

IDS 2935: Freedom and Equality
Great Books from the Renaissance to the Enlightenment

Section: 1JZ1

Quest 1: Justice and Power

Term: Spring 2024

Location: Matherly 0117

Times: T Period 7 (1:55-2:45pm); R Periods 7-8 (1:55-3:50pm)

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Office Hours: Mondays, 1-2pm; Wednesdays, 1-3pm

Course Description:

The essential question at the heart of this humanities course is: what does it mean to be free and equal? What are the origins of our modern sense of justice, and how did individuals confront powerful and sometimes tyrannical leaders and institutions with new concepts of freedom? When did people and states start to insist that they were free and that they were equal? How do those past meanings differ from our own? This multidisciplinary course considers a stretch of Western civilization's history—from the Renaissance to the Age of Democratic Revolutions—in which the values and virtues of individual and corporate liberty and equality were insisted upon by authors, artists, and statesmen. In this period there emerged a new way of social and political organization—self-government—and freedom and equality were considered necessary for self-government. This course will trace the emergence of modern conceptions of freedom and equality through reading and viewing a range of works of politics, literature, art and economics. Students will compare their own experiences of personal freedom and equality with concepts and practices developed in the Early Modern period in Europe, and through this comparison will emerge with a clearer sense of what it means to be free, and what it means to be equal.

Readings:

The book below is required for *immediate purchase*. These specific versions are required.

William Shakespeare, *Hamlet*. Folger Shakespeare Library (Simon & Schuster, 1992)

No other book is required for purchase in this course. All other readings are available on Canvas. Please print out the readings and bring the printed copies of the readings to class.

Course Requirements:

Reading Reflections (20%)

Each student must complete **four reading responses**. Each reading response is not to exceed one double-spaced page (12pt, Times New Roman). In the top left corner of the page, write your name, class, and assignment number (single-spaced). See Canvas for grading rubric. Reading reflections are due in weeks 3, 5, 11, and 14. Please see the schedule for due dates.

Reading Quizzes (20%)

Reading quizzes will be administered at the start of class on Tuesday, **four** times throughout the semester. They will test the student's knowledge of the readings and contain short-answer, true/false, and multiple-choice questions. Reading quizzes will take place in weeks 4, 6, 12, and 14. Please see the schedule for quiz dates.

Midterm Exam (20%)

The **midterm exam** will consist of one in-class written essay. Your response to the essay prompt must incorporate the arguments of at least three course readings. See Canvas for grading rubric. Please see the schedule for the midterm exam date.

Active Participation and Attendance (20%)

10% of your total course grade is based on discussion participation: an **exemplary participant** shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerately to other discussants. See participation rubric below.

10% of your total course grade is based on **attendance**. On-time class attendance is required for this component of the course grade. You may have two unexcused absences without any penalty. Starting with the third unexcused absence, each unexcused absence reduces your attendance grade by 2/3: an A- becomes a B, and so on.

Except for absence because of religious holiday observance, documentation is required for excused absences, per [UF attendance policy](#). Excessive unexcused absences (10 or more) will result in failure of the course. If you miss 10 or more classes (excused or not), you will miss material essential for successful completion of the course.

Experiential Learning (10%) [Quest Learning Experience]

The experiential learning component of this course consists of one written report on a public talk. Attend a public talk on campus with two of three other students. See this semester's programming at the Hamilton Center or the Graham Center for such an event. After attending the lecture, create at least ten interview questions concerning elements of freedom and/or equality mentioned in the lecture, talk, or discussion. Use at least two references to course readings somewhere in your questions. Interview two people who attended. Drawing quotes from the interviews, write a 500-word report on the elements of liberty or equality that the interviewees found relevant to the public talk. Offer your own analysis of the extent to which those examples were illuminated in the public talk. This written report is due by the end of week 12.

Self-Reflection Presentation (10%) [Quest Learning Experience]

Each student will give a verbal, in-class presentation. Students will identify a contemporary issue concerning equality or individual freedom and prepare a 10-minute presentation to the class. Students will reflect on how the battle for the organization of society according to the principles of freedom and equality is visible in our own society or a political organization today, focusing on their chosen issue. Presentations must quote at least two course readings, but also will incorporate at least two contemporary news clippings, videos, journal articles, or books. Presentations will be given verbally and individually, with no written component excepting a brief outline to cite any quoted materials, including course materials and contemporary materials. The presentations will be given during the last two weeks of the course.

Grading Scale:

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>. See class attendance policy, above.

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

Grading Rubrics:

Please see all grading rubrics on Canvas. The participation rubric can be found below.

	Excellent (90%- 100%)	Good (80%-89%)	Average (70%- 79%)	Insufficient (60%-69%)	Unsatisfact ory (below 60%)
Knowledgeable: Shows evidence of having done the assigned work.					
Thoughtful: Evaluates carefully issues raised in assigned work.					
Considerate: Takes the perspective of others into account and listens attentively.					

Schedule:

Week 1: Free Cities and Renaissance Individualism

Description: What is the distinction between freedom for an individual and freedom for a city? We will discuss freedom in Western Europe in the early modern period were originally rooted in the city-state's independence. How do notions of free cities correspond with ideas of Renaissance individualism? How is political power described in this period?

January 9: Introduction

January 11a: Bartolus of Sassoferrato, 'On the Tyrant' (University of Chicago *Readings in Western Civilization, The Renaissance*, Vol. 5, eds. Cochrane and Kirshner, pp. 7–30).

January 11b: Francesco Petrarca, *Letters on Familiar Matters*, in *The Renaissance*, ed. Cochrane and Kirshner, pp. 31–45.

Week 2: What Does It Mean to Live in a Free City?

Description: Do we think of freedom in terms of freedom “to do” something or instead as freedom “from” constraints and controls? Machiavelli outlines the importance of freedom “from” foreign control for Italian cities. We will discuss why this is a crucial step for subsequent models of good government and societies of free individuals.

January 16: Machiavelli, *The Prince*, in *Classics of Moral and Political Theory*, ed. Michael L. Morgan (Indianapolis/Cambridge, 2011), pp. 509–524.

January 18a: Machiavelli, *The Prince*, pp. 524-536.

January 18b: Machiavelli, *The Prince*, pp. 536-553.

Week 3: The Free State and the Individual Artist

Description: What effect does freedom (or lack thereof) have on the individual artist? We will look at art by Michelangelo and consider readings on Roman Republicanism.

January 23: Machiavelli, *Discourses on the First Ten Books of Titus Livius*, in *The Renaissance*, ed. Cochrane and Kirshner, pp. 185–209.

January 25a: Giovanni Botero, *The Reason of State*, in *The Renaissance*, ed. Cochrane and Kirshner, pp. 230–251.

January 25b: Giorgio Vasari, *The Life of Michelangelo*, in *The Renaissance*, ed. Cochrane and Kirshner, pp. 252–270.

In-Class Slide Show including *David*; *Virgin of the Rocks*; *Sistine Chapel*

Reading Reflection #1 Due at the Beginning of Class on January 25

Week 4: Christian Freedom and Its Limits

Description: How were issues of individual freedom and equality connected with the Christian Church during the Reformation in Europe? What were some of the limits on the expression of Christian belief at the time and how did powerful institutions attempt to control those expressions?

January 30: Martin Luther, *Letter to Pope Leo X*, in *The Renaissance*, ed. Cochrane and Kirshner, pp. 325–333.

Martin Luther, *Address to the Christian Nobility of the German Nation*, in *Readings in Western Civilization*, eds. Rixford Snyder and George Knoles (New York, 1961), pp. 375–382.

Reading Quiz #1 at the Beginning of Class on January 30

February 1a: *The English Bible: 1 Corinthians*, in *Norton Anthology*, pp. 145–148.

William Tyndale, *The Obedience of a Christian Man*, in *Norton Anthology*, pp. 149–150.

February 1b: Thomas More, *A Dialogue concerning Heresies*, in *Norton Anthology*, pp. 151–153.

Week 5: Individual Liberty and the Power of the Church

Description: What does it mean to employ theories of individual freedom to challenge powerful institutions? How did influential writers such as Calvin and Erasmus challenge the power structure and practices of the Catholic Church in Reformation Europe? What role did individual freedom of conscience play in these writings? How did Erasmus use satire to raise awareness of church corruption?

February 6: Desiderius Erasmus, *The Ciceronian & The Handbook of the Christian Soldier & Praise of Folly & The Luther Affair*, in *The Erasmus Reader*, ed. Erika Rummel (Toronto, 2003), pp. 123–137, 138–153, 155–158.

February 8: John Calvin, *Institutes of the Christian Religion*, in *The Renaissance*, ed. Cochrane and Kirshner, pp. 366–386.

Reading Reflection #2 Due at the Beginning of Class on February 8

Week 6: Justice and the Grounds for Resistance

Description: Does freedom always include the right to resist tyranny? We will examine theories of resistance against tyrannical rule and the origins of the modern notion of sovereignty, where free states have absolute imperium within their territorial boundaries. We will trace points of comparison between the political freedom of the state and individual liberty and equality.

February 13: Philippe Duplessis-Mornay, *Vindiciae contra Tyrannos*, in *University of Chicago Readings in Western Civilization. Volume 6: Early Modern Europe: Crisis of Authority*, eds. Eric Cochrane, Charles M. Gray and Mark A. Kishlansky (Chicago, 1987), pp. 103–115.

Reading Quiz #2 at the Beginning of Class on February 8

February 15: Philippe Duplessis-Mornay, *Vindiciae contra Tyrannos*, pp. 115-137.

Week 7: Hamlet and the Early Modern Individual

Description: Freedom to act according to one's conscience in the face of powerful political power structures is one of the central themes of Shakespeare's play *Hamlet*. We will discuss the workings of justice in this play and explore the challenges to personal liberty and social equality confronted by the play's figures. We will examine the cultural backdrop of the Wars of Religion to the play's plotting and language.

February 20: William Shakespeare, *Hamlet*, ed. Barbara A. Mowat and Paul Werstine (Simon & Schuster, 1992), Acts 1-3.

February 22: William Shakespeare, *Hamlet*. Acts 4-5.

Week 8: Hobbes, Milton, and the Limits of Freedom

Description: Should there be any limits on individual freedom? This week we will examine English writers who considered some of the perils of unfettered political and personal freedom. Hobbes emphasized the limits of political resistance in light of the state's protection of the civil order in *Leviathan*; and Milton stressed the dangers of personal freedom in the context of human appetites and desires, in his epic poem *Paradise Lost*.

February 27: **In-class Midterm Exam: Written Essay**

February 29a: Thomas Hobbes, *Leviathan*, in *Readings in Western Civilization*, eds. Rixford Snyder and George Knoles (NY, 1968), pp. 411-420.

February 29b: John Milton, *Paradise Lost*, Book 1.

Week 9: Freedom and Natural Rights

Description: Are we born with certain freedoms and the right to resist corrupt leaders? John Locke proposed the notion that human beings are possessed of inalienable, God-given rights to Life, Liberty, and Property. We will analyze his contract theory, which holds that individuals have a right to political resistance if the sovereign threatens our inalienable rights.

March 5: John Milton, *Paradise Lost*, Books 3 and 5.

March 7: John Locke, *Second Treatise of Government*, in *Readings in Western Civilization*, eds. Rixford Snyder and George Knoles (NY, 1968), pp. 420-431.

Week 10 Spring Break

Week 11: Power and the Separation of Powers

Description: What is the best form of government to help protect individual freedoms and maintain justice in a society? How was the idea of “separation of powers” developed in order to ensure justice and to prevent any branch of government from becoming too powerful?

March 19: David Hume, *Political Essays* (1741–1747), in *The Enlightenment*, ed. David Williams (Cambridge, 1999), pp. 218–243.

March 21a: Montesquieu, *Spirit of the Laws* (1748), in *Enlightenment*, ed. Williams, pp. 246–276.

March 21b: Publius (James Madison), *Federalist* #10

Reading Reflection #3 Due at the Beginning of Class on March 21

Week 12: Rousseau, Inequality, and Liberty

Description: How does understanding the basis of inequality help us to create a society premised on equality? Jean-Jacques Rousseau examined the nature of inequality and wrote on its significance for citizens’ liberties and personal freedoms. We will look at the ways that Rousseau prepared the way for the radical democracy of later French Revolutionaries.

March 26: Jean-Jacques Rousseau, *Discourse on the origin and foundations of inequality among men* (1755), in *Enlightenment*, ed. Williams, pp. 106–117.

Reading Quiz #3 at the Beginning of Class on March 26

March 28: Jean-Jacques Rousseau, *The Social Contract* (1762), in *Enlightenment*, ed. Williams, pp. 118–142.

Experiential Learning Public Lecture Report Due at the Beginning of Class on March 28

Week 13: The Age of Democratic Revolution in America and France

Description: Can a form of government be based on the rights and freedoms of individuals? Justifications for American Independence were grounded on the freedom of the individual and of the colonies. This week we will read in detail the *Declaration of Independence* and Thomas Paine's *Common Sense* and discuss the differences between the American and French Revolutions.

April 2: *Declaration of Independence* (1776), in *Princeton Readings*, ed. Cohen, pp. 316–318.

Thomas Paine, *Common Sense* (1776), in *Enlightenment*, ed. Williams, pp. 472–491.

April 4: *Declaration of the Rights of Man & the Citizen* (1789), in *University of Chicago Readings in Western Civilization. Volume 7: The Old Regime and the French Revolution*, ed. Keith Baker (Chicago, 1987), pp. 237–238.

Emmanuel-Joseph Siéyès, *What is the third estate?* (1789), in *Enlightenment*, ed. Williams, pp. 493–506.

Week 14: Reflecting on Revolution / The Age of Democracy

Description: Are there cases in which individual freedoms can be too expansive? In what ways are equality and freedom related? Is social equality a precondition for freedom?

April 9: Edmund Burke, *Reflections on the Revolution in France* (1790), in *Old Regime*, ed. Baker, pp. 428–444.

Joseph de Maistre, *Considerations on France* (1797), in *Old Regime*, ed. Baker, pp. 445–451.

Reading Quiz #4 at the Beginning of Class on April 9

April 11: Alexis de Tocqueville, *Democracy in America* (1835-40), in *Readings in Western Civilization*, eds. George H Knoles & Rixford K. Snyder (Philadelphia & New York, NY, 1968), pp. 618-632.

Reading Reflection #4 Due at the Beginning of Class on April 11

Week 15: Concluding Thoughts on Freedom and Equality

April 16: Self-Reflection Presentations

April 18: Self-Reflection Presentations

Week 16: Concluding Thoughts on Freedom and Equality

April 23: Self-Reflection Presentations

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Quest and General Education Credit:

Quest 1

Humanities

This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Student Learning Outcomes (SLOs):

At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

- Identify, describe, and explain the history and underlying theories of individual rights and freedoms under powerful central governments in Europe from the Renaissance to the French Revolution (H). **Assessments:** In-class reading quizzes, reading reflections, and midterm paper.

- Identify, describe, and explain theories of justice and challenges to religious and political power structures in Western Civilization that resulted in the Age of Democratic Revolutions (Quest 1, H). **Assessments:** In-class reading quizzes, reading reflections, and midterm paper.
- Identify, describe, and explain how the value and virtues of individual liberty and equality resulted in new forms of social and political organization in Europe in the long Eighteenth Century (Quest 1, H). **Assessments:** In-class reading quizzes, reading reflections.

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

- Evaluate the extent to which individual writers and artists such as Shakespeare, Machiavelli, and Michelangelo both reflected and encouraged the awareness of pressures on the individual in societies with rigid power structures, and how they articulated the necessity of self-government (Quest 1, H). **Assessments:** Reading reflections, midterm paper.
- Analyze primary documents, situate them in historical and literary context, and develop critical interpretations of their significance to the emergence of modern conceptions of liberty and equality. (Quest 1, H). **Assessments:** Reading reflections, midterm paper.
- Evaluate multiple perspectives on freedom of conscience, the relation of economic to political freedom, and competing notions of liberty and equality that influenced the Age of Democratic Revolution (Quest 1, H). **Assessments:** In-class reading quizzes, reading reflections, midterm paper.

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

- Develop and articulate in writing clear and effective responses to central questions about limits on individual freedoms and equality and how theories of resistance to those limits led to the emergence of modern conceptions of liberty and equality (Quest 1, H). **Assessments:** Midterm paper, in-class quizzes.
- Communicate orally and in writing the significance of the early development of modern conceptions of self-government for our contemporary understanding of personal rights and responsibilities in a just society (Quest 1, H). **Assessments:** Active class participation, reading reflections, self-reflection oral presentation.

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Connect course themes such as justice, equality and individual freedom to their own intellectual, personal, and professional development at UF and beyond (Quest 1). **Assessments:** Public talk report, self-reflection presentation, reading reflections. (R)
- Reflect on their own experience identifying a contemporary issue concerning equality or individual freedom and compare it to issues faced by Early Modern citizens (Quest 1). **Assessments:** Public talk report, self-reflection presentation.
- Reflect on how the battle for the organization of society according to the principles of freedom and equality is visible in their own society or political organization today (Quest 1). **Assessments:** self-reflection presentation.

Attendance Policy:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students Requiring Accommodation:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy:

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code

(<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center:

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio:

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

In-Class Recordings:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.