



GEORGETOWN UNIVERSITY
School of Continuing Studies

BLHS-168: Renaissance and Enlightenment

Dates: WED 6:30-9:00 PM from May 18 – August 10, 2020

Location: GDT C210. This course takes place on-site at the Georgetown University School of Continuing Studies' building located at 640 Massachusetts Ave NW, Washington, DC 20001. Additionally, Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. To learn more about Canvas, please go through the [Canvas Guide for Students](#).

Faculty: Dr. Christian M. Golden

Contact Information: cmg53@georgetown.edu

Virtual Office Hours: Wednesday 12:00-2:00 PM via Zoom and by appointment.

COURSE DESCRIPTION

The European Renaissance and the 18th-century European Enlightenment are richly contrasting and connected, dynamic periods of intense activity whose enduring impact within the Western world of ideas, the sciences and the arts, and social and political life defies easy formulation. In order to start making sense of these two periods we will engage them as texts, reading them alongside and against each other in order to discern the distinctive contribution each makes to our ability to wrestle productively with questions of fundamental human significance.

The course is organized into thematic modules each of which proceeds in a roughly chronological way. In our first module, we situate each period in a surrounding historical context in order to see how innovative ideas and new artistic creation grow out of the convergence of particular social, political, and economic conditions. We then consider how understandings of the natural world were challenged and reimagined during the two periods. In our third module, we turn our attention to how key voices within the two traditions examined the human condition, imagined prospects for human achievement, and envisioned the good society. Finally, we

explore the way in which the ideas and aspirations examined so far are reflected in some of the leading artistic and literary works from each period.

COURSE LEARNING OBJECTIVES

Focused participation in this course will enable students to:

1. Demonstrate an understanding of major Enlightenment-era thinkers and key ideas such as reason, progress, democracy, universal human rights, etc.
2. Explain how Enlightenment ideas contributed to the course of the American and French revolutions.
3. Grasp the major shortcomings and contradictions of the Enlightenment project.
4. Develop historical research skills and the ability synthesize and present information in written and oral format.
5. Deepen their ability to read complex historical texts carefully and critically.
6. Evaluate and critique philosophical arguments and develop our own.
7. Communicate our ideas effectively and listen more carefully to those of others.
8. Develop the skills of careful analysis and respectful dialogue in order to become better citizens of a free society where we do not always agree but still exchange reasons for our beliefs and actions in a civil and public-spirited way.

REQUIRED READINGS

The following are the required reading material for this course. Please order/borrow these specific editions so that you can find passages easily during class discussions. If you have any trouble getting these editions, please let me know.

Adams, Laurie Schneider. *Italian Renaissance Art*.

ASIN: B00HTJN4FS

Montaigne, *The Essays: A Selection*. Ed. and Trans. M. A. Screech.

ISBN-13: 978-0140446029

The Italian Renaissance Reader. Ed. Julia Conway Bondanella and Mark Musa.

ISBN-10: 0452010136 // ISBN-13: 978-0452010130 (listed as *Reader*)

Isaac Kramnick, ed. *The Portable Enlightenment Reader*

ISBN: 9780140245660

Aphra Behn. *Oroonoko, The Rover and Other Works*

ISBN: 9780140433388

Jean-Jacques Rousseau. Social Contract and the Discourses
ISBN: 9780300091410

Voltaire, *Candide*. (Penguin Classics edition)
ISBN: 9780140440041

All other assigned readings will be posted as .PDF files on the course Canvas site under “Files” or found online at URLs provided in the semester schedule below.

COURSE REQUIREMENTS

Technical Requirements

As part of your learning experience, you can expect to:

1. Communicate via email including sending attachments.
2. Navigate the internet using a Web browser.
3. Use office applications such as Microsoft Office or Google Docs to create documents.
4. Learn how to submit assignments in Canvas.
5. Communicate with peers using discussion boards and other platforms.
6. Upload and download saved files.
7. Have easy access to the Internet.
8. Navigate Canvas, including using the email component within Canvas.
9. Use a microphone to record audio through your computer.
10. Use an internal or external camera to record video through your computer.

In this course we will use VoiceThread, TurnItIn and Zoom.

- VoiceThread is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others’ presentations with audio, video, and/or text comments. [Instructions for VoiceThread are available here.](#)
- TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. [Instructions for TurnItIn are available here.](#)
- Zoom enables users to conduct synchronous (“real-time”) conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. [Instructions for Zoom are available here.](#)

Computer Requirements

Computer requirements to complete the course are listed by [Canvas in the Instructure Guides](#).

COURSE EXPECTATIONS

Student Expectation

This course consists of 13 weeks. You are expected to do the readings, attend the weekly lectures (whether virtual or in-person), and to engage with the course material in depth. Your responsibilities include completing the assignments and turning in your final project report. Participation is essential to your success in this class. In order to earn a good participation grade, you will have to attend and participate in all discussions.

This is a writing-intensive course. There will be an emphasis upon wide-ranging discussion and ongoing student participation both individually and in group work situations.

This course's graded content includes two short and two medium-length written assignments as well as class participation, which consists of group presentations and individual contributions to in-class and online discussions of assigned material.

Time Expectations & Note on Readings

In this class, we read many primary sources from the historical period we are studying. These texts are challenging and require several readings and thorough note-taking. Highlighting is not enough. It is recommended that you take careful notes while you read. This will give you the comprehension necessary to participate in class discussion in a meaningful way. It will also help you ace your weekly essays.

Taken as a whole, these readings will provide you with a rich understanding of the different aspects of the Enlightenment. It was an exciting, revolutionary time, full of nuances and contradictions. Each reading will give you another dimension of this world. As the course continues, your understanding will deepen and become more sophisticated. Missing a week or two (or not taking the time to really understand a given text) will create significant gaps in your understanding that will undermine your success in later weeks. The essays are designed to allow you to consolidate your knowledge from previous weeks so that by the end of the course you will have gained a firm understanding of this pivotal period in history.

Patient, thorough work throughout the semester will yield great rewards. Students should plan on spending approximately 2-5 hours per week outside of class to complete the work for each week.

Additional Resources

LISTEN to smart people discussing your readings! One of the best podcasts for history nerds is the BBC's *In Our Time*. This program features three historians discussing some interesting topic of history. A search of their website will turn up all sorts of interesting programs about the Enlightenment and many of the works we'll read this semester. Edify your commute or exercise routine!

The *In Our Time* website:

<http://www.bbc.co.uk/programmes/b006qykl/episodes/downloads>

LISTEN to Yale professors! Yale has open courses, including very helpful ones like *Introduction to Political Theory* and the *Foundations of Social Thought*. There are plenty of other online courses that can help you put our readings in context. Let me know if you find any good ones.

<https://oyc.yale.edu/courses>

ACADEMIC INTEGRITY

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. We assume you have read the honor code material located at <http://scs.georgetown.edu/academic-affairs/honor-code>, and in particular have read the following documents: Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process. Papers in this course will all be submitted to turnitin.com for checking. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code.

The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the [Gervase Programs](#). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](#).

COURSE ACTIVITIES AND ASSIGNMENTS

Written work is due by the assigned due dates. Follow-ups and class participation are contingent on the timely submission of your initial responses.

About Canvas

We will be using Canvas extensively to facilitate our engagement with the material and each other this semester. Please note that all writing assignments for this course are to be submitted electronically via Canvas under "Assignments," where you will also find the prompt and a statement of the requirements for each assignment (I'll go over these in class when each assignment is distributed).

Here are a few things to keep in mind as you prepare to submit any paper for this class:

- In keeping with my anonymous grading policy (see below), be sure not to include your name anywhere on the document you submit. The submitted work is only to include your student ID# *both within the document (in the header) and in the name of the file you upload to Canvas.*
- Do not upload your assignment in “pages” format. These are unreadable within Canvas and on my computer. Acceptable formats are .doc and PDF.
- Remember to submit your work under the right assignment category (click on the bold-faced name of the assignment within “Assignments”) on Canvas.
- I will always endeavor to return your graded work with comments no later than two weeks after it is submitted. You will access the grade and my written comments within Grades on Canvas. **It is your responsibility to monitor your graded work and comments throughout the semester.** Be sure to keep an eye out for the return of your work with a grade and comments (where comments are expected; see above).
- In general, more info about how to use Canvas is readily available via Canvas’s Help resources, accessible within the Canvas portal. They include extensive video tutorials about how to use Canvas’s basic functions. Their help phone line is also very useful. Be sure to exhaust these options as most questions about how to use Canvas in the basic ways required in our course can be quickly and easily addressed by consulting their online Help resources.
- As you complete written work for the course, please have a look at the handout entitled "Essay Writing Tips" available on Canvas under "Documents" > "Handouts." The handout addresses some common questions and concerns about my expectations regarding written work. However, always feel free to reach out with any questions via email, in/after class or in office hours and I'm happy to discuss at greater length.

Late Submission Policy:

As stated in the [Student Handbook](#), you must notify me and obtain my approval if you are unable to complete any assignment by the published submission deadline. I will gladly consider granting extensions for assignments as long as the request is made at least 24 hours before the due date/time. The request must include the date and time when you intend to submit the assignment. If you fail to give both a date and a time, however, the request will not be honored. However, no late submissions or extensions are available for the last week of class or for any missed lectures. Late responses with no previous arrangements for all assignments will be penalized by 10% for each day or portion of a day that the assignment is late, unless previous arrangements have been made.

Please note: Generally speaking, if you think you will not be able to complete any of the course requirements by the relevant deadline, let me know as soon as the difficulty becomes apparent, i.e. ASAP. This is to prevent last-minute requests for extensions or leniency.

You are responsible for keeping track of due dates, submitting work on time, pro-actively notifying me ASAP in the event of conflicts, and taking the initiative in scheduling make-up work

where appropriate (i.e. consistent with course policy). If you miss a deadline, or do not reach out within seven days to make arrangements to schedule make-up work, you are responsible for the consequences to your final grade.

I am committed to helping you succeed. These policies are designed to help me do so in a way that allows room for no special treatment or unfair advantage favoring one student over others.

Discussions and Assignments

>	Weekly Reflections (12)	15%
>	Research Project & Presentation	20%
>	Midterm Paper	15%
>	Final Paper	20%
>	Final Presentation	15%
>	Participation (including group presentations)	15%

Weekly Reflections

Starting on Week 3, you will be responsible for submitting a short (200-250 word) reflection piece by 5:00 PM every Friday on the topic of that week's readings and discussion. You must quote from the reading and engage in analysis. A failure to incorporate quotations will result in a 10-point deduction. You have a lot of latitude to pursue the issues or questions about that week's assigned materials which you feel compelled to engage with. Your task is simply to take up some issue or question inherent in the assigned material, explain what the author is trying to say about it, and articulate your own perspective, which may or may not differ from the author's in any number of ways. There will be a total of 12 required reflection pieces, totaling 25% of your final grade.

Research Project & Presentation (Stars of the Enlightenment Project)

In the first part of the semester, you will choose a leading figure of the Enlightenment to research for an oral presentation.

Look at the syllabus right away and consider which figure that we are studying especially interests you. Everyone must have a unique figure/topic, so they are first-come, first-serve. Notify me of your choice ASAP with a private message via Canvas. The next step, which we will discuss in greater detail one-on-one, is to find at least five (5) independent sources of information about your figure. Good options include scholarly articles, essays written by historians or other academics or professional researchers. Contemporary primary source documents, like the figure's own writings, are obviously important to read and reference. Avoid generic web sources (such as Wikipedia), and be sure that at least half of your sources are expert / scholarly. Finally, after we've touched base about your figure, let's touch base about the sources you've selected and you can get started.

I will put together a schedule of presentations, with no more than one presenter per week during our meetings via Zoom or in person on the SCS campus. When your week arrives, you will give a presentation to the class that describes the person's life, works, influence on the Enlightenment and his or her general historical significance. Be sure to include discussion of why this person's life and/or works resonate with you, and how you evaluate their contribution both to the Enlightenment and to what we in the 21st-century have inherited from it. The presentation should last at least 20-25 minutes and will be followed by 5-10 minutes of questions and discussion. You will submit a bibliography for this project, using standard MLA format. This project does not include a paper.

Note: You must choose two distinct topics for your "Stars" research project and your final project. Additionally, all of each student's presentations must have a topic unique to our class this semester. This means no one may pick a topic for either of their two presentations that anyone else picked for either of their presentations. When you select and notify me of your topic, I will verify that it has not yet been claimed. Remember that topics are first-come, first-served, so pick yours early! A 100-word proposal for your "Stars" project, including topic and proposed sources, is due via Canvas by midnight, Sunday, March 1st.

Midterm Paper

You will submit a medium-length (1,500-word) paper halfway through the term. It will cover some of the major themes discussed up until that point. The assignment will be based on class readings and require some (but not a burdensome amount of) additional research.

Since this is an independent study, the burden is on you to define your own assignment by selecting a theme, topic, figure, or event mentioned on the syllabus, in our assigned materials, or otherwise addressed in our class, which you want to explore in a 1,500 word research paper. The range of possible topics is wide open -- it just has to connect with our main themes and be clearly relevant to the Enlightenment.

Additionally, in the course of your paper, you must cite and substantively engage in dialogue with at least four (4) different sources of information about your topic (you may use more; but use discretion here). Good options include scholarly articles, essays written by historians or other academics or professional researchers. Contemporary primary source documents (writings from the relevant period) are obviously important to read and reference. Avoid generic web sources (such as Wikipedia), and be sure that at least half of your sources are expert / scholarly, and that at least two of your sources lie outside the assigned materials on our syllabus.

Once you pick your topic, please email me so we can start discussing details -- the sources you'll use and the specific topic or problem you want to address in your paper. It is never too soon to begin doing this. You must identify a question, problem, issue, or phenomenon you want to analyze, explain, interpret, and evaluate in a 1,500 word paper format. The paper must ask a substantive question and you must offer your own answer, based in evidence and your

own reasoning. This project does not include a presentation. Other detailed requirements available on Canvas under “Assignments.”

NOTE: You must submit a brief (100-word) midterm topic proposal via Canvas (under “Assignments”) by midnight, Friday, February 14. In your proposal, identify your topic, explain why you chose it, and identify the four (or more) sources you’ll be using. Your proposal itself is ungraded, but failures to submit will reduce your eventual midterm paper grade by one full letter grade. Late submissions will reduce your eventual midterm paper grade by 1/3 letter grade for each day or partial day past the deadline it is late.

Final Project (Paper/Presentation)

You will submit a long (2,500-word) final paper for the course. Due date TBA. Guidelines and other materials will be available on Canvas. You are also encouraged to schedule to meet with me to discuss the essay. A brief (250-word max) topic proposal will be due in advance of the paper due date. I will hold extra office hours for this purpose and/or we can make alternate arrangements to meet and chat.

Look at the syllabus early on and start thinking about what topic that we are studying especially interests you. You may do your project on a person, a movement, a social or political event, an artwork, and so on. But everyone must have a unique topic, so they are first-come, first-serve. Notify me of your choice ASAP with a private message via Canvas. The next step, which we will discuss in greater detail one-on-one, is to find at least five (5) independent sources of information about your figure. Good options include scholarly articles, essays written by historians or other academics or professional researchers. Contemporary primary source documents, like the figure's own writings, are obviously important to read and reference. Avoid generic web sources (such as Wikipedia), and be sure that at least half of your sources are expert / scholarly. Finally, after we've touched base about your topic, let's touch base about the sources you've selected and you can get started.

Your final project also involves a presentation similar to your “Stars” research project. I will put together a schedule of presentations. Be sure to include discussion of why this topic resonates with you, and how you evaluate its contribution both to the Enlightenment and to what we in the 21st-century have inherited from it. The presentation should last 15 minutes and will be followed by 5-10 minutes of questions and discussion. You will submit a bibliography for this project, using standard MLA format.

Note: You must choose distinct topics for your “Stars” research project and your final project. Additionally, every time you present, you must present on a topic that no one else has presented on earlier in the semester. This means no one may pick a topic for either of their two presentations that anyone else picked for either of their presentations. When you select and

notify me of your topic, I will verify that it has not yet been claimed. Remember that topics are first-come, first-served, so pick yours early!

Participation

This 15% portion of your final grade is a reflection of your presence in class. “Presence” means active engagement with others during class discussion, including doing your share of the work assigned to your team during group presentations and in-class discussion, as well as active listening and asking thoughtful questions when other individuals and teams are presenting.

Please note that you cannot be present in these ways without attending class. If you expect to miss any class meetings, please let me know as soon as you’re aware of the conflict (I will certainly not penalize you for illness and family emergencies; other conflicts must be discussed in advance).

Citation Style

This course uses APA style for all writing and research assignments. Resources for this citation style are available through

[Georgetown Library Citation Guide](#)

[APA Style Guidebook](#)

GRADING

Grading in this course will be determine by the following grading scale:

- A: 93% to 100%
- A-: 90% to 92%
- B+: 87% to 89%
- B: 83% to 86%
- B-: 80% to 82%
- C+: 77% to 79%
- C: 73% to 76%
- C-: 70% to 72%
- D+: 67% to 69%
- D: 63% to 66%
- F: 62% and below

Grading expectations: The “benchmark” grade in this class is a B. If you complete your assignments in a competent manner, with no major errors, and no particular excellences, you will receive a B. In other words, B is the standard grade for satisfactory completion of all course requirements. When grading, I don't start with 100 and deduct points based on things gone wrong; I start with a 0 and add points based on things done right. Accordingly, a grade of B does not mean that you have done anything “wrong.” B+ and higher grades are reserved for work that surpasses the base level of performance expected. I reserve grades in the A range for

exceptional work.

Appealing a grade: You are welcome to appeal any grade that you do not believe accurately represents the work you have done. However, all appeals for reevaluation must be made in writing, no more than two weeks after the return of your graded work, and must provide a compelling argument for raising the grade. Note that the agreement to reevaluate a grade can result in one of three distinct outcomes: (1) raising the grade; (2) lowering the grade; (3) making no change to the grade.

ACCOMMODATIONS

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees [disability support services](#), (202-687-8354; arc@georgetown.edu;) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](#). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

STUDENT SUPPORT SERVICES

Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- [Academic Resource Center](#)
- 202-687-8354 | arc@georgetown.edu
- [Counseling and Psychiatric Services](#)
- 202-687-6985
- [Institutional Diversity, Equity & Affirmative Action \(IDEAA\)](#)
- (202) 687-4798

Georgetown Library

Students enrolled in online School of Continuing Studies SCS coursework have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the [Library's Homepage](#) by using their University

username (NetID) and password (this is the same login information used to access email, BlackBoard, etc.). The Library does not mail physical items to students.

SCS students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Google Hangout (video-conferencing function) through the Georgetown Gmail System or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#) for additional information.

Research Guide

The Bachelor of Liberal Arts program has an extensive online [Library Research Guide](#) designed for the subject and research specifications of our program. This Guide will give you direct access to the library resources central to your course research work.

Learning Resources

SCS offers a host of [learning resources](#) to its students. Two that you might find particularly helpful in this course are the [Writing Center](#) and [Refworks](#).

- The [Writing Center](#) offers professional writing support through its online peer tutoring service.
- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Technical Support

Click on the Help link (on the bottom-left corner in Canvas) to reach Canvas Support, including the [Canvas Student Guide](#) and 24 hour Canvas Support Hotline at 855-338-2770.

In this course we will use VoiceThread, TurnItIn and Zoom.

- VoiceThread is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others presentations with audio, video, and/or text comments. [Technical support for VoiceThread is available.](#)
- TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. [Technical support for TurnItIn is available.](#)
- Zoom enables users to conduct synchronous (“real-time”) conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. [Technical support for Zoom is available.](#)

COMMUNICATIONS GUIDELINES

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course can be controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Statement of Student Conduct, Civility, and Engagement

The School of Continuing Studies offers students the opportunity to engage with faculty, staff, and peers in ways that foster intellectual growth and development in their chosen field of study. It is important to recognize that each member of our community brings his or her own values, thoughts, perspectives, and experiences into each interaction. We expect students to behave in a manner that is civil and respectful of others, and appreciate the learning opportunities that come from engaging pluralistic perspectives in a dynamic educational environment.

Engagement within the SCS Georgetown community takes place in on-campus meeting spaces and classrooms, and extends to online learning platforms and forums. Students should be particularly mindful that participation in class discussions, group assignments, emails, blogs, and social media reflect upon them personally, academically, and professionally. All viewpoints, editorials, and opinions expressed by students represent those students exclusively – and not the students' instructors, classmates, academic program, School, or University – even in cases when students are using Georgetown-affiliated systems like email, blogs, and online portfolios. The expectations for respect and civility are consistent for on-campus classes and spaces, as well as cyber, virtual, and online environments. Thus, civility and cybercivility are expected of all students, in all campus spaces.

SCS students are expected to adhere to the SCS guidelines for student conduct and the University Code of Student Conduct. In the event that a student's behavior is perceived to fall outside the stated SCS guidelines or may be a violation of the Code of Student Conduct, the matter may be referred to the Office of Student Conduct for further review and possible sanctioning. Such instances can include but are not limited to: disruption of official university functions (including teaching, research, administration), failure to comply with a directive issued by a University official, harassment and bullying, and incivility. For questions regarding the SCS student conduct expectations please review the policy in-full found in the [Bachelor of Arts in Liberal Studies Undergraduate Bulletin](#). For questions about the Code of Student Conduct, please review the information provided by the [Office of Student Conduct](#).

Communication with Peers

Notifications

In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name and module.
- Do not send messages asking general information about the class, please post those in the General Questions Discussion Board Forum.

Turnaround and Feedback

If you have a concern and send me a message, you can expect a response within one (1) business day. Please allow three (5) business days for assessment submission feedback.

Extreme weather, Emergencies, and Instructional Continuity

During inclement weather or other emergencies on a day when we are scheduled to meet face-to-face, check the university's Web site or call (202) 687-7669 for information on whether the university is open. If the university is open, this class will meet. If the university is closed, this class will meet through distance means such as online videoconferencing; check your e-mail for a message from me on how we will proceed in that situation. Due dates for written assignments submitted through Canvas will not be changed due to campus closings.

The university recently has acquired the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up on MyAccess.

Copyright

The materials used in Georgetown University courses ("Course Materials") generally represent the intellectual property of course instructors which may not be disseminated or reproduced in any form for public distribution (e.g., sale, exchange, etc.) without the written permission of the course instructor. Course Materials include all written or electronic documents and materials, including syllabi, current and past examination questions/answers, and presentations such as lectures, videos, PowerPoints, etc., provided by a course instructor. Course Materials may only be used by students enrolled in the course for academic (course-related) purposes.

Published course readings (book chapters, articles, reports, etc.) available in Canvas are copyrighted material. These works are made available to students through licensed databases

or fair use. They are protected by copyright law and may not be further disseminated or reproduced in any form for distribution (e.g., uploading to websites, sale, exchange, etc.) without permission of the copyright owner.

More information about intellectual property and copyright can be found here:

<https://www.library.georgetown.edu/copyright>

More information about computer acceptable use policy and intellectual property can be found here: <https://security.georgetown.edu/it-policies-procedures/computer-systems-aup>

Policy Accommodating Students' Religious Observances

The following is university policy:

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.

Title IX at Georgetown

<https://titleix.georgetown.edu/>

Sexual Misconduct

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination based on sex in any educational programs, which includes sexual harassment or any acts of sexual misconduct. Title IX requires the University, upon becoming aware of any incident of sexual harassment and misconduct to respond appropriately to protect and maintain the safety of the University community, including students, faculty, and staff.

Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking.

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff. Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. However, University policy also

requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct.

Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

Jen Schweer, MA, LPC

Associate Director of Health Education Services for Sexual Assault Response and Prevention
(202) 687-0323
jls242@georgetown.edu

Erica Shirley

Trauma Specialist
Counseling and Psychiatric Services (CAPS)
(202) 687-6985
els54@georgetown.edu

More information about campus resources and reporting sexual misconduct can be found at:

<https://sexualassault.georgetown.edu/get-help>

Pregnancy Adjustments and Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements.

Students seeking a pregnancy adjustment or accommodation should follow the process laid out at: <https://titleix.georgetown.edu/student-pregnancy>.

COURSE SCHEDULE

Week	Topic	Required Reading	Assignments
1 (May 18)	Context: Renaissance I (Humanism)	* Introduction to <i>The Portable Renaissance Reader</i> (pp. 1-45) (PDF) * <i>Italian Renaissance Reader</i> (IRR): Introduction (ix-xviii) * Pater: "Preface" and "Sandro Botticelli:" http://www.gutenberg.org/files/2398/2398-h/2398-h.htm	Reflection piece #1 (on Week 1 readings) due by midnight, Friday, May 22
2 (May 25)	Context: Renaissance II (Humanism)	* Nicholas Mann: "The Origins of Humanism" from <i>The Cambridge Companion to Renaissance Humanism</i> (PDF) * "Artists and Humanists" from <i>The Cambridge Companion to Renaissance Humanism</i> (PDF)	Reflection piece #2 (on Week 2 readings) due via Canvas by midnight, Friday
3 (Jun 1)	Historical Context: Enlightenment	* Kant, "What Is Enlightenment?": http://theliterarylink.com/kant.html * Other readings TBA ☐ <i>Star of the week: Immanuel Kant</i>	Reflection piece #3 (on Week 3 readings) due via Canvas by midnight, Friday

4 (Jun 8)	The Study of Nature: Renaissance	<p>* Matthews: Copernicus, Bacon, Galileo, Newton: pp. 133-58; 53-86; 45-52; 33-44.</p> <p>* <i>De Revolutionibus</i>: Book I, Ch. 1-10; available from: http://www.webexhibits.org/calendars/year-text-Copernicus.html</p> <p><input type="checkbox"/> <i>Star of the week: Nicolaus Copernicus</i></p>	Reflection piece #4 (on Week 4 readings) due via Canvas by midnight, Friday
5 (Jun 15)	The Study of Nature: Enlightenment	<p>Stanford Encyclopedia of Philosophy, Francis Bacon: https://plato.stanford.edu/entries/francis-bacon/#EthDimBacTho</p> <p>Voltaire's Essay on Francis Bacon: http://www-personal.k-state.edu/~lyman/english233/Voltaire-Bacon.htm</p> <p>Voltaire's Letter XIV on Descartes and Newton: https://www.bartleby.com/34/2/14.html</p> <p><u>Recommended Podcast</u>: BBC's <i>In Our Time</i> podcast, "Women and Enlightenment Science," feat. Patricia Fara, Karen O'Brien, Judith Hawley: https://www.bbc.co.uk/programmes/b00vky4n</p> <p><input type="checkbox"/> <i>Star of the week: Francis Bacon</i></p>	Reflection piece #5 (on Week 5 readings) due via Canvas by midnight, Friday
6 (Jun 22)	The Study of Human Nature: Renaissance	<p>* Pico Della Mirandola: "Oration on the Dignity of Man" (PDF)</p> <p>* Shakespeare's <i>Richard III</i>: read full play</p> <p><input type="checkbox"/> <i>Star of the week: Pico Della Mirandola</i></p>	<p>No reflection piece due. Devote your time this week to making progress on your midterm paper, due on _____</p> <p>NOTE: 100-word proposal for midterm paper, including topic and proposed sources, due via Canvas by midnight, Friday Feb 14.</p>
7 (Jun 29)	The Study of Human Nature: Renaissance	<p>* Erasmus: "On Free Will" (PDF)</p> <p>* Martin Luther: "The Bondage of the Will" (PDF)</p> <p>* John Calvin: "Free Will and Predestination" (PDF)</p> <p><input type="checkbox"/> <i>Star of the week: Erasmus</i></p>	Reflection piece #6 (on Week 7 readings) due via Canvas by midnight, Friday
8 (Jul 6)	The Study of Human Nature: Enlightenment	<p>Aphra Behn's <i>Oroonoko</i> (1688)</p> <p>Be sure to read the Introduction</p> <p>Note: There is a PDF of this text on Canvas under "Files"</p> <p><u>Recommended Podcast</u>: BBC's <i>In Our Time</i> podcast, "Aphra Behn," feat. Janet Todd, Ros Ballaster, Claire Bowditch: https://www.bbc.co.uk/programmes/b0977v4t</p> <p><input type="checkbox"/> <i>Star of the week: Aphra Behn</i></p>	Reflection piece #7 (on Week 8 readings) due via Canvas by midnight, Friday

9 (Jul 13)	The Study of Human Nature: Enlightenment	<p>* Jean-Jacques Rousseau, <i>Discourse on the Origins of Inequality</i> (selections TBA)</p> <p>* Kramnick (e-text here) (PDF available on Canvas under “Files”):</p> <p>Locke’s <i>An Essay Concerning Human Understanding</i>, p. 185 Hume’s <i>A Treatise on Human Nature</i>, p. 195 Francis Hutcheson’s <i>Concerning the Moral Sense</i>, p. 275 Adam Smith’s <i>Impartial Spectator</i> p. 280 and <i>The Four Stage Theory of Development</i>, p. 378 Adam Ferguson <i>The Progressive Character of Human Nature</i>, p. 380</p> <p><u>Recommended Podcast:</u> BBC’s <i>In Our Time</i> podcast, “Rousseau on Education,” feat. Richard Whatmore, Caroline Warman, Denis McManus</p> <p><input type="checkbox"/> <i>Star of the week: Rousseau</i></p>	Reflection piece #8 (on Week 9 readings) due via Canvas by midnight, Friday
10 (Jul 20)	Renaissance Ethics	<p>* Michel de Montaigne, <i>The Essays</i>. Select seven (7) of the following essays to read and study closely. You must read “On Experience.”</p> <p>“We reach the same end by discrepant means” “On fear” “To philosophize is to learn how to die” “On educating children” “That it is madness to judge true and false...” “On cannibals” “Judgment on God’s ordinances...” “On solitude” “On prayer” “On the inconstancy of our actions” “On cruelty” “On repenting” “On some lines of Virgil” “On experience”</p> <p><u>Recommended Podcast:</u> BBC’s <i>In Our Time</i> podcast, “Montaigne,” feat. David Wootton, Terence Cave, Felicity Green: https://www.bbc.co.uk/programmes/b01s0qmi</p> <p><input type="checkbox"/> <i>Star of the week: Montaigne</i></p>	Reflection piece #9 (on Week 10 readings) due via Canvas by midnight, Friday
11 (Jul 27)	Enlightenment Ethics	<p><u>Kramnick:</u></p> <p>* John Locke, <i>A Letter Concerning Toleration</i> (1689) * Jean-Jacques Rousseau, <i>The Social Contract</i> (selections TBA) * <i>The United States Declaration of Independence:</i> https://www.archives.gov/founding-docs/declaration-transcript</p>	Reflection piece #10 (on Week 11 readings) due via Canvas by midnight, Friday

		<p>* <i>The Declaration of the Rights of Man and Citizen</i>: https://avalon.law.yale.edu/18th_century/rightsof.asp</p> <p>* <i>The Declaration of the Rights of Women</i>: https://sourcebooks.fordham.edu/mod/1791degouge1.asp</p> <p><input type="checkbox"/> <i>Star of the week: Olympe de Gouges</i></p>	Final project proposal due via Canvas by midnight, _____
12 (Aug 3)	Renaissance Art & Letters	<p>* IRR: Petrarch (pp. 1-21), and <i>Canzoniere</i> Nos. 1, 3, 16, 23, 90, 134, 189, 298 (PDF)</p> <p>* * Adams: pp. 229-237; 65-66; 75-81; 87-103; 202-206; 312-320; 332-344; 291-311; 184-201; 240-246.</p> <p><input type="checkbox"/> <i>Star of the week: Michelangelo</i></p>	Reflection piece #11 (on Week 12 readings) due via Canvas by midnight, Friday
13 (Aug 10)	Enlightenment Art & Letters	<p>* Voltaire's <i>Candide</i></p> <p>* BBC's <i>In Our Time</i> podcast, "Voltaire's Candide," feat. David Wootton, Nicholas Cronk, Caroline Warman</p> <p><input type="checkbox"/> <i>Stars of the week: Voltaire and Madame du Châtâlet</i></p>	Reflection piece #12 (on Week 13 readings) due via Canvas by midnight, Friday