**Course Description and Core Objectives**

This course examines the emergence of modern experience in relation to the globalization process. It analyzes what modernity is, how it came into existence, and how it has transformed human lives and the world. It looks at Europe, where terms to define the modern experience were originally established, and examines to what extent non-European cultures have been reshaping European and world cultures and identities, and vice versa. This course will attempt to understand multiple aspects of modernity, including the emergence of modern thought, science and industrialization, feminism, capitalistic economies, nation-states and representative governments, and philosophical, literary, and artistic developments. Alongside this examination of modernity, this class will review the phenomenon of globalization, especially its historical, cultural and economic dimensions. Such examination will consider globalization in relation to European imperial expansion, political revolutions, colonialism and post-colonialism, migration and the emergence of new identities in an ever changing global system, through the exchange of ideas and cultures, nationalism and trans-nationalism. Exploration of globalization will also include its contemporary developments, including the way in which Africa, China, Europe, Latin America and the Middle East have responded to the challenges of globalization.

This Core Humanities course satisfies Core Objective 5 of the Silver Core Curriculum:

**CO5. History and Culture:** Students will be able to describe the processes by which past and present societies have been created and perpetuated through their history, ideas, and cultural products. Students will engage both historical and contemporary cultural texts through critical reading, analysis, and interpretation in the context of culture, society, and individual identity.

In addition, CH 202 helps students to develop the skills described in Core Objectives 1 and 3. These objectives are reinforced throughout the curriculum in other courses students take to fulfill core and major requirements:

**CO1. Effective Composition and Communication:** Students will be able to effectively compose written, oral, and multimedia texts for a variety of scholarly, professional, and creative purposes.

**CO3. Critical Analysis and Use of Information:** Students will be critical consumers of information, able to engage in systematic research processes, frame questions, read critically, and apply observational and experimental approaches to obtain information.

**Student Learning Outcomes (SLOs) and Correlation to Core Objectives (COs):**

Students successfully completing CH 202 will be able to:
1. Express ideas clearly and persuasively, using relevant evidence to support their arguments. (CO1)
2. Analyze primary source texts with attention to content, historical and cultural context, and rhetorical techniques. (CO3, CO5)
3. Trace the sources and development of European intellectual traditions and cultural institutions, with attention to the diversity of global experiences and voices that shaped them. (CO5)
4. Identify how arts, technologies, scientific discoveries, political ideologies, and globalization contributed to modern and contemporary identities. (CO5)
5. Connect the beliefs, values, and actions of past generations to contemporary conditions. (CO5)
6. Describe European interactions with other parts of the world and explain how interregional cultural connections, economic ties, and military conflicts shaped ideas, beliefs, and values in the modern and contemporary world. (CO5)

Throughout our lectures, discussions, assignments, or other activities, we will be practicing some of the SLOs mentioned above. Therefore, some of our course material will have an SLO designation in order to indicate which materials will provide opportunities for students to learn and implement SLO skills. For example, SLO 2 refers to the interpretation and analysis of authors’ arguments; SLO 6 relates to the understanding of the connections among local, national, and international contexts and the way in which contemporary global influences affect current local situations.

**Required Texts (available for purchase at the University Bookstore)**


**Movies and other Popular Cultural Sources**

This class will use movies, cartoons, YouTube videos, songs, and other materials drawn from popular culture to enhance students’ understanding of the topics being discussed. One to two movies and YouTube videos will be screened in class. Other films are on reserve and can be viewed any time before the due date in the Multimedia Center of the Mathewson-IGT Knowledge Center. Students are required to watch the following two movies:

*The French Revolution*, Documentary, History Channel, 89 minutes: to be viewed before September 16.
*Young Frankenstein*, Directed by Mel Brooks, 1974, 106 minutes: to be viewed before September 30.

**Course Requirements**

**A. Class Attendance:**
1. Students are required to attend class on a regular basis. They should come to class on time and keep any scheduled appointments. Students who for extraordinary reasons cannot meet a deadline or come to class should discuss the situation with the instructor beforehand.

2. There will be no excuses for absence unless justified with prior notification to the instructor by telephone or by email. Excuses will be accepted for the following reasons: serious illness (witnessed by a doctor’s note), observed religious holidays, family emergency, excused university absences. But remember: no student is entitled to an unlimited number of absences. In order to be excused following an illness, it is the student's responsibility to present a doctor's note to the instructor.
3. Since your attendance is part of your grades, it's the student's responsibility to make sure to sign the attendance sheet for every class. This is the only way to allow your discussion leader to know that you were in class. Don't come and tell us that you had to leave class early and were unable to fulfill your student obligations or that you forgot to sign the attendance sheet.

4. Please note that any students with an excessive number of unexcused class absences equal to a third of the course length may be failed. Final grades for students with 3 or more unexcused absences or who have missed a quarter of the course length may be dropped by one letter grade.

5. Copying and plagiarizing will also be sanctioned by an F (see section titled Academic Integrity below for additional information).

6. Besides attending all class sessions, the student’s main tasks consist in actively responding to and discussing class materials (both orally and in writing). Students are expected to read selected primary and secondary materials indicated on the class syllabus and introduced globally to them on the first day of class. Reading these materials ahead of each session is important for discussion and for developing a clear understanding of concepts. Frequent, unexcused absences will lower your grade, and you won’t be allowed to make up missed quizzes or written assignments unless you have a valid excuse.

7. All required readings for the course are available at the University bookstore. Each student should purchase and read according to the scheduled dates the books required. We strongly recommend that you read the sections assigned at least twice before coming to class. Make notes in your texts or on a separate sheet of paper and highlight or underline the specific passages you want to discuss.

B. Class Participation: The following guidelines will help students to prepare for class discussions.

1. At the start of the semester, I suggest that you exchange contact information with your classmates. Exchanging addresses and remaining in contact with three or four other students will help you work together in several ways. Not only does cooperative learning help you grow to esteem and respect fellow students, but it also allows you to receive useful feedback that can be incorporated into weekly assignments. In addition, in case of absence, students connected to each other can share important information about the day missed.

2. Spend time before each class preparing for discussion by making notes in your texts or on a separate sheet of paper pertaining to specific passages from the readings that you want to discuss.

3. During class discussions, when raising a question or point about the assigned readings, make specific references to texts, authors and page numbers in question.

4. When responding to the questions or comments of fellow students try to listen carefully to your interlocutor’s question/position. Try not to make assumptions about your interlocutor’s intentions or motivations. When necessary, ask your interlocutor to clarify or restate her/his position. If you intend to refute or challenge the position of your interlocutor, try to support your own position by referring to the assigned readings and other course materials.

5. Class environment/Controversial material: the classroom is an environment of learning par excellence. It is an intimate and ever-changing space where students are constantly asked to share opinions and critically analyze issues that the instructor and fellow students present. Participation in class discussions is instrumental in the student’s ability to analyze and assimilate information. Certain ideas to be discussed are controversial. You are not required to agree with them, but you are expected to understand them and be able to discuss them academically in a civil manner.

6. Students must show respect for one another at all times. You may not agree with another’s position; you may not even respect some of the viewpoints offered by others; but you must respect your classmates as contributing members of this class.
C. Disruptive Behavior:
Coming late to class, leaving early, sleeping in class, and talking to other students during class are a distraction not only to the instructor but to your classmates. If you are having difficulties getting to class on time or need to leave early, please inform the instructor in advance. Using your cell phone and eating in class are also considered disruptive and, as a result, are not allowed in the class discussion.

Assessment

Assessment will be based on how well students complete the following tasks:

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and class participation</td>
<td>10 percent</td>
</tr>
<tr>
<td>Weekly assignments (1–2 pages) or quizzes</td>
<td>15 percent</td>
</tr>
<tr>
<td>Essays</td>
<td></td>
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<tr>
<td>Essay 1 (due September 25)</td>
<td>8 percent</td>
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<tr>
<td>Essay 2 (due October 23)</td>
<td>10 percent</td>
</tr>
<tr>
<td>Essay 3 (due December 4)</td>
<td>12 percent</td>
</tr>
<tr>
<td>Exams</td>
<td></td>
</tr>
<tr>
<td>Midterm (October 16)</td>
<td>20 percent</td>
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<tr>
<td>Final (December 11)</td>
<td>25 percent</td>
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</tbody>
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1. There will be a total of eight short weekly assignments (1-2 pages) or quizzes (based on the preceding lectures). Writing assignments and quizzes are based on critical thinking and questioning to stimulate class discussion.

2. Weekly assignments are only accepted on the day that they are due and must be handed in during class. There are no assignments due the weeks that essay papers are assigned or when the midterm is given. Weekly assignments are not optional.

3. Each assignment will be scored out of a maximum 100 points, so the score that you receive will reflect a percentage of that total.

4. Weekly assignments will be posted on Web Campus one week prior to their due dates; and essay papers will be posted at least two/three weeks before they are due. Students are thus advised to complete work early in order to avoid computer or printer mishaps. No extensions will be given for computer/printer issues.

5. Late assignments are not accepted. [The instructor reserves the right to accept late assignments in special cases such as a student’s hospitalization. Nevertheless, even in special cases, the instructor may apply the following penalty: 10% of the points off per late day.] Each student is strongly urged, therefore, to turn in assignments by the due date.

6. In place of paper #3, students have the option of doing alternative projects [Details will be given at the time paper #3 is posted].

Grading Policy

I have created a fair grading system that will allow students, from the first day of class, to know exactly how to organize their semester efforts. This system enables students who make an honest attempt, i.e. keep up with their readings, to succeed in this class. As a result, “extra credit” assignments will not be offered to students who may
find themselves in trouble towards the end of the semester. I believe that special treatment towards students who have not kept up with readings and/or assignments is not fair to those who have worked conscientiously and consistently throughout the semester to study the basic material for this course.

I believe that a grade is less a reward for or a penalty against the student’s intelligence than a reflection of the student’s proficiency to write clearly and persuasively a paper on a given topic. Organization and importance of ideas, as well as grammar and clarity, are among some the chief criteria I use in grading a paper. With this in mind, students are evaluated/graded according to the following criteria (plus or minus grades will be used):

**A– (90–94%), A (95–100%)**  
An A grade means that the paper is written with grace and clarity. The student has demonstrated mastery in writing clearly and organizing ideas methodically on a given topic. Ideas are not randomly thrown here and there but are complementary and cohesive elements of a well-organized paper.

**B– (80–82%), B (83–86%), B+ (87–89%)**  
A B grade means that the paper is above average. Ideas flow well. Grammatical errors are minimal.

**C– (70–72%), C (73–76%), C+ (77–79%)**  
A C grade is for an average paper that complies with the topic assigned or chosen. The student has done just what I asked for. Grammar is fair and content is intelligible.

**D– (60–62%), D (63–66%), D+ (67–69%)**  
A D grade is for a paper written with a level of grammatical errors that sometimes hinders the comprehension. Ideas exist but are arranged without a clear logic. Some of them are obscure and unintelligible. Sentences are confusing.

**F (less than 60%)**  
An F grade is for a paper quickly and poorly written, with incomplete sentences, and often off-subject. This grade signifies an unacceptable performance in writing a specific assignment. Usually the content can hardly be grasped because of a lack of clarity and organization. Copying and plagiarizing will also be sanctioned by an F (see the Academic Integrity section of the syllabus for additional information).

**Academic Integrity**

The university’s Academic Standards policy states:

Academic dishonesty is against university as well as the system community standards. Academic dishonesty includes, but is not limited to, the following:

Plagiarism: defined as submitting the language, ideas, thoughts or work of another as one's own; or assisting in the act of plagiarism by allowing one's work to be used in this fashion.

Cheating: defined as (1) obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text and other materials; (2) obtaining or providing information concerning all or part of an examination prior to that examination; (3) taking an examination for another student, or arranging for another person to take an exam in one's place; (4) altering or changing test answers after submittal for grading, grades after grades have been awarded, or other academic records once these are official. . . .

Sanctions for violations of university academic standards may include the following:

(1) filing a final grade of “F”; (2) reducing the student’s final course grade one or two full grade points; (3) awarding a failing mark on the test or paper in question; (4) requiring the student to retake the test or resubmit the paper.
Copying someone else’s entire paper or article is a clear example of academic dishonesty, but note that plagiarism can take other, less obvious forms as well. “Language, ideas, thoughts or work of another” includes any material used in your assignments and essays that was written or produced by others. Using brief phrases or sentences from books, articles, internet sites, documents, or other sources without letting your reader know where they came from is a form of plagiarism. You must properly acknowledge your use of other people’s words by placing them in quotation marks and citing all sources used in your paper. Even if you paraphrase someone else’s ideas and do not quote them directly, you must still indicate where those ideas came from. Citations should also be given for little-known facts and statistics.

Students caught cheating and/or plagiarizing in this class will be failed in the course without regard to length of assignment or time during the semester. In addition, all cases of academic dishonesty are reported to the Office of Student Conduct and become part of the student’s academic record.

Other Policies and Information

Disabilities Statement
The Core Humanities program is committed to equal opportunity in education for all students, including those with documented learning disabilities. If you have a documented disability and will be requiring assistance, please contact the Disability Resource Center (Thompson Building Suite 101) as soon as possible to arrange for appropriate accommodations and then contact me.

Academic Success Services
Your student fees cover usage of the Math Center (784-4433 or www.unr.edu/mathcenter/), Tutoring Center (784-6801 or www.unr.edu/tutoring/), and University Writing Center (784-6030 or http://www.unr.edu/writing_center/). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

Statement on Audio and Video Recording
Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

Submissions to The Montag
Students with an A on a writing assignment are encouraged to consider submitting their paper for publication in The Montag, a student-edited undergraduate research journal. This journal offers students taking classes in the College of Liberal Arts the possibility of publishing essays, art, creative writing, and other work. The contact for submission is: <themontag@unr.edu>.

Schedule of Classes
Note: this schedule is subject to change

Week 1: Introduction to the Course / The Italian Renaissance / The Protestant Reformation (SLOs: 1, 2, 6)

Tuesday, August 26
Introduction—No readings assigned

Thursday, August 28
Read:
• Martin Luther, “An Open Letter to the Christian Nobility of the German Nation” (1520), in *Trials of Modernity*, 12-17.
• Background Notes: Martin Luther, “Disputation on the Power and Efficacy of Indulgences Commonly Known as ‘The 95 Theses’,” available online at: http://www.spurgeon.org/~phil/history/95theses.htm (and other websites).

**Week 2: Travel and Exploration / The Emergence of Science / Early Modern Thought / Rationalism vs. Empiricism (SLOs: 1, 2, 3, 4, 6)**

Tuesday, September 2
Read:
• “The Early Modern and the Emergence of Science” (Introduction to Section I), in *Trials of Modernity*, 1-2.
• “Travel, Exploration, and Conflict Between Cultures” (Introduction to Section II), in *Trials of Modernity*, 53-54.
• Christopher Columbus, “Letter” (1493), in *Trials of Modernity: Europe in the World*, 55-59
• Michel de Montaigne, “Essays” (1572), in *Trials of Modernity*, 60-68.

Thursday, September 4
Read:
• Isaac Newton, “The Mathematical Principles of Natural Philosophy” (1687), in *Trials of Modernity*, 50-51.
• René Descartes, *Discourse on Method* (parts 1-4)
• Francis Bacon, “Novum Organum” (1620), in *Trials of Modernity*, 27-29.

**Week 3: The Enlightenment (SLOs: 1, 2, 3, 5)**

Tuesday, September 9
Read:
• “The Enlightenment and the French Revolution” (Introduction to Section III), in *Trials of Modernity*, 103-104.

Thursday, September 11
Read:
• Ignatius Sancho, “Letters” (1778), in *Trials of Modernity*, 146-149.

**Week 4: Political Theory and Social Contract / The French Revolution (SLOs: 1, 2, 3, 5, 6)**

Tuesday, September 16:
Read:
• Thomas Hobbes, “Leviathan” (1651), in *Trials of Modernity*, 35-44.

Thursday, September 18:
Read:
• National Assembly, “The Declaration of the Rights of Man and of the Citizen” (1789), in *Trials of Modernity*, 159-161.
• Sister Juana Inés de la Cruz, *The Answer / La Respuesta*, Part 1 (Web Campus)

**Week 5: Legacies of the French Revolution / Gender and Race in the Age of Revolution (SLOs: 1, 2, 3, 5, 6)**

Tuesday, September 23:
Read:
• Toussaint L’Ouverture, “Proclamation” (1793), “Letter to the Directory” (1797), and “Regulations Regarding Field Labor” (1800), in *Trials of Modernity*, 177-181.
• Olympe de Gouges, “The Declaration of the Rights of Woman” (1791), 161-163.
• Mary Wollstonecraft, “Vindication of the Rights of Woman” (1792) in *Trials of Modernity*, 168-176.
• Sister Juana Inés de la Cruz, *The Answer / La Respuesta*, Part 2 (Web Campus)

Thursday, September 25:
Read:
• Claire de Duras, *Ourika*, 1-47.
**First essay due.**

**Week 6: Romanticism and Bourgeois Culture / The Industrial Revolution (SLOs: 1, 2, 3, 4, 5)**

Tuesday, September 30:
Read:
• Mary Shelley, *Frankenstein* (all)

Thursday, October 2:
Read:
• “Romanticism and Industrial Transformation” (Introduction to Section IV), in *Trials of Modernity*, 185-186.
• Andrew Ure, “The Philosophy of Manufactures” (1835), in *Trials of Modernity*, 227-229.
• Mrs. Smart, Mrs. Britton, & Mary Hunt, “Reports of Special Assistant Poor Law Commissioners on the Employment of Women and Children in Agriculture (1843),” in *Trials of Modernity*, 234-236.

**Week 7: Karl Marx / Women in the Late 19th Century / Nations and Nationalism / Capitalism and the Construction of European Empires (SLOs: 1, 2, 4, 5, 6)**

Tuesday, October 7:
Read:
• Karl Marx & Friedrich Engels, *The Communist Manifesto* (Web Campus)
• “Materialism, Evolution, Nationalism, Imperialism” (Introduction to Section V), in *Trials of Modernity*, 245-246.

Thursday, October 9:
Read:
• Richard Burton, “Two Trips to Gorilla Land” (1876), in *Trials of Modernity*, 268-272.
• Edward Dicey, “Mr. Gladstone and Our Empire” (1877), in *Trials of Modernity*, 273-274.

Week 8: Review / Midterm Exam

Tuesday, October 14:
Review—No readings assigned

Thursday, October 16:
Midterm exam in SEM 101

Week 9: The Birth of the Modern / Feminism and Modernity (SLOs: 1, 2, 3, 4, 5, 6)

Tuesday, October 21:
Read:
• “The Birth of the Modern” (Introduction to Section VI), in *Trials of Modernity*, 297-298.
• James Joyce, “After the Race” (1904), in *Trials of Modernity*, 308-312.

Thursday, October 23:
Read:
• Rebecca West, “Women and Wages” (1912), in *Trials of Modernity*, 325-331.

Second essay due.

Week 10: Voices from the Empire (SLOs: 1, 2, 3, 4, 5, 6)

Tuesday, October 28:
Read:

Thursday, October 30:
Read:
• Chinua Achebe, *Things Fall Apart*, 110-209.
Week 11: The Great War / Hitler and World War II (SLOs: 1, 2, 3, 4, 5, 6)

Tuesday, November 4:
Read:
• “Global War” (Introduction to Section VII), in Trials of Modernity, 347-349.
• International Congress of Women, “Call to the Women of All Nations” (1915), in Trials of Modernity, 350-352.
• Aleksandra Kollontay, “Communism and the Family” (1918), in Trials of Modernity, 353-355.
• Wilfred Owen, “Dulce Et Decorum Est” (1920), in Trials of Modernity, 356-357.
• William Butler Yeats, “The Second Coming” (1920), in Trials of Modernity, 358.

Thursday, November 6:
Read:
• Adolf Hitler, “Mein Kampf” (1925-1926) and “Speech Dedicating the House of German Art” (1937), in Trials of Modernity, 359-369.

Week 12: Resistance / Existentialism / Post-Colonialism (SLOs: 1, 2, 3, 4, 5, 6)

Tuesday, November 11:
Veteran’s Day—No classes.

Thursday, November 13:
Read:
• Mohandas K. Gandhi, “Hind Swaraj or Indian Home Rule” (1938), in Trials of Modernity, 405-410.
• Frantz Fanon, “The Wretched of the Earth” (1961), in Trials of Modernity, 423-426.
• Jawaharlal Nehru, “Speech on the Granting of Indian Independence” (1947) (Web Campus)
• Sukarno, “Speech at the Opening of the Bandung Conference” (1955) (Web Campus)

Week 13: Postmodernity / Migrations, Globalization, the Nation State, and New Identities (SLOs: 1, 2, 3, 4, 5, 6)

Tuesday, November 18:
Read:
• C.L.R. James, “Old School-Tie” (1963), in Trials of Modernity, 427-430.
• Nelson Mandela, Long Walk to Freedom, 445-544. (Web Campus)

Thursday, November 20:
Read:
• Amin Maalouf, In the Name of Identity (all)
Week 14: Globalization: The Economic Dimension (SLOs: 1, 2, 3, 4, 5, 6)

Tuesday, November 25:
Read:

Thursday, November 27:
Thanksgiving—No classes

Week 15: Global Culture and Mass Communications (SLOs: 1, 2, 3, 4, 5, 6)

Tuesday, December 2:
Read:
• Peter Jones, “The Arab Spring: Opportunities and implications.” (Web Campus)
• Peter Beaumont, “The Truth about Twitter, Facebook and the Uprisings in the Arab World.” (Web Campus)

Thursday, December 4:
Read:
• Isobel Coleman, “Is the Arab Spring Bad for Women?” (Web Campus)

Third essay due.

Week 16: Conclusion and Final Exam (SLOs: 1, 2, 3, 4, 6)

Tuesday, December 9:
Review and conclusion—No readings assigned

Thursday, December 11:
Final Exam