**Course Description:** If age-old, the well-known aphorism "knowledge is power" was a watchword of the Scientific Revolution and Enlightenment, an age in European history which has traditionally been hailed for its development and codification of the methods and disciplines of the modern sciences. If usually studied as the product of the culture and sociability of the age, the emergence of the modern sciences in Europe was also inextricably tied to the new political culture of the territorial state, which itself sought to sponsor, cultivate and harness the findings of the sciences to its own political ends. As a result, the age of the Scientific Revolution and Enlightenment was perhaps the first age of "big science," big-picture theories and large-scale projects which sought to transform the terrain and peoples of Europe's territorial states and their empires. At the same time, "big science" equally transformed the political culture of the state, the jurisdiction of its administration, and, no less, the rights and duties of its citizens. This dualistic trend is perhaps best illustrated by the advent of the human sciences, which more than a set of discourses was also tied to the new institutional culture and political practices of the emergent nation-state in Europe. What were the political ramifications of "big sciences" for the state, its subjects and citizens in the age of Scientific Revolution and Enlightenment? This class will provide the answer to that enduring question with its case studies of the major figures and projects of the new human sciences at the cusp of modernity.

**Course Requirements:** Regular attendance, participation and engagement of the seminar and a single final 12-15 page paper on one of our course topics. The final paper should be a critical review of the historiography on a course topic of the student's choice that analyzes the arguments of at least a few books. The secondary sources treated should include those read for our class and others identified in consultation with the instructor.

**Course Readings and Materials:** A single book, or its equivalent, is assigned for class discussion each week. Books assigned in their entirety for class discussion are annotated on the syllabus.
with “(purchase/borrow),” as well as their call number in CUNY+, where already available. On two occasions, a single chapter or two from a few books are assigned for class discussion; those books will be available through the reserve desk at Mina Rees Library and are annotated on the syllabus with “(reserve).” Additionally, all course books required for class discussion will be made available for consultation through the reserve desk at the Mina Rees Library, unless already available in full to the entire CUNY community as an e~book through CUNY+, in which case the course book is annotated on the syllabus as a “CUNY e~resource.” (NB: A couple of e~books are only available through individual CUNY campus portals, and are annotated as “CUNY e~book.”) There are no books required for purchase, although it is expected that each student will procure a copy of each of the readings assigned for class discussion either through purchase, the CUNY Library system, the reserve desk at the Mina Rees Library, or Blackboard, as is appropriate. Suggestions for background and further reading are also contained on the syllabus, and are there to help generate a bibliography for a final paper on any given course topic and our further discussions of student paper topics at the end of the course.

**Preparation for Class:** When reading the materials for this class, students should identify and analyze: 1) the argument of each book; 2) the contribution of that argument to the literature; 3) the sources used to substantiate such an argument; and 4) the methodology of the work. These questions will help to structure and guide our discussion.
Course Topics Outline

Week One, 2 February: Introduction to the course.

Week Two, 9 February: NO CLASS! (Friday schedule)

UNIT ONE.
THEORIES AND GRAND NARRATIVES OF STATE- AND KNOWLEDGE-FORMATION.

Week Three, 16 February: The State, Its Emergence, and Territoriality.

Brunner, Otto. Land and Lordship: Structures of Governance in Medieval Austria, esp. chs. 2-3.
Kirschner, Julius, Ed. The Origins of the State in Italy, 1300—1600. Chicago, 1996.

Sassen, Saskia. Territory, Authority, Rights. Ch.3, esp. pp. 74—110. (CUNY e-resource)
Herzog, Tamar. Frontiers of Possession: Spain and Portugal in Europe and the Americas.

Week Four, 23 February: The State, Its Bureaucracy, and Administrative Law.

Albrow, Martin. *Bureaucracy*.

**Class Discussion:** Weber, Max. “Bureaucracy” and “Economy and Law,” selection TBA, from *Economy and Society*. (purchase/borrow)


Week Five, 1 March: The State, Its Knowledges, and “Governmentality.”


UNIT TWO.

KNOWLEDGE IS POWER: THE STATE AND ITS SCIENCES.

Week Six, 8 March: The “Information State,” Its Territories and Administration of Dominion.

**Class Discussion:** Portuondo, Maria. *Secret Science: Spanish Cosmography and the New World.* Chicago, 2009. Chs. 3-4 and 6. (purchase/borrow) OR


**Further:** Brendecke, Arndt. *Imperio e informacion.* Iberoamericana, 2012.


Johnson, H.C. *Frederick the Great and his Officials.* Yale, 1975.

---

**Week Seven, 15 March: The State, Its Territories and Sciences of Dominion: Cartography.**


**Week Eight, 22 March: The State, Its Territories and Sciences of Dominion: Demographics.**


**Week Nine, 29 March: The State, Its Territories and Sciences of Dominion: Theories of State, or “Sovereignty” versus the Powers of “Government.”**

**Background:** Skinner, Quentin. *Foundations of Modern Political Thought*. Cambridge, 197?.


**Class Discussion:** Tuck, Richard. *The Sleeping Sovereign. The Invention of Modern Democracy.* Cambridge, 2016, entire but esp. chs. 1-3. (purchase/borrow)


**Week Ten, 5 April: The State, Its Territories and Sciences of Dominion: Administrative Economics and Finance.**


Raeff, Marc. *The Well-Ordered Police State.* Yale, 1983. “Introduction,” “The Ordinances” and “Administration.” (reserve) and


**Week Eleven, 12 April: The State, Its Territories and Sciences of Dominion: Natural History.**

**Background:**

**Class Discussion:**

**Further:**

**Week Twelve, 19 April: The State, Its Territories and Sciences of Dominion: Statistics.**

**Background:**
Jean-Claude Perrot and Stuart Woolf, *State and Statistics in France, 1789—1815*.
Baker, Keith. *Condorcet. From Natural Philosophy to Social Mathematics*. Chs. 4-6.
**Class Discussion:** Hacking, Ian. *The Taming of Chance*, entire esp. chs. 1-13, and 19-21. (purchase/borrow)


**T. 26 April: NO CLASS!!! Spring break: 22—30 April.**

**Week Thirteen, 3 May: Class Time Re-Assigned for Research of Final Papers.**

Students should use this time to complete their collection and consultation of research materials in metropolitan-area libraries and archives.

**Week Fourteen, 10 May: Annotated Bibliographies for Final Papers Due in Class!**

**Class Discussion:** Individual presentations of paper topics, and further readings for papers.

**Week Fifteen, 17 May: Paper Outlines Due in Class!**

**Class Discussion:** Individual presentation and group discussion of paper outlines, which should be posted to our paper forum on Blackboard by midnight of 15 May.

**Week Sixteen, 24 May: PAPERS DUE BY 6 P.M. ON TUESDAY, 24 MAY!!!**

**Instructions:** Please upload your papers to our “Paper Forum” on Blackboard, as well as send a single copy both as text and as an attachment in a Word “.docx” or PDF to my email: bnaddeo@ccny.cuny.edu.