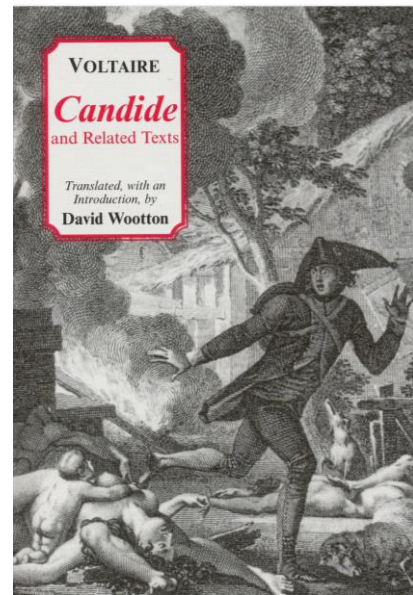
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## COURSE DESCRIPTION

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 many 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.



## READINGS

We will be working with seven required books. I understand that books may be expensive and I don't want that to be an impediment for you taking the course or doing the readings. Accordingly, the course policy will be as follows with regard to the readings:

**a)** *Buy at least the edition of *Candide* listed below.* It is essential to have this particular edition for three reasons: (1) it's the central text for the course and class discussion will benefit if everyone has the same page numbers; (2) *Candide* was originally written in French and it is better that we all have the same translation; and (3) this edition contains rich additional materials we will be reading together.

**b)** *If you can afford and are interested in buying the other books, please buy the editions listed below.* Again, class discussion is easier if you have the exact editions listed below. If you already have a different edition of the same text, be welcome to use it. But if you are planning to buy a book, buy the edition below.

**c)** *If you cannot afford or prefer not to buy these books, you are welcome to use alternative editions, including online texts.* Some of the texts below exist in reliable online editions. The Rousseau, for example, is fully available online on Google Books, in the same edition required by the course. Be welcome to use it.

Text No. 1	Title: <b>A SHORT ACCOUNT OF THE DESTRUCTION OF THE INDIES</b> ISBN: <b>0140445625</b> Cover: N/A	Publisher: <b>PENGUIN</b> Edition:	Author: <b>BARTOLOMÉ DE LAS CASAS</b> Copyright: <b>This text is required</b>
Text No. 2	Title: <b>Candide and Related Texts</b> ISBN: <b>0872205460</b> Cover: N/A	Publisher: <b>Hackett</b> Edition: <b>David Wootton</b>	Author: <b>Voltaire</b> Copyright: <b>This text is required</b>
Text No. 3	Title: <b>Zadig and L'Ingénu</b> ISBN: <b>0140441263</b> Cover: N/A	Publisher: <b>Penguin</b> Edition: <b>John Butt</b>	Author: <b>Voltaire</b> Copyright: <b>This text is required</b>
Text No. 4	Title: <b>The Interesting Narrative of the Life of Olaudah Equiano</b> ISBN: <b>1551112620</b> Cover: N/A	Publisher: <b>Broadview</b> Edition: <b>Angelo Costanzo</b>	Author: <b>Olaudah Equiano</b> Copyright: <b>This text is required</b>
Text No. 5	Title: <b>Three Early Modern Utopias</b> ISBN: <b>0199537992</b> Cover: N/A	Publisher: <b>Oxford</b> Edition: <b>Susan Bruce</b>	Author: <b>Thomas More</b> Copyright: <b>This text is required</b>
Text No. 6	Title: <b>The Turkish Embassy Letters</b> ISBN: <b>1554810426</b> Cover: N/A	Publisher: <b>Broadview</b> Edition: <b>Daniel O'Quinn</b>	Author: <b>Lady Mary Wortley Montagu</b> Copyright: <b>This text is required</b>
Text No. 7	Title: <b>The Basic Political Writings</b> ISBN: <b>1603846735</b> Cover: N/A	Publisher: <b>Hackett</b> Edition: <b>David Wootton</b>	Author: <b>Jean-Jacques Rousseau</b> Copyright: <b>This text is required</b>

In addition to the sources above, we will be using three types of material:

- *Online sources.* We will be using two online databases: The first is *The Encyclopedia of Diderot and D'Alembert*, a massive eighteenth-century reference work originally published in 1751–1772 and made available for free at <https://quod.lib.umich.edu/d/did/>. To find the entries we are reading for class, go to “Browse Articles by English Title” and then locate them alphabetically. The second database is *Hume Texts Online*, a curated collection containing high quality editions of David Hume’s texts, 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 the essays by Geoffrey Turnovsky, Roger Pearson, Phillip Stewart, and Daniel Brewer. You will also find Montaigne’s essay “On the Cannibals.”

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

## **COURSE REQUIREMENTS**

The requirements for this course fall under five heads: (a) attendance and participation, (b) quizzes, (c) weekly responses, (d) a midterm examination, and (e) a final essay. These five requirements will be weighed as follows:

Attendance and participation:	20%
Quizzes:	20%
Weekly responses:	20%
Midterm:	20%
Final essay:	20%

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

	A	93–100	A-	90–92.9
B+	B	83–86.9	B-	80–82.9
C+	C	73–76.9	C-	70–72.9
D+	D	63–66.9	D-	60–62.9
E		0–59.9		

Here are further details about each requirement:

*a) Attendance and participation.* 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 any of the following reasons: disruptive behavior in class, undue use of the internet during class, or unexcused absences. With regard to the last item, you are entitled to two unexcused absences during the semester. (Absences on the first week of class count towards that total!) Each additional unexcused absence will reduce your A&P score by a third of a letter — for instance, from 88 (B+) to 85 (B). **Important: Six or more unexcused absences will result in failure. Let me say this again: if you miss six classes without a justification, you will fail the course.**

*b) Quizzes.* There will be a total of seven quizzes. Check the course schedule for specific dates. When calculating your final grade for the quizzes, I'll drop your lowest two scores. In other words, only your top 5 scores will count towards your final grade.

*c) Weekly responses.* Over the course of the semester you will write ten short responses to the readings (150-200 words). These responses will be posted to Canvas starting the third week of class. I will be explaining them in class, but each response should do one of three things: offer a personal reading of a passage or text, identify a feature of the source that seems to call for an explanation, or pose a question for class discussion. Responses will not be graded for content, but regular submission counts for 20% of your grade. You are allowed to miss two of them without that affecting your grade. Each additional response you miss will lower your response score by 10 points (from 100 to 90 and so on).

*d) Midterm exam.* Take-home examination. You will receive it through Canvas on October 7 and it will be due in class on **October 9**. You will be asked to interpret and discuss passages from any texts studied so far. I will be saying more about it the week before.

e) *Final essay*. This will be a 1400-1600 words essay in which you will respond to one of several prompts I will provide you with. You will receive detailed instructions on this essay on Week 13. **The essay will be due on December 4 at 11:59 PM**. Late essays will lose a third of a letter grade per day that they are late.

*See next page for the Course Schedule.*

# COURSE SCHEDULE

WEEK	MONDAY	WEDNESDAY	FRIDAY
1. Aug 21–23	—	<b>Class content:</b> Introduction	<b>Read for class:</b> <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 Scarmentado,” in <i>Candide</i> (123-9).</li> </ul>
2. Aug 26–30	Course objectives and requirements. <ul style="list-style-type: none"> <li>▪ <i>Candide</i>, Chapters 1–16</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>
3. Sep 2–6	Holiday. No class meeting.	<b>Group 2: Response 1</b> <b>Quiz 1, on Candide (I)</b> OPTIMISM: <ul style="list-style-type: none"> <li>▪ “Before Voltaire”: excerpts by Leibniz and Pope, in <i>Candide</i>, pp. 84–94</li> </ul>	<b>Group 3: Response 1</b> OPTIMISM: <ul style="list-style-type: none"> <li>▪ “The Lisbon Earthquake: Voltaire versus Rousseau,” in our edition of <i>Candide</i>, pp. 95–122.</li> </ul>
4. Sep 9–13	<b>Group 1: Response 1</b> OPTIMISM: <ul style="list-style-type: none"> <li>▪ Voltaire, <i>Zadig</i>, Beginning to Chapter 11</li> </ul>	<b>Group 2: Response 2</b> OPTIMISM: <ul style="list-style-type: none"> <li>▪ Voltaire, <i>Zadig</i>, Chapters 12–19</li> </ul>	<b>Group 3: Response 2</b> OPTIMISM: <ul style="list-style-type: none"> <li>▪ <i>Candide</i>, Chapters 1–6</li> </ul>
5. Sep 16–20	<b>Group 1: Response 2</b> <b>Quiz 2, on Optimism</b> AMERICAN ENCOUNTERS: <ul style="list-style-type: none"> <li>▪ <i>The Encyclopedia of Diderot and D’Alembert</i>, entries “America,” “Spain,” “Inquisition,” “Inquisition Tribunal,” “Savages”</li> </ul> Available online (see list of Readings for the link)	<b>Group 2: Response 3</b> AMERICAN ENCOUNTERS: <ul style="list-style-type: none"> <li>▪ Bartolomé de las Casas, pp. 1–70</li> </ul>	<b>Group 3: Response 3</b> AMERICAN ENCOUNTERS: <ul style="list-style-type: none"> <li>▪ Bartolomé de las Casas, pp. 71 to the end</li> </ul>
6. Sep 23–27	<b>Group 1: Response 3</b> AMERICAN ENCOUNTERS: <ul style="list-style-type: none"> <li>▪ Michel de Montaigne, <i>On the Cannibals</i> (on Canvas)</li> </ul>	<b>Group 2: Response 4</b> AMERICAN ENCOUNTERS: <ul style="list-style-type: none"> <li>▪ <i>Candide</i>, Chapters 6–10</li> </ul>	<b>Group 3: Response 4</b> AMERICAN ENCOUNTERS: <ul style="list-style-type: none"> <li>▪ <i>Candide</i>, Chapters 11–16</li> </ul>
7. Sep 30–Oct 4	<b>Group 1: Response 4</b> <b>Quiz 3, on American Encounters</b> LAW AND LIBERTY: <ul style="list-style-type: none"> <li>▪ Sir Thomas More, <i>Utopia</i>, Book 1</li> </ul>	<b>Group 2: Response 5</b> LAW AND LIBERTY: <ul style="list-style-type: none"> <li>▪ Sir Thomas More, <i>Utopia</i>, Book 2</li> </ul>	Homecoming. No class meeting.

8. Oct 7–11	<b>Group 1: Post response for Wednesday</b> No class meeting: take-home Midterm Examination	<b>Group 1: Response 5 (Group 2: no response)</b> LAW AND LIBERTY: ▪ <i>Candide</i> , Chapters 17–18 <b>Midterm due in class</b>	<b>Group 3: Response 5</b> LAW AND LIBERTY: ▪ Equiano, pp. 41-110 (Beginning to Chapter 4)
9. Oct 14–18	<b>Group 1: Response 6</b> LAW AND LIBERTY: ▪ Equiano, 111-193 (Chapters 5 to 9)	<b>Group 2: Response 6</b> LAW AND LIBERTY: ▪ Equiano, 194-253 (Chapters 10 to the end).	<b>Group 3: Response 6</b> LAW AND LIBERTY: ▪ <i>Candide</i> , Chapter 19
10. Oct 21–25	<b>Group 1: Response 7</b> <a href="#">Quiz 4, on Law and Liberty</a> CIVILIZATION AND MORALS: ▪ Jean-Jacques Rousseau, <i>Discourse on the Sciences and the Arts</i> , Part One (pages 1-13)	<b>Group 2: Response 7</b> CIVILIZATION AND MORALS: ▪ Jean-Jacques Rousseau, <i>Discourse on the Sciences and the Arts</i> , Part Two (pages 14-25) ▪ David Hume, “Of the Rise and Progress of the Arts and Sciences”: available online (see list of Readings for the link)	<b>Group 3: Response 7</b> CIVILIZATION AND MORALS: ▪ Voltaire, <i>L'Ingénu</i> , Chapters 1–10
11. Oct 28–Nov 1	<b>Group 1: Response 8</b> CIVILIZATION AND MORALS: ▪ Voltaire, <i>L'Ingénu</i> , Chapters 11–20	<b>Group 2: Response 8</b> Midterm review CIVILIZATION AND MORALS: ▪ <i>Candide</i> , Chapters 20–23	<b>Group 3: Response 8</b> CIVILIZATION AND MORALS: ▪ <i>Candide</i> , Chapters 24–26
12. Nov 4–8	<b>Group 1: Response 9</b> <a href="#">Quiz 5, on Civilization and Morals</a> LOOKING EAST: ▪ Lady Mary Wortley Montagu, <i>The Embassy Letters</i> , 47-108	<b>Group 1: Response 9</b> LOOKING EAST: ▪ Lady Mary Wortley Montagu, <i>The Embassy Letters</i> , 108-170	<b>Group 1: Response 9</b> LOOKING EAST: ▪ Lady Mary Wortley Montagu, <i>The Embassy Letters</i> , 170-220
13. Nov 11–15	Holiday. No class meeting.	<b>Group 1: Response 10</b> LOOKING EAST: Instructions on the final paper ▪ <i>Candide</i> , Chapters 27–30	<b>Group 1: Response 10</b> LOOKING EAST: ▪ <i>Candide</i> , Chapter 30
14. Nov 18–22	<b>Group 1: Response 10</b> <a href="#">Quiz 6, on Looking East</a> READING VOLTAIRE: ▪ Phillip Stewart: “Candide” (on Canvas)	READING VOLTAIRE: ▪ Kjørholt, “Cosmopolitans, Slaves, and the Global Market in Voltaire’s <i>Candide, ou l’Optimisme</i> ,” (Available through the UF Library; see the list of Readings for details)	Homework. No class meeting.
15.	Homework. No class meeting.		

Nov 25-29		THANKSGIVING	
<b>16.</b> Dec 2-4	- Quiz 7, on Candide (II) READING VOLTAIRE: ▪ Daniel Brewer, "The Voltaire Effect."	Conclusion <b>Final Paper due</b>	—



## **ADDITIONAL COURSE POLICY**

*Cellphones and computers:* Cellphones are strictly prohibited and should be kept turned off and out of sight during class. Computers are allowed with the wi-fi feature off. You may not access the internet in class, but you may use your computer for taking notes during lecture or for consulting electronic versions of the texts under discussion. Download all internet texts prior to use in class, so you can access them offline. All other uses are prohibited.

*Punctuality:* I will take attendance at the beginning of class. If you are not in class at that point, you will be counted as absent.

*Plagiarism:* All written assignments should be your own work. Plagiarizing the work of others (by copying printed or online sources without acknowledgement) is illegal, and you may fail the course if you plagiarize. If you have questions about how to document your sources, or if you want to make sure you are not committing plagiarism without realizing it, please ask me.

*Special accommodations:* Students with disabilities are encouraged to register with the Office of Student Service in order to determine appropriate accommodation. I will be pleased to provide accommodation, but students are responsible for notifying me at the beginning of the semester.

*Counseling and Mental Health Resources:* Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center.

*Sexual Assault and Harassment:* Title IX makes it clear that violence and harassment based on sex and gender are civil rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

[http://www.ufsa.ufl.edu/faculty\\_staff/fees\\_resources\\_policies/addressing\\_sexual\\_misconduct/reporting\\_sexual\\_misconduct/](http://www.ufsa.ufl.edu/faculty_staff/fees_resources_policies/addressing_sexual_misconduct/reporting_sexual_misconduct/)