

HN 203.03: The Human Drama: Renaissance to Modern

Fall 2020

MW 3:00-4:15p (EST)

F 2:00-2:55p (EST) (Plenary Lectures)

Online

Professor Andrew Ross

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Humanities Center 311

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Virtual Office Hours:

1. [By appointment via Microsoft Bookings](#): Mondays 1-2:30p and Tuesdays, 2-4p.
2. [No appointment needed via Zoom](#): Wednesdays 1-2:30p.
3. By appointment at other times if you cannot make office hours: [E-mail me](#)

Course Information

Description: Historians have traditionally defined the early modern period (approximately 1500-1800) as the moment where Western Civilization began to conceptualize itself in ways we would recognize as “modern.” As political thinkers examined the practice of governance, religious thinkers critiqued existing institutions and beliefs, and philosophers questioned received knowledge, early modern society laid the groundwork for many of the ideas, institutions, and practices that continue to shape the world today. In doing so, however, they also ensured that many of the exclusions and perceptions of difference they enunciated would also continue to inflect contemporary life. This section of Honors 203 will introduce students to major works of literature, philosophy, and political thought, while also emphasizing the ways in which early modern society wrestled with difference, especially that of gender and race. Through readings by Niccolo Machiavelli, Martin Luther, William Shakespeare, Olaudah Equiano, and Mary Wollstonecraft, among others, we will address themes such as the Renaissance and Reformation, the Scientific Revolution and Enlightenment, slavery and colonization, and gender and early feminism.

Objectives: HN 203 seeks to fulfill the learning aims of the Honors Program, with special attention to developing the following skills and knowledge:

- The ability to evaluate evidence, claims, and make good arguments based on critical thought in writing and orally
- Awareness of key patterns of thought and ideas that characterized early modern Europe
- Situate themes in early modern Europe history, philosophy, science, and literature in relationship to the modern world
- Increase awareness of hierarchies and exclusions developed in early modern European thought and how those continue to perpetuate inequity and oppression today

Required Texts: The following required materials are available at the Loyola Bookstore:

1. Machiavelli, Niccolo. *The Prince*. Edited and translated by David Wootton. Indianapolis: Hackett, 1995.
2. de las Casas, Bartolomé. *A Short Account of the Destruction of the Indies*. Edited and translated by Nigel Griffin. New York: Penguin, 1992.
3. St. Teresa of Avila, *The Life of Saint Teresa of Avila by Herself*. Translated by J.M. Cohen. New York: Penguin, 1957.
4. Shakespeare, William. *Macbeth*. Edited by Barbar A. Mowat and Paul Werstine. Folger Shakespeare Library. New York: Simon and Schuster, 2013.
5. Milton, John. *Paradise Lost*. Edited by John Leonard. New York: Penguin, 2000.
6. Cavendish, Margaret. *The Blazing World and Other Writings*. Edited by Kate Lilley. New York: Penguin, 2004.
7. Descartes, René. *Discourse on Method and Meditations on First Philosophy*. Fourth Edition. Translated by Donald A. Cress. Indianapolis: Hackett, 1998.
8. Equiano, Olaudah. *The Interesting Narrative and Other Writings*. Edited by Vincent Carretta. New York: Penguin, 2003.
9. Voltaire, *Candide and Related Texts*. Translated by David Wootton. Indianapolis: Hackett, 2000.
10. Wollstonecraft, Mary. *A Vindication of the Rights of Woman*. Third Edition. Edited by Deidre Shauna Lynch. New York: W.W. Norton, 2009.

All other course texts or materials will be available on our course Moodle page or as handouts in class.

Format: This online seminar will primarily utilize a synchronous (at the same time) format. In this respect, the format will not be hugely different from what you would expect on campus. During class, I will often provide a brief introduction to a historical period or theme, students may present a text (see below), but the majority of our time will be spent in discussion via our [Zoom class room \(https://loyola.zoom.us/j/95818186637\)](https://loyola.zoom.us/j/95818186637).

Note: *If you will have any technological, personal, or other difficulty accessing live video chats, please let me know so that we can arrange accommodations.*

Course Requirements

1. **Engagement (15%):** As with all college courses, your and success learning depends on active engagement with the material. As a seminar, engagement, including active participation via video or text chat, is particularly important. Engagement comes in two primary forms:
 - a. **Preparation:** Prior to almost every class meeting you will have reading to complete, occasionally in combination with other media. Preparation entails engaging concretely with the material in ways that show a willingness to deepen your understanding the reading and go beyond a surface-level understanding of the text. You can demonstrate good preparation by coming to class or office hours with questions, comments, and/or worksheets on the material. Take good notes on

the reading so that you are ready to demonstrate your engagement with the material.

- b. **Participation:** Active participation is key to your success in this course and to your time at Loyola more generally. Active participation comes in a variety of forms:
 - i. Asking questions in class via the chat or live
 - ii. Participating in the general discussion/q & a forum on Moodle
 - iii. Coming to office hours
 - iv. Contributing to a Zoom discussion, either in the chat or via live video
 - v. Completing tasks in breakout rooms in Zoom
 - vi. Taking good notes during live lectures and on your readings and other materials
 - vii. Being respectful of class time and of different opinions
 - viii. Regularly attending plenary lectures
 - ix. Asking good questions of guest speakers and plenary lecturers
 - x. E-mailing me your questions or concerns about the course
 - xi. Other demonstrations of keeping up with the course, showing genuine interest in the material, and proceeding through assignments
2. **Text Presentation (15%):** All students will, in pairs, present one of our texts (or set of texts). Each pair to introduce the main theme of the text, describe what they found most interesting about the text, what they found confusing, and will begin our discussion with a few questions for the class. If possible, presentations should relate how the issues the texts raises still resonate today.
3. **Reflection Journal (10%):** Throughout the semester, students will reflect on the readings, the course, and the semester. While some guiding questions will be provided, the reflection journal is the space for you to consider how you are growing as a reader, student, and citizen. While a personal journal is a private document, remember that this reflection journal is more of a dialog with the professor. The journal will be graded three times over the course of the semester.
4. **Essay Exam (15%):** The course concludes with an essay exam. Questions will be developed in dialog with the class and with your reflection journals.
5. **Research Paper (or Unessay) (45%):** The major project for the course is a research paper on a topic of your choice related to the period under discussion (1500-Present). Your paper should consider a disciplinary perspective on the topic (are you writing a history paper? A work of literary criticism? Philosophy?) and should include a clear corpus of texts (which may include those already assigned).

Alternatively, you may propose another project of your choosing (an unessay). An unessay has the same goals as a research paper (it presents a topic or claim in a convincing way), but leaves the form and final project up to you. Examples of an unessay may range from an oral presentation or poster to a unique creative project such as an

artwork or composition. For more on the unessay option refer to the [description by Daniel Paul O'Donnell](#) and [the examples provided by Ryan Cordell](#). **Taking the unessay option requires consultation with me *before* completing the proposal.**

Project requirements:

- a. **Proposal (10%):** Whether completing a research paper or unessay, you will complete a proposal laying out your topic, initial claim, and research goals.
- b. **First Draft (15%):** Students completing a research paper will turn in a first draft for comments and a grade. Students completing an unessay will develop an alternative interim assessment in consultation with Dr. Ross.
- c. **Final Paper (20%):** Final projects will be assessed on the basis of the research paper rubric or the overall effectiveness of the unessay.

Full details of all assignments, including specific instructions and grading rubrics, will be provided throughout the semester.

Grade Scale:

100-93% A
92-90% A-
87-89% B+
83-86% B
80-82% B-
77-79% C+
73-76% C

Note: Final grades will be “rounded” to the nearest grade (i.e. a 92.5 becomes an A).

Course Policies:

The Syllabus: I reserve the right to make changes to the syllabus. Such changes will be announced in advance via an announcement on Moodle and during live Zoom sessions.

Contacting Me: My contact information is listed at the top of the syllabus and on Moodle. The best way to get in touch with me is through e-mail (aross1@loyola.edu). In order to guarantee the most useful response, e-mails should include a clear subject, your name, the course the message is regarding, and your question or message. I generally respond to e-mails in the early afternoon on weekdays. If you have not heard back from me within one business day, feel free to send me another note. Do not hesitate to contact me should you have any questions or concerns, but I will not respond to queries that could be answered by reading the syllabus.

Office Hours: Office hours are for individual meetings about the course. We can review material, talk about assignments, go over drafts, or discuss any other concerns you may have.

Office hours are listed at the top of the syllabus and on Moodle. There are three ways to see me in office hours. First, you can make an appointment via the link for Mondays and Tuesdays. Second, you can drop in to Zoom for a first-come, first-serve meeting on Wednesdays. Third, if you are unable to make those times or have an urgent matter, you can e-mail me for an appointment at another time.

Zoom Etiquette:

1. **Video:** While it is great to see everyone's faces, I understand that sometimes technological, familial, or personal barriers will prevent you from turning on your camera. That is fine. It is also fine if you have an unexpected visitor – whether animal or human. When your camera is on, please be sure you are fully clothed and that your background (either real or virtual) is appropriate for class. Remember that we can see behind you!
2. **Audio:** To enhance your time in class, I recommend wearing headphones. Doing so will reduce distractions at home, while also enhancing your ability to hear the class. When not speaking, please be sure to mute your microphone to eliminate background noise.
3. **Text Chat:** The Zoom chat function can be one of the most useful features of the platform. Use it to ask questions as I and your classmates speak, to discuss the material as it is presented, and/or to just touch base with your classmates. Two important points: First, chats are not private. Though I have tried to turn off private chats, it is worth noting that private chats will appear in a recorded transcript of the Zoom call. Second, be as respectful and polite in chat as you would in person.
4. **Video Chat:** Unlike in real life, Zoom doesn't play nice when we try to speak at the same time. Please raise your hand (either literally or on video) or use the chat and wait until you have been called on to speak. If you find seeing yourself on the screen to be distracting, [use these instructions to hide your video](#) (others will still be able to see you).
5. **Recording:** I will be recording live lectures and may record class discussion. Class sessions conducted via Zoom may be visually and audio-recorded for later reference by students and approved faculty and staff associated with the class (e.g., Messina instructors and administrator). When recording is activated, a pop-up window will open asking you to continue in the meeting, giving your consent to be recorded. If you do not wish to have your video and/or profile image recorded, ensure that your camera is turned off, do not use a personal image on your Zoom profile and/or mute your microphone. Students wishing to discuss further accommodations for recording should speak to me.
6. **Other:** Reduce distractions by turning off notifications, other apps and browsers and by muting your phone (or by putting it in another room), but have the ebook, sourcebook, or other materials available. Feel free to eat and drink during class, but you may want to turn off video while doing so.

Classroom Environment: As in most college courses, this class encourages a high level of active engagement, sometimes with controversial and sensitive material. Some of this material may challenge received wisdom, contrast with your personal beliefs, or make you otherwise uncomfortable. Please help us foster an atmosphere that encourages critical reflection on and greater understanding of these issues by always remaining respectful to your peers, even when

you disagree. I am always available to discuss course material or class discussion one-on-one during office hours or by appointment.

All student activities in the University, including this course, are governed by the [University's Community Standards](https://www.loyola.edu/department/student-life/student-conduct) (<https://www.loyola.edu/department/student-life/student-conduct>). Students who violate this code of conduct may be asked to leave the course and/or have their behavior reported to the administration.

Submission of Written Work: All written work and homework will be submitted on Moodle.

Late Assignments: *Extensions on assignments will be granted under most circumstances, provided you speak with me prior to the due date.* Assignments turned in late without my advance notice will receive a late penalty of one grade per day. Exams must be taken on the day they are scheduled. Make-ups will only be provided in the case of a true emergency (e.g. a hospital visit).

Academic Integrity: All students at Loyola are bound by the University's honor code and are expected to demonstrate the highest levels of academic integrity in all they can do. Forms of academic dishonesty include (but are not limited to):

1. Cheating (including copying from others' work)
2. Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
3. Falsification of documents
4. Disclosure of test or other assignment content to another student
5. Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members' involved
6. Unauthorized academic collaboration with others
7. Conspiracy to engage in academic misconduct.

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions in accordance with the University Honor Code.

In this course, instances of academic dishonesty may result in penalties up to and including failing the course referral to the Honor Council.

Loyola Resources and Policies:

Disabilities Support Services: If you are a student with a disability requesting accommodations for this course, please submit your Faculty Notification Email (FNE) request to Disability Support Services as soon as possible. After the FNE has been sent, please schedule a brief meeting with me during my office hours to discuss accommodations. If you need additional academic accommodations because of remote learning, please contact your DSS advisor immediately.

If you are not registered with DSS, but feel you might need accommodations or modifications for my course because of a physical, medical, emotional, or learning impairment, you must register with Disability Support Services. To register with DSS, or if you have questions about disability accommodations, please contact the Disability Support Services Office at (410) 617-2750 or dss@loyola.edu.

The Counseling Center supports the emotional well-being of the student body and is committed to a respectful understanding and honoring of the social, emotional, and cultural contexts represented by each individual student. The Counseling Center provides brief individual and group counseling, emergency and crisis intervention, and comprehensive referral services for those in need of longer-term therapy. During the COVID-19 pandemic, much of our service will be provided via telehealth in accordance with best health practices and state laws. Relevant updates and more information can be found on our webpage: www.loyola.edu/counselingcenter or by calling (410) 617-CARE (2273). To make an appointment, please call (410) 617-CARE (2273). For after-hours emergencies, please call our after-hours counselor at (410) 617-5530 or Campus Police at (410)617-5911. Let’s Talk!

The Loyola Writing Center will be open for synchronous online appointments this Fall. Their full staff will be conducting tutoring appointments via Zoom every day except Saturdays. For information about the mechanics of online appointments or other questions concerning the Writing Center, please visit the website: <https://www.loyola.edu/department/writing-center>

The Study serves as Loyola University Maryland’s academic support center. Our mission is to help Loyola students become successful, independent learners. We do this through a variety of free academic support services, such as peer and professional tutoring, academic success workshops, academic coaching, and time management and organization coaching. All fall 2020 services will be virtual. Students can register for any of these free services at The Study’s website: www.loyola.edu/thestudy.

Students Facing Financial Hardship: Any student who has difficulty securing their food or housing is urged to contact Christina Spearman, the Dean of Students, at cjspearman1@loyola.edu or 410-617-5171. Loyola may have resources available to help.

Course Schedule

Week	Day	Date	Reading	Plenary Topic	Due (All Assignments due Friday by midnight)
Week 1: Aug 31 – Sept 4:	Mon	Aug 31	None		Introduce yourself in the Moodle Forum
	Wed	Sept 2	Machiavelli, <i>The Prince</i>		
	Fri	Sept 4		“Galileo and “Bacon” (Prof. Cunningham	
	Mon	Sept 7	None: Labor Day		

Week 2: Sept 7 – Sept 11	Wed	Sept 9	Erasmus and Luther on Free Will (Moodle)		Reflection Journals Begin
	Fri	Sept. 11		“The Reformation” (Prof. Ross)	
Week 3: Sept 14 – Sept 18:	Mon	Sept 14	John Calvin’s Geneva (Readings on Moodle) (with Prof. Parlopiano)		Text Presentations Begin
	Wed	Sept 16	St. Ignatius of Loyola, <i>The Spiritual Exercises</i> (Moodle); St. Teresa of Avila, pp. 1-75		
	Fri	Sept 18		“Colonialism” (Prof. Carey)	
Week 4: Sept 21 – Sept 25	Mon	Sept 21	<i>St. Teresa of Avila</i> , 76-121; 187-211		Group 1 Reflection Journal Submission ; If considering Unessay, meet with me by Friday
	Wed	Sept 23	Ian Smith, “We Are Othello: Speaking of Race in Early Modern Studies,” <i>Shakespeare Quarterly</i> 67, no. 1 (2016): 104-124.		
	Fri	Sept 25		“Which Witch? Editing Macbeth” (Prof. Miola)	
Week 5: Sept 28 – Oct 2:	Mon	Sept 28	De las Casas, <i>A Short Account of the Destruction of the Indies</i>		Group 2 Reflection Journal Submission; Proposal Due
	Wed	Sept 30	Shakespeare, <i>Macbeth</i> Acts I and II (with Prof. Miola)		
	Fri	Oct 2		Early Modern Art (Prof. Nygren)	
Week 6: Oct 5 – Oct 9	Mon	Oct 5	Shakespeare, <i>Macbeth</i> Acts III-V		
	Wed	Oct 7	Equiano, <i>The Interesting</i>		

			<i>Narrative</i> , “Introduction” and pp. 1-94		
	Fri	Oct 9		“On the Transatlantic Slave Trade” (Prof. Okoh)	
Week 7: Oct 12 – Oct 16:	Mon	Oct 12	Equiano, <i>An Interesting Narrative</i> (Finish)		
	Wed	Oct 14	Locke and Hobbes (Excerpts on Moodle TBD)		
	Fri	Oct 16		None (Fall Break)	
Week 8: Oct 19 – Oct 23	Mon	Oct 19	Milton, <i>Paradise Lost</i> , Books 1-3		
	Wed	Oct 21	Milton, <i>Paradise Lost</i> , Books 9-10		
	Fri	Oct 23		“Text, Paratext, Context: The Scribal and Print Publications of Tichborne’s Lament” (Prof. Miola)	
Week 9: Oct 26 – Oct 30	Mon	Oct 26	Descartes, <i>Meditations on First Philosophy</i> , Books 1-3 (with Prof. Page)		Group 1 Reflection Journal Submission (Entries since last check)
	Wed	Oct 28	Research Day (Office Hours in Class Zoom Room)		
	Fri	Oct 30		“Hobbes’ Political Philosophy” (Prof. Franz)	
Week 10: Nov 2 – Nov 6	Mon	Nov 2	Cavendish, “Introduction” and <i>The Blazing World</i> , pp. 119-225		Group 2 Reflection Journal Submission (Entries since last check)
	Tues	Nov 3	Vote!		
	Wed	Nov 4	None: Research Day (Open Office Hours just for this class held on Zoom)		

	Fri	Nov 6		“The French Enlightenment” (Prof. Ross)	Alternative Progress Due
Week 11: Nov 9 – Nov 13	Mon	Nov 9	Kant, <i>Critique of Pure Reason</i> (Excerpts); Kant, “What is Enlightenment?” (with Prof. Cunningham)		
	Wed	Nov 11	Misc. Enlightenment Texts (TBD)		
	Fri	Nov 13		“British Empiricism” (Prof. Cunningham)	
Week 12: Nov 16 – Nov 20	Mon	Nov 16	Voltaire, <i>Candide</i> , “Introduction” and pp. 1-42; Leibniz, “Metaphysics Summarized” in <i>Candide</i>		
	Wed	Nov 18	Voltaire, <i>Candide</i> (Finish)		
	Fri	Nov 20		“An Introduction to Kant” (Prof. Biss)	
Week 13: Nov 23 – Nov 27	Mon	Nov 23	None: Discussion of Final Exam		
	Wed	Nov 25	Thanksgiving		
Week 14: Nov 30 – Dec 4	Mon	Nov 30	In Wollstonecraft, <i>Vindication: Mary Astell</i> , “A Serious Proposal”) pp. 225-229;” Rousseau, “Emilius and Sophia” (pp. 229-236); <i>A Vindication of the Rights of Woman</i> , pp. 1-82		Final Reflection Journal Submission
	Wed	Dec 2	Wollstonecraft, 122-158 and 166-204.		
	Fri	Dec 4		Student Presentations	

Week 15: Dec 7 – Dec. 8	Mon	Dec 7	Finalize Final Exam / Review / Q & A		Final Draft or Unessay Due; Final Exam Available
Friday, December 11 at 4:00p (the end of our scheduled exam time): Final Exam Due					