

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

## Quest 1: Justice and Power

### I. General Information

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#### Class Meetings

- Fall 2024
- 100% In-Person, no GTAs, 35 residential students
- MWF Period 5 (11:45 – 12:35am)
- ARCH 0213

#### Instructor

- Prof. Jeffrey Collins
- CSE 504
- Office Hours: Tuesday 9-11 and by appointment
- jeffrey.collins@ufl.edu

#### Course Description

The question at the heart of this 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.

#### 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.*

## Required Readings and Works

1. No textbook required. All readings and works are available in Canvas or will be provided in class. Bibliographic information is included in the weekly reading description.
2. Materials and Supplies Fees: n/a

## II. Graded Work

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### Description of Graded Work

1. Active Participation and Attendance: 20%
  - i. 10% of your total course grade is based on discussion participation: an exemplar 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. (R)
  - ii. 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.
  - iii. 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.
2. Reading Reflections (4 all term): 20%
  - a. Written reading reflections will engage with the reading and other students' ideas.
    - i. You will complete 4 reading reflection assignments, which are informal 300-wd postings to our Canvas discussion board, reflecting on the course readings for that week, and responding to other students' postings. Please post your reflection before the Wednesday class.
      1. Due weeks 2, 5, 10, 12
3. Experiential Learning Component—Tyranny Interview Report **OR** Report after attending a lecture (details provided by instructor): 10%
  - a. See “Experiential Learning Component” in syllabus, below. Professor will provide written feedback. See Canvas for details.
  - b. The due date for this assignment will vary depending on which option students choose. The tyranny report is due by midnight September 6. The lecture option will require attendance at a lecture on Nov 1, with the report on the lecture due Nov. 8.
4. In-class Reading Quizzes (4 all term): 20%
  - a. Reading quizzes will be administered at the start of class on Wednesday, four times throughout the semester. They will test the student's knowledge of the week's readings,

and will contain short-answer, true/false questions or will ask students to write a brief paragraph in response to one reading.

- b. Weeks 4, 6, 8, 11
5. Midterm paper (1,000 wds), due Week 10: 20%
- a. You will submit a 1,000-wd (min.) essay on “Freedom, Justice, and *Hamlet*,” in which you develop an analytic argument based on your own thesis regarding some aspect of individual freedom and equality as you see it articulated in Shakespeare’s play *Hamlet*. Your paper must incorporate at least three course readings and use quotes and scenes from *Hamlet* as evidence in your argument. Professor will provide written feedback on the completed paper. See Canvas for details and grading rubric.
  - b. Due between week 7 and week 10
6. Self-Reflection Presentation: 10%
- a. Due week 14, 15
  - b. See “Self-Reflection Component,” in syllabus, below. This is a verbal, in-class presentation. No written work is required. Professor will provide written feedback on your performance. See Canvas for details. (R)

## 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 Rubric (See other rubrics in Canvas)

### Participation Rubric

	Excellent (90%-100%)	Good (80%-89%)	Average (70%-79%)	Insufficient (60%-69%)	Unsatisfactory (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.					
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### III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
<p>Week 1 August 23</p>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Equality and Freedom</li> <li>• <b>Summary:</b> How do we understand the concepts of equality and freedom as they function as political goals in the modern world? How do we pursue them and try to secure them for ourselves and others? How might historical understanding sharpen our conceptual grasp of equality and freedom within the Western tradition and in the modern world that the Western tradition has done much to shape?</li> <li>• <b>Assignment:</b> None other than reading, class attendance and discussion.</li> </ul>
<p>Week 2 August 26, 28, 30</p>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> What Does it Mean to Live in a Free City?</li> <li>• <b>Summary:</b> 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.</li> </ul> <p style="text-align: center;"><b>Required Readings/Works (44 pages):</b></p> <ol style="list-style-type: none"> <li>1. Machiavelli, <i>The Prince</i>, in <i>Classics of Moral and Political Theory</i>, ed. Michael L. Morgan (Indianapolis/Cambridge, 2011), pp. 509–553.</li> </ol> <ul style="list-style-type: none"> <li>• <b>Assignment:</b> Reading Reflection #1 (300 wds) (R)</li> </ul>
<p>Week 3 Sept 4, 6</p>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> The Free State and The Individual Artist</li> <li>• <b>Summary:</b> 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.</li> <li>• <b>Required Readings/Works (61 pages):</b> <ol style="list-style-type: none"> <li>1. Machiavelli, <i>Discourses on the First Ten Books of Titus Livius</i>, in <i>The Renaissance</i>, ed. Cochrane and Kirshner, pp. 185–209.</li> <li>2. Giovanni Botero, <i>The Reason of State</i>, in <i>The Renaissance</i>, ed. Cochrane and Kirshner, pp. 230–250.</li> <li>3. Giorgio Vasari, <i>The Life of Michelangelo</i>, in <i>The Renaissance</i>, ed. Cochrane and Kirshner, pp. 252–269.</li> <li>4. In-Class Slide Show including <i>David; Virgin of the Rocks; Sistine Chapel</i></li> </ol> </li> <li>• <b>Assignment:</b> Tyranny Interview Report Due (500 wds; See “Experiential Learning Component” below, and see Canvas for details. <b>This is the due date for the option one of the Experiential Learning component of the course. The report is due by midnight on Friday.</b></li> </ul>
<p>Week 4 Sept. 9, 11, 13</p>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Christian Freedom and Its Limits</li> <li>• <b>Summary:</b> 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?</li> </ul>

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> <li>• <b>Required Readings/Works (22 pages):</b> <ol style="list-style-type: none"> <li>1. Martin Luther, <i>Letter to Pope Leo X</i>, in <i>The Renaissance</i>, ed. Cochrane and Kirshner, pp. 325–333.</li> <li>2. Martin Luther, <i>Address to the Christian Nobility of the German Nation</i>, in <i>Readings in Western Civilization</i>, eds. Rixford Snyder and George Knoles (New York, 1961), pp. 375–382.</li> <li>3. <i>The English Bible: 1 Corinthians</i>, in <i>Norton Anthology</i>, pp. 145–148.</li> <li>4. William Tyndale, <i>The Obedience of a Christian Man</i>, in <i>Norton Anthology</i>, pp. 149–150.</li> <li>5. Thomas More, <i>A Dialogue concerning Heresies</i>, in <i>Norton Anthology</i>, pp. 151–152.</li> </ol> </li> <li>• <b>Assignment:</b> In-class reading quiz</li> </ul>
<p>Week 5 Sept. 16, 18, 20</p>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Individual Liberty and the Power of the Church</li> <li>• <b>Summary:</b> 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?</li> <li>• <b>Required Readings/Works (54 pages):</b> <ol style="list-style-type: none"> <li>1. Desiderius Erasmus, <i>The Ciceronian &amp; The Handbook of the Christian Soldier &amp; Praise of Folly &amp; The Luther Affair</i>, in <i>The Erasmus Reader</i>, ed. Erika Rummel (Toronto, 2003), pp. 123–137, 138–153, 155–158.</li> <li>2. John Calvin, <i>Institutes of the Christian Religion</i>, in <i>The Renaissance</i>, ed. Cochrane and Kirshner, pp. 366–385.</li> </ol> </li> <li>• <b>Assignment:</b> Reading Reflection #2 (300 wds)(R)</li> </ul>
<p>Week 6 Sept. 23, 25, 27</p>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Justice and the Grounds for Resistance</li> <li>• <b>Summary:</b> 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.</li> <li>• <b>Required Readings/Works (33 pages):</b> <ol style="list-style-type: none"> <li>1. Philippe Duplessis-Mornay, <i>Vindiciae contra Tyrannos</i>, in <i>University of Chicago Readings in Western Civilization. Volume 6: Early Modern Europe: Crisis of Authority</i>, eds. Eric Cochrane, Charles M. Gray and Mark A. Kishlansky (Chicago, 1987), pp. 103–136.</li> </ol> </li> <li>• <b>Assignment:</b> In-class reading quiz</li> </ul>
<p>Week 7 Sept. 30, Oct 2 and 4</p>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> <i>Hamlet</i> and the Early Modern Individual (98 pages)</li> <li>• <b>Summary:</b> 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 <i>Hamlet</i>. 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</li> </ul>

Week	Topics, Homework, and Assignments
	<p>examine the cultural backdrop of the Wars of Religion to the play’s plotting and language.</p> <ul style="list-style-type: none"> <li>• <b>Required Readings/Works (98 pp. of playscript):</b> <ol style="list-style-type: none"> <li>1. William Shakespeare, <i>Hamlet</i>, ed. Cyrus Hoy (W.W. Norton, 1996), pp. 3–101.</li> </ol> </li> <li>• <b>Assignment:</b> Mid-term paper (1,000 wds) on “Freedom, Justice, and <i>Hamlet</i>” (See Canvas for details) (can be submitted until October 25 at midnight)</li> </ul>
<p>Week 8 Oct. 7, 9, 11</p>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Hobbes, Milton, and the Limits of Freedom</li> <li>• <b>Summary:</b> 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 <i>Leviathan</i>; and Milton stressed the dangers of personal freedom in the context of human appetites and desires, in his epic poem <i>Paradise Lost</i>.</li> <li>• <b>Required Readings/Works (51 pages):</b> <ol style="list-style-type: none"> <li>1. Thomas Hobbes, <i>Leviathan</i>, in <i>Readings in Western Civilization</i>, eds. Rixford Snyder and George Knoles (NY, 1968), pp. 411-420.</li> <li>2. John Milton, <i>Paradise Lost</i>, in <i>Norton Anthology</i>, pp. 1445-1986.</li> </ol> </li> <li>• <b>Assignment:</b> In-class reading quiz.</li> </ul>
<p>Week 9 Oct. 14, 16, 18</p>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> The Enlightenment and Inalienable Rights to Life, Liberty, and Property</li> <li>• <b>Summary:</b> 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.</li> <li>• <b>Required Readings/Works (40 pages):</b> <ol style="list-style-type: none"> <li>1. John Locke, <i>Second Treatise of Government and A Letter Concerning Toleration</i>, ed. Mark Goldie (Oxford, 2016), (<i>Second Treatise of Government, sel. (40 pp.)</i>).</li> </ol> </li> <li>• <b>Assignment:</b></li> </ul>
<p>Week 10 Oct. 21, 23, 25</p>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Power and the Separation of Powers</li> <li>• <b>Summary:</b> 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?</li> <li>• <b>Required Readings/Works (55 pages):</b> <ol style="list-style-type: none"> <li>1. David Hume, <i>Political Essays (1741–1747)</i>, in in <i>The Enlightenment</i>, ed. David Williams (Cambridge, 1999), pp. 218–243.</li> <li>2. Montesquieu, <i>Spirit of the Laws (1748)</i>, in <i>Enlightenment</i>, ed. Williams, pp. 246–276.</li> </ol> </li> <li>• <b>Assignment:</b> Reading Reflection #3 (300 wds) (R)</li> <li>• <b>Mid-term paper due by midnight Oct. 25</b></li> </ul>

Week	Topics, Homework, and Assignments
<p>Week 11 Oct. 28, 30, Nov. 1</p>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Rousseau, Inequality and Liberty</li> <li>• <b>Summary:</b> 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.</li> <li>• <b>Required Readings/Works (36 pages):</b> <ol style="list-style-type: none"> <li>1. Jean-Jacques Rousseau, <i>Discourse on the origin and foundations of inequality among men</i> (1755) and <i>The Social Contract</i> (1762), in <i>Enlightenment</i>, ed. Williams, pp. 106–117, 118–142.</li> </ol> </li> <li>• <b>Assignment:</b> In-class reading quiz <b>NOTE: Nov 1 is the date of the lecture for experiential learning option 2. Report on the lecture will be due by midnight on Nov. 8.</b></li> </ul>
<p>Week 12 Nov. 4, 6, 8</p>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> The Age of Democratic Revolution</li> <li>• <b>Summary:</b> 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 <i>Declaration of Independence</i>, Thomas Paine's <i>Common Sense</i>, and discuss Adam Smith's writings on the relation of economic to political freedom.</li> <li>• <b>Required Readings/Works (37 pages):</b> <ol style="list-style-type: none"> <li>1. <i>Declaration of Independence</i> (1776), in <i>Princeton Readings</i>, ed. Cohen, pp. 316–318.</li> <li>2. Thomas Paine, <i>Common Sense</i> (1776), in <i>Enlightenment</i>, ed. Williams, pp. 472–491.</li> <li>3. Adam Smith, <i>An inquiry into the nature and causes of the wealth of nations</i> (1776), in <i>Enlightenment</i>, ed. Williams, pp. 422–438.</li> </ol> </li> <li>• <b>Assignment:</b> Reading Reflection #4 (R)</li> </ul>
<p>Week 13 Nov. 13, 15</p>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Radical Equality and the French Revolution</li> <li>• <b>Summary:</b> Are there cases in which individual freedoms can be too expansive? We will consider why the French Revolutionaries articulated a definition of liberty and equality more radical than that developed by the American Revolutionaries. Among the questions we will discuss are: Were both equally understood by the populace? Was this more radical version of justice required in the face of a powerful social hierarchy discouraging to the development of personal freedom for individuals?</li> <li>• <b>Required Readings/Works (24 pages):</b> <ol style="list-style-type: none"> <li>1. <i>Declaration of the Rights of Man &amp; the Citizen</i> (1789), in <i>University of Chicago Readings in Western Civilization. Volume 7: The Old Regime and the French Revolution</i>, ed. Keith Baker (Chicago, 1987), pp. 237–238.</li> <li>2. Emmanuel-Joseph Siéyès, <i>What is the third estate?</i> (1789), in <i>Enlightenment</i>, ed. Williams, pp. 493–506.</li> <li>3. <i>Civil Constitution of the Clergy</i> (1790), in <i>Old Regime</i>, ed. Baker, pp. 239–241.</li> </ol> </li> </ul>



Week	Topics, Homework, and Assignments
	<p>4. Marie Olympe Aubre de Gouges, <i>The Rights of Women</i> (1791), in <i>Enlightenment</i>, ed. Williams, pp. 318–327.</p> <ul style="list-style-type: none"> <li>• <b>Assignment:</b> Self-Reflection Presentation preparation</li> </ul>
<p>Week 14 Nov. 18, 20, 22</p>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Reflecting on Revolution/The Age of Democracy</li> <li>• <b>Summary:</b> In what ways are equality and freedom related? Is social equality a precondition for freedom?</li> <li>• <b>Required Readings/Works (44 pages):</b> <ol style="list-style-type: none"> <li>1. Edmund Burke, <i>Reflections on the Revolution in France</i> (1790), in <i>Old Regime</i>, ed. Baker, pp. 428–444.</li> <li>2. Joseph de Maistre, <i>Considerations on France</i> (1797), in <i>Old Regime</i>, ed. Baker, pp. 445–451.</li> <li>3. Benjamin Constant, <i>Ancient and Modern Liberty Compared</i> (1819), in <i>Old Regime</i>, ed. Baker, pp. 452–460.</li> </ol> </li> <li>• <b>Assignment:</b> Self-Reflection Presentations</li> </ul>
<p>Week 15 Dec. 2, 4</p>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> The Age of Democracy</li> <li>• <b>Summary:</b> Do we agree with Alexis de Tocqueville who thought that given the choice between freedom and equality, Americans choose equality? What advantages does this choice confer, and what difficulties does it present for a democracy?</li> <li>• <b>Required Readings/Works (14 pages):</b> Alexis de Tocqueville, <i>Democracy in America</i> (1835-40), in <i>Readings in Western Civilization</i>, eds. George H Knoles &amp; Rixford K. Snyder (Philadelphia &amp; New York, NY, 1968), pp. 618-632.</li> <li>• <b>Assignment:</b> Self-Reflection Presentations, cont.</li> </ul>

## IV. 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:** Tyranny interview 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:** Tyranny interview 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.

## V. Quest Learning Experiences

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### 1. Details of Experiential Learning Component

**There are TWO options for this section of the course. Students must chose ONE.**

**Option One:** Using at least two definitions of tyranny and coercion from our first reading, Bartolus of Sassoferrato, “On the Tyrant,” create at least seven interview questions on personal reactions to tyranny in our contemporary society. Interview 3 people to discover if they have witnessed or experienced any examples of tyranny or coercion, examining whether those instances created a

sense of injustice or limited personal freedom for the interviewee. Drawing quotes from the interviews, write a 500-wd report on those lived experiences of instances of tyranny. Offer your own analysis of the extent to which those examples reflect general dangers to personal liberty and freedom in our contemporary society. How, in your view, are these infringements on freedom distinct from tyranny examples described by Sassoferato, such as “he who rules in a city without a lawful title”? Submit on Canvas. This report is due by Friday at midnight on January 19.

**Option Two:** Attend the public lecture by Professor Steven Pincus (university of Chicago) on Tuesday, February 20. This is a lecture on the nature of the British Empire. How does Pincus’s evaluation of the empire relate to the theme of this course? Write a 500 word response to this question. The report will be due by midnight on the Friday in the week following the lecture, March 1.

## 2. Details of Self-Reflection Component

Students will identify a contemporary issue concerning equality or individual freedom and prepare a 5-minute presentation to the class, first sharing it with a group of 4 other students. 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. Students will evaluate each other’s presentations and each student must first respond to questions within their own group and revise their presentations accordingly. Presentations must quote at least two course readings, but also will incorporate at least two contemporary news clippings, videos, journal articles, or books. You are encouraged to find an issue that is relevant to your life at UF, if possible. 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. See Canvas for details.

## VI. Required Policies

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### 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.