

# HN 203: The Human Drama: Renaissance to Modern

Fall 2023

MWF 11:00a-11:50a (Section 1) / 12:00p-12:50p (Section 2)

Humanities Center 232

F 2:00-2:50p (Plenary Lectures)

Knott Hall, B01

## Professor Andrew Ross

Department of History

Humanities Center 311

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Office Hours (Available in-person or via Zoom):

- Drop-in or [make an appointment](#): Mondays and Wednesdays, 1:30p-2:30p
- [By appointment only](#): Tuesdays 1:30p-3:30p
- [E-mail me for an appointment](#) if you cannot attend office hours during these times

## Course Information

**Description:** Historians have traditionally defined the period between about 1500 and 1800 as the moment where Western Civilization formed recognizably “modern” features. During these three centuries, political theorists began to conceptualize new forms of statecraft and governance, religious thinkers critiqued existing institutions and beliefs, and philosophers questioned how one might produce new knowledge, early modern European society laid the groundwork for many of the ideas, institutions, and practices that continue to shape the world today. European thinkers did so, moreover, in a global world and their ideas grew out of their encounters with people and ideas in Asia, the Middle East, and the Americas. This global perspective in turn gave rise to new conceptualizations of difference and hierarchy, especially around race, but also involving gender, sexuality, and class. This section of Honors 203 will introduce students to the history of early modern Europe through major works of literature, philosophy, and political thought, while also emphasizing the ways in which early modern society wrestled with difference in a globalizing world.

**Objectives:** HN 203 seeks to fulfill the [learning aims of the Honors Program](#), with special attention to the following:

1. Capacity to read and appreciate difficult texts, with particular attention to situating them in their historical context
2. Ability to evaluate evidence, claims, and make good arguments based on critical thought in writing and orally
3. Awareness of key patterns of thought and ideas that characterized early modern Europe in a global context
4. Situate themes in early modern European history, philosophy, science, and literature in relationship to contemporary issues
5. 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:

- Machiavelli, Niccolo. *The Prince*. Edited and translated by David Wootton. Indianapolis: Hackett, 1995.
- de las Casas, Bartolomé. *A Short Account of the Destruction of the Indies*. Edited and translated by Nigel Griffin. New York: Penguin, 1992.
- St. Teresa of Avila. *The Life of Saint Teresa of Avila by Herself*. Translated by J.M. Cohen. New York: Penguin, 1957.
- Shakespeare, William. *Othello*. Edited by Kim F. Hall. Bedford/St. Martin's, 2007.
- Equiano, Olaudah. *The Interesting Narrative and Other Writings*. Edited by Vincent Carretta. New York: Penguin, 2003.
- John Locke. *A Letter Concerning Toleration*. Edited by James H. Tully. Indianapolis: Hackett, 1983.
- Milton, John. *Paradise Lost*. Edited by John Leonard. New York: Penguin, 2000.
- Cavendish, Margaret. *The Blazing World and Other Writings*. Edited by Kate Lilley. New York: Penguin, 2004.
- Descartes, René. *Discourse on Method and Meditations on First Philosophy*. Fourth Edition. Translated by Donald A. Cress. Indianapolis: Hackett, 1998.
- Voltaire. *Candide and Related Texts*. Translated by David Wootton. Indianapolis: Hackett, 2000.
- 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, online, or as handouts in class.*

**Format:** The course will meet in a seminar format. Seminar courses involve discussion of the assigned text, sometimes complemented by a brief lecture or student presenter. We will, over the course of the semester, also have several guest facilitators for selected texts.

## Course Requirements

1. *Engagement (15%):* Actively engaging with course material is the best way to ensure your success and learning in the course. Engagement is not simply equivalent to participation, but rather involves a broader effort to accomplish the goals of the course. Engagement will come in a number of 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 – using the provided reading questions -- in ways that show a willingness to deepen your understanding of the reading and go beyond a surface-level understanding of the text. You demonstrate this preparation by arriving to class with notes on the text and participating in discussion. You can

also demonstrate good preparation by coming to class or office hours with questions, comments, and/or worksheets on the material or assignments.

- 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. Offering your assessment of a text in class
    - ii. Asking questions in class
    - iii. Coming to office hours
    - iv. Completing tasks in small groups
    - v. Taking good notes during lectures
    - vi. Being respectful of class time and of different opinions
    - vii. Regularly attending plenary lectures
    - viii. Asking good questions of guest speakers and plenary lecturers
    - ix. E-mailing me your questions or concerns about the course
    - x. Following Covid-19 protocols, as applicable
    - xi. Other demonstrations of keeping up with the course, showing genuine interest in the material, and proceeding through assignments
2. *Text Presentation and Discussion Facilitation (15%)*: All students will, in pairs, present one of our texts (or set of texts). Each pair will introduce the main themes of the text, its historical context, and describe some of the big questions the texts raise about the past and the present. The pair will then proceed to lead our discussion of the text, with my aid.
  3. *3-2-1 Posts (10%)*: Eight times over the course of the semester, you will write a discussion post that consists of the following in response to the day's reading: **3 things you learned or found interesting, 2 things you didn't understand, and 1 discussion question for the class.** 3-2-1 posts do not need to be complete paragraphs, but must use proper grammar, punctuation, and be comprised of complete sentences. Posts should revolve around the readings of a single class meeting and are due by midnight before class (e.g. a post on Monday's readings is due on Sunday at midnight). These posts will be graded on a high pass (100), pass (85), low pass (70), fail (50), and incomplete (0) scale. Initial posts will be used by both myself and student presenters when preparing to lead discussion of a text and will be used to develop questions on the final exam.
  4. *Essay Exam (15%)*: The course concludes with an open note essay exam that focuses on the content of our readings. Questions will be developed during our review session and will cover the entire semester.
  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 (1500-1800). 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). Research papers will incorporate both primary and secondary source research.

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 research 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  
 70-82% C-  
 67-69% D+  
 63-66% D  
 60-62% D-  
 59% and below F

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

## **Course Policies**

**The Syllabus:** The syllabus serves as the official schedule and policy document of the class. I reserve the right to make changes to the syllabus. Such changes will be announced in advance. When in doubt about a course policy or deadline, refer to the syllabus.

**Attendance:** Attendance is a requirement of the course and will be taken every day. You will be allowed three “free” absences before your engagement grade begins to be affected. That said, in the context of a post-pandemic world, it is important for us to also prioritize our health. **DO NOT attend class if you are sick.** Please continue completing work assigned, get notes from a classmate, and see me in virtual office hours while you are out. Please be sure to be assessed by the Health Center if you believe you will need to be out for a longer period of time and keep me apprised as well.

**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](mailto: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 midday on weekdays and on Sunday (I do not respond to non-emergency e-mails on Saturdays). 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.

**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. One of the best ways of showcasing engagement is to come to office hours.

Office hours are listed at the top of the syllabus. I will be holding office hours this semester in-person and over Zoom. Zoom meetings are by appointment only. In-person office hours are available either on a walk-in basis or by appointment. Appointments will be prioritized. If you cannot make my regular office hours, please [e-mail me for an alternative appointment day and time](#).

### **Technology in the Classroom:**

1. *Note Taking:* The use of laptop computers or tablets to take typed notes is prohibited in this class in order to reduce distractions; please keep them stored during class. You may use a tablet to take notes if you are using a stylus.
2. *Audio-visual Recording:* Recording of class lectures or discussion without permission from the instructor is strictly prohibited.
3. *“AI” or large-language-models (e.g. ChatGPT):* The use of large-language-model chatbots like ChatGPT may not be used in this course without permission and discussion with the instructor.
4. *Phones:* Smartphones and other devices should remain out of sight unless otherwise instructed.

**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/departments/student-life/student-conduct) (<https://www.loyola.edu/departments/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:** Feel free to discuss with me any difficulties you are having with your written work prior to the deadline. After we touch base, an extension on an assignment may be in order and will be granted without a penalty. In other words, *an extension on most assignments will be granted if you speak with me prior to the deadline.*

**Academic Integrity:** The Honors Program regards academic dishonesty as the antithesis of scholarship, learning, collegiality, and responsible citizenship. Academic (or scholarly) dishonesty includes the following: cheating, stealing, lying, forgery, plagiarism, duplicate submission (without prior permission from both instructors), and the failure to report a violation. The program defines plagiarism as any unacknowledged use of another's words or ideas. This definition applies to non-print media, including the Internet, as well as to books, magazines, journals, newspapers, or any other print media. Definitions of the other offenses listed above can be found in the "Community Standards Handbook."

**Students may not use generative AI (egs. ChatGPT, Caktus) at any stage of any assignment unless their instructor explicitly instructs them to do so.**

This course is covered by the Loyola University Maryland Honor Code. Students in violation of the Honor Code of Loyola University Maryland will fail the course regardless of their grades on other assignments or activities. Students are also subject to dismissal from Honors and to further sanctions as stipulated in the LUM Honor Code. For more information on the Code, see the statement in the "Community Standards Handbook."

It is the student's responsibility to understand what constitutes plagiarism and other forms of academic dishonesty and to avoid them in all assignments. Students should familiarize themselves with the sections in the Loyola Undergraduate Catalogue on "Academic Conduct," the "Honor Code" and "Intellectual Honesty." They should also consult the writing handbook, *Easy Writer*, for guidance on both correct citation of sources and avoiding plagiarism. Anyone having questions or uncertainties about scholarly dishonesty, including plagiarism, should consult with the instructor before submitting any assignment. Neither ignorance of the definition of plagiarism and other forms of academic dishonesty nor the lack of the intention to deceive constitutes an acceptable defense in these matters.

## Loyola Resources and Policies:

**The Counseling Center** ([www.loyola.edu/counselingcenter](http://www.loyola.edu/counselingcenter)) 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. We provide brief individual and group counseling, emergency and crisis intervention, and comprehensive referral services for those in need of longer-term therapy. Please call (410) 617-CARE (2273)

or [schedule online](#). For after-hours emergencies, please call our after-hours counselor at (410) 617-5530 or Campus Police at (410) 617-5911. Let's Talk!

**[Togetherall](#)** ([www.loyola.edu/togetherall](http://www.loyola.edu/togetherall)) is an online peer-to-peer platform, offering a safe space to connect with others experiencing similar feelings. There are trained professionals on hand, 24/7, 365 days a year, helping to moderate the platform, and all members are anonymous to each other. And, if sharing isn't your thing, Togetherall has tools and courses to help you look after yourself, along with plenty of resources to explore. Get Support. Take Control. Feel better.

**Disability and Accessibility Services:** [Disability and Accessibility Services](#) (DAS) works with students needing accommodations or support to live and learn at Loyola. Students must have documented physical or psychological conditions, and many conditions can be considered disabilities. For example, ADHD, anxiety and depression, hearing impairment, severe food allergies, etc., are examples of disabilities we serve.

Can DAS help you? Consider these questions, do you need help because you have trouble concentrating in class? Do you need more time for tests? Do you face a difficulty that prevents you from fully participating in class? If so, consider meeting with a DAS advisor to discuss support that might help. Please email [DAS@loyola.edu](mailto:DAS@loyola.edu) to set up a time to talk. The information you provide DAS is confidential, and DAS will not disclose information without your permission.

If you are a student registered with DAS and have academic accommodations, please send me your Faculty Notification Email as soon as possible and let me know a good time to meet to discuss the accommodations you need for this course.

**Title IX:** Loyola University Maryland is committed to a learning and working environment free from sexual and gender-based misconduct including sexual harassment, sexual assault, fondling, incest, statutory rape, domestic violence, dating violence, stalking, and sexual exploitation. Reports of such offenses are taken seriously, and Loyola encourages students experiencing sexual misconduct to report the incident in accordance with the University's policy on [Reporting Sexual Misconduct](#). Because of the University's obligation to respond to reports of sexual misconduct, mandated reporters including faculty members, are required to report incidents of sexual misconduct to the Title IX coordinator even if the reporting party requests confidentiality. Information about confidential resources that are not required to report sexual misconduct to the Title IX coordinator may be found on the [Title IX reporting resources page](#). For more information about policies and resources or reporting options, please review the [Title IX](#) web page. Once a student reports sexual misconduct, Title IX will contact the student to discuss supportive measures- such as no contact orders and academic support- and options for addressing the incident on and off campus. Loyola is also committed to an environment free of other forms of harassment and discrimination. For information about policies and reporting resources, please review the Bias Related Behaviors Process and Policy in the [Community Standards](#) for policies related to students and the [harassment and discrimination policy](#) for policies related to employees.

**The Loyola Writing Center** is open for both face-to-face and Zoom appointments. The complete schedule of hours is posted on the website: <https://www.loyola.edu/department/writing-center/about/location-hours>. For questions, or help making an appointment, students can email [lwc@loyola.edu](mailto:lwc@loyola.edu).

**The Study** is located on the third floor of Jenkins Hall and 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. These services are available in-person and online, and students can register for them through The Study's website at [www.loyola.edu/thestudy](http://www.loyola.edu/thestudy).

**Student Success Emergency Fund:** Any student who has difficulty securing their food, housing or textbooks is urged to apply for the Student Success Emergency Fund. The Student Success Emergency Fund Application can be found [here](#). Those requesting textbook or instructional supplies should complete the application [here](#). Should students have additional questions, they can reach out to the committee at [studentsuccessfund@loyola.edu](mailto:studentsuccessfund@loyola.edu). Loyola may have resources to help.



## Course Schedule

BWeek	Day	Date	Reading	Class Topic	Assignments Due <sup>1</sup>	Plenary Topic
<b>Unit 1: The Renaissance</b>						
<b>Week 1: Introductions</b>	Wednesday	Sept. 6	None	Introductions to the Course	<a href="#">First Day Questionnaire</a>	
	Friday	Sept. 8	Merry E. Wiesner-Hanks, "Europe in the World of 1450" (Moodle)	The Early Modern World / Engagement and Discussion Board		Galileo and Bacon (with Dr. Cunningham)
<b>Week 2: Politics and Society in the Renaissance</b>	Monday	Sept. 11	David Wootton, "Introduction," in <i>The Prince</i>	What is the Renaissance? / Presentations Introduced		
	Wednesday	Sept. 13	Niccolo Machiavelli, <i>The Prince</i>	Politics and the State		
	Friday	Sept. 15	<a href="#">Marguerite of Navarre, <i>The Heptameron</i></a> , "Introduction" and Novels XLI and XLII	Sex and Gender in the Renaissance Court; Research Proposal Introduced		Colonialism (with Dr. Carey)
<b>Unit 2: The Age of Exploration</b>						
<b>Week 3: The Conquest of the Americas</b>	Monday	Sept. 18	Christopher Columbus, Letter from the First Voyage; Vasco da Gama	Exploration and Empire in the Early Modern World		
	Wednesday	Sept. 20	<a href="#">Broken Spears Excerpts; Rebecca Dufendach, "As if His Heart Died": A</a>	The Conquest of Mexico (with Dr. Dufendach)		

<sup>1</sup> Unless otherwise noted, all assignments are due before midnight the day they are listed.

BWeek	Day	Date	Reading	Class Topic	Assignments Due <sup>1</sup>	Plenary Topic
			<a href="#">Reinterpretation of Moteuczoma's Cowardice in the Conquest History of the Florentine Codex"</a>			
	Friday	Sept. 22		Brainstorming Research Topics		Bruno (with Dr. Snow)
<b>Week 4: Colonialism, Race, and Slavery</b>	Monday	Sept. 25		Library Session		
	Wednesday	Sept. 27	Bartolomé de las Casas, <i>A Short Account of the Destruction of the Indies</i>	Colonialism in New Spain	Presentations and Discussion Facilitation Begin	
	Friday	Sept. 29	Rebecca Earle, "The Pleasures of Taxonomy"	Race in New Spain		Art History (with Dr. Nygren)
<b>Unit 3: The Reformation and Counter-Reformation</b>						
<b>Week 5: The Protestant Critique</b>	Monday	Oct. 2		Thesis Workshop		
	Wednesday	Oct. 4		Religion and the Early Modern World		
	Friday	Oct. 6	<a href="#">Martin Luther, Freedom of a Christian</a>	Martin Luther's Critique		Shakespeare and Race (with Dr. Miola)

BWeek	Day	Date	Reading	Class Topic	Assignments Due <sup>1</sup>	Plenary Topic
Week 6: The Catholic Response	Monday	Oct. 9	St. Ignatius of Loyola, <i>The Spiritual Exercises</i> (Excerpts); St. Teresa of Avila, <i>The Life</i> , chaps. 1-5	The Catholic Reformation	<i>Proposals Due by midnight</i>	
	Wednesday	Oct. 11	St. Teresa of Avila, <i>The Life</i> , chaps. 8, 10-11, 13, and 27-29	Sex, Gender, and Mysticism		
<b>Unit 4: Race, Empire, and Slavery</b>						
	Friday	Oct. 13	<a href="#">James Ludlow, “The Tribute of Children, 1493;”</a> “The Ottoman Empire and ‘Turning Turk,’” in <i>Othello</i> , ed. Kim F. Hall, pp. 203-219. Listen to DiG: The History Podcast, <a href="#">“Devşirme: The Tribute of Children, Slavery and the Ottoman Empire”</a> (Transcript available at link)	Slavery in the Ottoman Empire		The Transatlantic Slave Trade (with Dr. Mulcahy)
Week 7: Race in Early Modern England	Monday	Oct. 16	Shakespeare, <i>Othello</i> Acts I-III	Reading Race in Early Modern Europe		
	Wednesday	Oct. 18	Shakespeare, <i>Othello</i> Acts IV-V	Gender, Sex, and Race in <i>Othello</i>		
	Friday	Oct. 20	No Class (Fall Break)			

BWeek	Day	Date	Reading	Class Topic	Assignments Due <sup>1</sup>	Plenary Topic
<b>Week 8: Slavery in the Atlantic World and the Middle East</b>	Monday	Oct. 23	Olaudah Equiano, <i>The Interesting Narrative</i> , pp. 31-112	The Triangle Trade; Rough Draft Assignment Introduced		
	Wednesday	Oct. 25	Olaudah Equiano, <i>The Interesting Narrative</i> , pp. 131-146 and 178-236	Slavery and Race		
<b>Unit 6: Forms of Government</b>						
	Friday	Oct. 27	<a href="#">Geoffrey Parker, "Crisis and Catastrophe: The Global Crisis of the Seventeenth Century Reconsidered"</a>	Government in the Early Modern World		Leibniz (with Prof. Snow)
<b>Week 9: Absolutism and Constitutionalism</b>	Monday	Oct. 30	<a href="#">Thomas Hobbes, <i>Leviathan</i> (excerpt)</a> ; John Locke, <i>A Letter Concerning Toleration</i> , 1-38	Human Nature and the Social Contract		
	Wednesday	Nov. 1	John Locke, <i>A Letter Concerning Toleration</i> (finish)	Toleration and Constitutional Government		
	Friday	Nov. 3		Research Day		Poetry Reading with Dr. Bottum
<b>Week 10: God and Government</b>	Monday	Nov. 6	John Milton, <i>Paradise Lost</i> , Books 1-3	God and Politics (with Dr. Miola)		

BWeek	Day	Date	Reading	Class Topic	Assignments Due <sup>1</sup>	Plenary Topic
	Wednesday	Nov. 8	John Milton, <i>Paradise Lost</i> , Books 9-10	Human Nature and the Fall of Man		
	Friday	Nov. 10	No Class (Conference Travel). Begin Cavendish, <i>The Blazing World</i>	Continue rough drafts		Milton Reading Dante (with Dr. Miola)
<b>Week 11: Gender, Self, and Politics</b>	Monday	Nov. 13	Margaret Cavendish, <i>The Blazing World</i>	Imagining an Empress		
<b>Unit 7: A New Kind of Inquiry</b>						
	Wednesday	Nov. 15	René Descartes, <i>Discourse on Method and Meditations on First Philosophy</i> , pp. 1-6 and 59-81.	Doubt, Identity, and Knowledge Production (with Dr. Page)		
	Friday	Nov. 17	<a href="#">Michael David Robinson,</a> "Pleasant Conversation in the Seraglio: Lesbianism, Platonic Love, and Cavendish's "Blazing World," <i>The Eighteenth Century</i> 44, no. 2/3 (2003): 133-66.	Queerness in the Early Modern World / Introduce Revision Process		Kant (with Dr. Biss)
<b>Week 12</b>	Monday	Nov. 20	None.	Finalize Rough Drafts / Online Office Hours	Rough Drafts due by Midnight	
	Wednesday	Nov. 22	No Class (Thanksgiving)			

BWeek	Day	Date	Reading	Class Topic	Assignments Due <sup>1</sup>	Plenary Topic
	Friday	Nov. 24	No Class (Thanksgiving)			
<b>Week 13: Progress and the Enlightenment</b>	Monday	Nov. 27	<a href="#">Kant, "What is Enlightenment"</a>	Defining the Enlightenment (with Dr. Biss)		
	Wednesday	Nov. 29	Voltaire, <i>Candide</i> , pp. 1-35	Is this the worst of all possible worlds?		
	Friday	Dec. 1	Voltaire, <i>Candide</i> , pp. 35-79 (finish)	Defining Progress		The French Revolution and Human Rights (with Dr. Ross)
<b>Week 14: Progress for Whom?</b>	Monday	Dec. 4	None	In-Class Revision Work		
	Wednesday	Dec. 6	Wollstonecraft, <i>Vindication of the Rights of Woman</i> , pp. 1-82	Feminism and the Enlightenment		
	Friday	Dec. 8	Wollstonecraft, <i>Vindication</i> , pp. 122-158	The Power of Reason		Student Presentations
<b>Week 15: Conclusions</b>	Monday	Dec. 11	None	Review and Conclusions	<i>Final Paper Due by Midnight</i>	
<b>Final Exam:</b> Section 1: Wednesday, December 20 at 1:00p Section 2: Friday, December 15 at 1:00p						