**AP European History: Enlightenment Salon**

Many of the brightest minds of the Enlightenment assembled in salons to share and debate their ideas and major issues of the day. You are going to attend a salon that I am hosting on Thursday, March 7.

For the salon, you will need to come prepared with:

a) **a resume** you have created representing your accomplishments,

b) **a short presentation** of your positions on a variety of topics and themes which were of great importance to this era,

c) **questions for at least 2 other Enlightenment philosophers** who will be present at the salon

d) enough **knowledge of your philosopher/political leader** that you can engage in debate/discussion at the salon

As you conduct your research and locate information about your individual, be sure you learn and document your philosopher’s take on as many of the topics and themes listed below as you can find:

* Deism
* Religious Toleration
* Economics
* Types of government
* Capital punishment
* Human nature
* Slavery
* Women’s rights

**Here are some additional major themes of the Enlightenment. Determining your philosopher/leader’s take on these themes will also help you engage in an educated discussion during our salon.**

* Freedom of Expression: against censorship?
* Opposition to Absolutism: supported a type of constitutional government that guaranteed natural rights and equality before the law; not necessarily in favor of democracy, there was still a fear of the masses and belief that not everyone was capable of governing themselves
* Laissez faire: opposed government interference in business
* Humanitarianism: condemned torture, cruel punishments, slavery and war?
* Scientific spirit: urged scientific inquiry or scientific method in all studies, not just science
* Education: for poor as well as wealthy, all people can learn
* Progress: faith in the future, life can and will get better
* Skepticism: began to question whether everything in society was perfect; questioned religion, the superiority of European culture over others, questioned scientific theories of the past

**RESUME INFORMATION**:   
The time period to be covered by your resume should include accomplishments and occupations that span approximately a 40 year time period (depending on how long your philosopher lived). You can refer to the example attached to this assignment. Include the following:

1. Philosophe’s name, where you lived, when you lived (see sample for proper formatting)
2. Objective: What was the main purpose in your writings and/or reform efforts?
3. Summary: Summarize what you are most well known for, how you went about accomplishing your goals and the extent to which you were successful. Include your main philosophies / ideologies / ideas (address at least 4 topics/themes listed above).
4. Major Accomplishments: include a timeline listing your major jobs and accomplishments as well as your major writings/publications. (minimum of 10 items)
5. References: List three references who were contemporaries of your philosophe and explain either how they were influenced by your philosophe or how your philosophe was influenced by them.
6. Addendum: You must include at least 4 (FOUR) quotations from your life’s work OR a contemporary source which refers to you (ie: a letter to you, editorial or article about you, etc). The list of sources should be attached as an Addendum to your resume and should be properly cited. You should carefully select primary source material that helps support your position and/or conveys the essence of your reform ideas. You should write a brief introduction to the quotation which provides a context and analytically explains its historical significance.

If you cannot find primary source information, you may include commentary from modern historians. You should follow the same procedure for introducing and documenting your non-primary source as for a primary source.

1. The resume must contain a minimum 4 (FOUR) source bibliography in MLA format (you are REQUIRED to use at least 2 of the sources I provided). Neither your text book nor traditional encyclopedias (online or in print) may be used as sources. You will need to analyze each source for Origin, Purpose, Values, and Limitations. ***DO NOT PLAGIARIZE! Simply copying sources from Wikipedia or some other source is unacceptable and will be considered plagiarism.***

**\*\*\*See sample resume attached to end of this assignment sheet\*\*\***

**THE PRESENTATION:**

Provide a brief 3-4 minute oral explanation summing up your philosopher’s positions on the topics and themes which were of great importance to the Enlightenment Era. Feel free to use your Resume to serve as your guide during this presentation.

* Paste a **picture of your philosophe with their name** prominently printed to a popsicle stick and bring it for the day of the salon. When you are talking, you’ll hold up your picture to let everyone know who you are. If you’re feeling particularly dramatic, you can wear a name tag with your philosophe’s name on it.
* You are welcome and encouraged to dress the part and really get into character. Also, feel free to bring any tasty treats which you think represent your philosophe and be ready to explain the symbolism of the food.

\*\*\*\*I am well aware that some of your philosophes lived and wrote, while others had not yet made their marks until after they died. As this is AP European History, **and** we take some poetic license, just don’t worry about it**. You can mention** this fact when you make your presentation, but just don’t dwell on it.

**SALON PARTICIPATION:**   
  
Each group must prepare **three** questions to be asked of other philosophes. Place each question on the front of a separate index card (so you will have THREE cards) and write your name and the name of your philosophe on the back.

When you have decided to whom to pose your question, write “Question for (insert philosophe’s name)” on the front of the card with the question. The Participation Grade will be determined by the quality of the questions that you ask and the quality of the answers you give when asked a question by another reformer. Participation Grade will also include any other informed commentary you make during the salon.

Cards will be collected on Tues., March 5. The questions should be questions that might be asked by a person of your occupational background and should relate to your area of interest or expertise. Ideally, your questions will spark some discussion & debate where you can counter the response you receive with an educated argument that your philosopher might have made (a question that requires a simple yes or no response is not what I’m looking for). You will be expected to intelligently answer questions posed by other salon participants, elaborating appropriately to explain your position. You are not necessarily expected to know the exact answer your philosopher would give, but you should use what you know about them to provide an educated response which can be supported by the research you completed.

**SCORING RUBRIC**:

**RESUME**:

* Name, where/when you lived: / 3
* Objective: / 3
* Summary: / 20
* Major Accomplishments: / 10
* References: / 15
* Addendum: / 12
* Bibliography: / 12

**PRESENTATION**:

* Picture of philosophe/ruler with name: / 2
* Clearly summarized positions on key topics/themes : / 5

**PARTICIPATION**:

* Questions were appropriate: / 9
* Actively/Intelligently contributed to Salon discussion: / 10

**\*\*\*if you fail to contribute during Salon, I reserve the right to assign you an additional writing assignment to make up these points\*\*\***

**Participants**

1. Thomas Hobbes
2. John Locke
3. Voltaire
4. Baron de Montesquieu
5. Francis Bacon
6. Mary Wollstonecraft
7. Jean Jacques Rousseau
8. David Hume
9. Immanuel Kant
10. Adam Smith
11. King Frederick the Great (Prussia)
12. Joseph II (Austria)
13. Catherine the Great (Russia)
14. Cesare Beccaria
15. Condorcet

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| --- | --- | --- |
| Thomas Hobbes English philosopher | Sir Francis Bacon English philosopher | Catherine the Great Russian Empress |
| John Locke English philosopher | Jean Jacques Rousseau French philosopher | Frederick the Great German ruler |
| Montesquieu French philosopher | David Hume  *Scottish philosopher* | Joseph II (Austria) Austrian ruler |
| Voltaire (François-Marie Arouet) French philosopher | Immanuel Kant  *German philosopher* | Cesare Beccaria *Italian criminologist* |
| Mary Wollstonecraft English writer (Women’s rights) | Adam Smith  *English economist* | Condorcet (Jean-Antoine-Nicolas de Caritat) French philosopher (education reform) |

**Margaret Fuller   
Cambridge, Massachusetts   
January 14, 1836**

**Objective**: To convince the federal government of women’s growing influence in society and the necessity that women receive a voice in the body which governs them. Women should have the right to vote and should be recognized by the government as equal to males.

**Summary**: I am a well-known literary critic, journalist, and feminist author. I wrote America’s first feminist manifesto *Woman in the Nineteenth Century,* in which I described the economic, intellectual, political, and sexual aspects of feminism. I believe in the equality of the sexes and hope that the government will one day realize the capabilities of women and grant us the vote. I also spent time in Italy supporting the revolutionaries against repressive conservative governmental control.

**Major Accomplishments**:

1816 At age six, I could read fluently Ovid, Virgil, and Horace in Latin   
1822 By age twelve, I was engulfed in Shakespeare, Cervantes, and Moliere  
*1835-7* Taught languages at the Temple School in Boston, Massachusetts   
1837 Taught at the Green Street School in Providence, Rhode Island   
1840 Elizabeth Cady Stanton and Lucretia Mott traveled to London as U.S. delegates to the World Antislavery Conference, where they were relegated to the non-voting section of the meeting  
1840-2 Edited the *Dial,* the premier transcendental journal   
1844 Wrote for the *New York Tribune*1845 Wrote *Woman in the Nineteenth Century*1848 The first women’s rights convention was held in Seneca Falls, New York.   
1850 Died in a shipwreck outside of New York harbor

**References**:

Susan B. Anthony: An outstanding American reformer, she led the struggle to gain the vote for women. She devoted *50* years to overcoming the nation’s resistance to woman suffrage, but died before the 19th Amendment was finally ratified.

Lydia Marie Child: I studied informally with this radical abolitionist and founder of the Massachusetts Woman Suffrage Association. Her *Ladies Family Library* praises feminine virtues and independence of mind.

Elizabeth Cady Stanton : An early leader of the women’s rights movement, she, along with Susan B.

Anthony, founded the National Woman Suffrage Association and served as its president until 1890.

**Addendum**:

To demonstrate my vast knowledge of literature and philosophy, I have included an excerpt from *Woman in the Nineteenth Century,* in which I describe the oppression of the female sex through history and advocate equal status for women:

*But if, in reply, we admit as truth that Woman seems destined by nature rather for the inner circle, we must add that the arrangements of civilized life have not been, as yet, such as to secure it to her. Her circle, if the duller, is not the quieter. If kept from “excitement,” she is not from drudgery. Not only the Indian squaw carries the burdens of the camp, but the favorites of Louis XIV accompany him in his journeys, and the washerwoman stands at her tub, and carries home her work at all seasons, and in all states of health. Those who think the physical circumstances of Woman would make a part in the affairs of national government unsuitable, are by no means those who think it impossible for negresses to endure field-work, even during pregnancy, or for sempstresses to go through their killing labors*. [[1]](#footnote-1)

To demonstrate the ignorance of many men against whose words and actions I had to contend, I have included a quote from one of my male critics, Orestes Brownson:

*Miss Fuller does not know what she wants, any more than does many a fine lady, whom silks, laces, shawls, dogs, parrots, balls, routs, jams, watering-places, and despair of lover or husband and friends have ceased to satisfy. She even confesses her inability to formulate her complaint. She has a strange gnawing within, an indefinable craving for what she has lost, does not know how to get, where to find,- a very unpleasant condition no doubt, but not an uncommon one. Poor girl! Hers is but the common lot of all Protestant and infidel sisters, and brothers too; for her brothers are hardly less subject to the vapors than her sisters. They are all seeking they know not what, craving what they have not, find not,- now seizing on this bawble, now on that,- a bonnet, ribbon, shawl, cravat, coat, minister, sect, association; but all to no purpose. The craving remains; nothing satisfies; the aching heart nothing fills.*  
  
\*\*\*\***In your real project you will need at least two more quotations**\*\*\*\*

**Bibliography**:   
  
“Fuller, Sarah Margaret.” Dictionary of American Biography. Vol. IV. Ed. Allen Johnson. New York: Charles Scribner’s Sons.   
Fuller, Margaret. “Woman in the Nineteenth Century.” American Transcendentalism Web. <http://www.vcu.edu!engweb/transcendentalisrn!authors/futler/womanl .html>. January, 2004.   
Goodwin, Joan. “Lydia Marie Child.” Dictionary of Unitarian and Universalist Biography. 2003. <h://www.uua.org/uuhs/duub/articles/1ydiamariachild.html>. January, 2004.   
Goodwin, Joan. “Margaret Fuller.” Dictionary of Unitarian and Universalist Biography. 2003. <http://www.uua.org/uuhs/duub/articles/margaretfuller.html>. January, 2004. Brownson, Orestes. “Brownson’s Quarterly Review”, April 1945. <http://www.orestesbrownson.com/63.html>. February, 2011.

1. Margaret Fuller, “Woman in the Nineteenth Century,” American Transcendentalism Web, <http://www.vcu.edu!endweb/transcendentalism!authors/futler/woman1.html>

   2 Orestes Brownson, “Brownson’s Quarterly Review,” [www.orestesbrownson.com/63.html](http://www.orestesbrownson.com/63.html) [↑](#footnote-ref-1)