

History 97C: Freemasonry, Civil Society, and Democracy in 18th-Century Europe and America



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Office Hours: Monday 11:00–1:00, 4:00–5:00, and by appointment

Fall 2015  
Location: Mathematical Sciences 5233  
Time: Monday 1:00–3:50

This course will look at Freemasonry from its European origins in the Renaissance and the Scientific Revolution to its role in the American and French Revolutions. It will begin by discussing the roots of Freemasonry in the radical thought of early modern Europe. A new mechanical philosophy emerged from the Scientific Revolution which brought with it the belief that the world had to be understood mathematically as matter in motion. This new mechanical natural philosophy provided the basis for both moderate and radical strands of the intellectual movement known as the Enlightenment. Mainstream Freemasonry, begun with the foundation of the Grand Lodge in London in 1717, was intimately tied to the Moderate Enlightenment ideals associated with Newtonian science and the rule of a constitutional monarchy. However, Freemasonry also provided radicals, who espoused republican and sometimes even anti-Christian ideas, with a space to practice ritual fraternalism. In this course we will see how radical

mechanical philosophy provided a foundation for principles of religious toleration, fraternity, and democracy, which were to be vital for the establishment of Freemasonry in Europe and America. The course concludes by looking at the ways that cosmopolitanism and exclusion intertwined within Freemasonry by investigating the beginnings of African-American Freemasonry in the early American Republic.

**Expectations:**

As a seminar, this class requires a good amount of critically engaged reading and discussion of that reading. You can expect to read around 70–100 pages a week. Students are expected to arrive with the texts printed out and readily at hand for reference during class. Students should be prepared to share their critical engagements with each week’s readings with the class. Active participation is expected at all times, which also means that use of phones and computer devices is restricted to class based activities. The weekly reading will provide students with a foundation upon which your research paper will be constructed. The seminar will operate with an assumption of discursive ethics, which is to say a sense of respect (not just toleration) for opposing viewpoints expressed in the seminar.

In addition to the reading, students are expected to complete weekly assignments designed to facilitate the writing of the Final Research Paper. Time and opportunity will be present throughout the seminar for students to discuss their research and receive peer feedback. We hope to be able to create a community of scholars that will enable all students to develop their historical skills of critical reading, writing, and research.

**Attendance:** Considering we meet only once per week and that a seminar is based upon active student participation, attendance in class is mandatory. Any more than **two** absences will result in an automatic failing grade.

Academic integrity will be assumed and rigorously enforced. Students who present or hand in plagiarized material will automatically fail the class and be referred to the Department and Academic Dean for disciplinary measures. Research methodology will be discussed throughout the class to familiarize students with ethical academic practice. Students who are confused about this should consult with the instructor as well as the academic integrity guidelines published by the University.

**Grading:**

Presentation: 15%

Primary Source Paper: 15%

Participation and Weekly Critiques: 20%

Final Research Paper: 50%

**Weekly Critiques:** Students will write a one-page critique about one reading each week. These readings are marked in the syllabus by an asterisk. The critiques are not to be summaries, but

rather a critical assessment of one of the main ideas and the significance of the reading. Critiques will be graded on a check, check plus, and check minus basis.

**Primary Source Paper:** 3–4 page paper that analyzes a primary source that each student will choose from their own research. UCLA’s Young Research Library provides students with a plethora of options for obtaining primary source material. Further information will be provided in class.

**Presentation:** 8–10 minute presentation given during class in 9th or 10th week in which students will present their research project to the class. Presentations will provide students with the ability to share their work and receive feedback from their fellow students. Presentations are expected to be well rehearsed and may include multimedia.

**Final Paper:** 10–12 page research paper that will be grounded in, but not limited to, the assigned readings for the class. It will be developed in personal consultation with the instructor as well as with peers in seminar before it is turned in during Finals Week in lieu of a final exam. Weekly assignments Further information will be provided in class.

## **Weekly Schedule**

*Note that readings may change throughout the quarter. All changes will be announced in class and through email. All readings can be found on the course website.*

1. Introduction, September 28

2. Freemasonry and the Radical Enlightenment, October 5

- Jacob, *The Radical Enlightenment: Pantheists, Freemasons, and Republicans*, Chapter 1: Science and the Philosophical Origins of the Radical Enlightenment, 28–64
- Elliott and Daniels, “The ‘school of true, useful and universal science’? Freemasonry, Natural Philosophy and Scientific Culture in Eighteenth-Century England,” 207–230
- \*Putnam, “Bowling Alone: America's Declining Social Capital,” 65–78

Assignment: Find an article on Jstor and Project Muse and find a Primary Source on library website

3. Renaissance Roots of Freemasonry: Hermeticism and Civic Republicanism, October 12

- Yates, *Giordano Bruno and the Hermetic Tradition*, Chapters 1–3 and 13, 1–61, 235–256
- Hermetica, *Poimandres*, 1–18
- \*Skinner, “The Idea of Negative Liberty: Machiavellian and Modern Perspectives,” 186–212

Assignment: Bring a book from YRL to class

## Consultations with instructor by Appointment

### 4. Scientific Revolution: Seventeenth-century mechanical philosophy, October 19

- \*Descartes, *Discourse on Method*, 1–44
- \*Hobbes, *Leviathan*, selections
- Cook, "Body and Passions: Materialism and the Early Modern State," 25–48

Assignment: Choose primary source for Primary Source Paper and Final Paper Topic

### 5. Newtonianism and the beginnings of Freemasonry, October 26

- \*Anderson, *Constitutions of the Freemasons*, 1–56
- Jacob, *Scientific Culture and the Making of the Industrial West*, Chapter 3: Science in the Crucible of the English Revolution, 51–72
- Jacob, *The Radical Enlightenment: Pantheists, Freemasons, and Republicans*, Chapter 4: The Origins of European Freemasonry, 109–141

## Assignment: Primary Source Paper due in class

### 6. Freemasonry and the Radical Enlightenment, November 2

- Jacob, *The Radical Enlightenment: Pantheists, Freemasons, and Republicans*
  - Chapter 5: Radical Whigs, Masons and Knights of Jubilation, 142–181
  - Chapter 7: Pantheistic Religion, Revolution and the New Science, 215–233
- Spinoza, *Ethics*
- \**Treatise of the Three Imposters*, 94–114

Assignment: Outline and Annotated Bibliography for paper

### 7. Fraternalism: Eighteenth-Century forms of Friendship and Manhood, November 9

- Loiselle, *Brotherly Love: Freemasonry and Male Friendship in Enlightenment France*
  - Chapter 1: The Masonic Utopia of Friendship, 18–46
  - Chapter 3: Confronting the Specter of Sodomy, 81–109
  - Conclusion, 244–251
- Godbeer, *Overflowing of Friendship: Love Between Men and the Creation of the American Republic*, Chapter 1: "The Friend of my Bosom:" A Philadelphia Love Story, 17–48
- \*Abbé Claude Yvon, "Friendship" in the *Encyclopédie*

Assignment: Introduction paragraph with Thesis Statement

### 8. American and French Revolutions, November 16

- Loisel, *Brotherly Love: Freemasonry and Male Friendship in Enlightenment France*, Chapter 6: Friendship under Fire: Freemasonry in the French Revolution, 201–243
- Bullock, *Revolutionary Brotherhood: Freemasonry and the Transformation of the American Social Order, 1730–1840*, Chapter 4: According to Their Rank: Masonry and the Revolution, 109–133
- \*Cassius, *Observations on the Society or Order of Cincinnati*

Assignment: Rough Draft for Peer Evaluation (5–6 pages)

9. Cosmopolitanism and Exclusion, November 23

- Jacob, *Strangers Nowhere in the World*, Chapter 4: Secrecy and the Paradox at the Heart of Modernity, 95–121
- Hinks and Kantrowitz eds, *All Men Free and Brethren: Essays on the History of African American Freemasonry*
- \*Prince Hall, “Charges to the Brethren of the African Lodge” (1792)

Assignment: Rough Draft for Peer Evaluation

10. Research Presentations, November 30

11. **Final Paper due December 8**