

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE
HUM 324:002 The Modern World — Summer, 2009

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Catalog Description: Ideas and values from the scientific revolution of the 17th Century to the Second World War, emphasizing the various revolutions (scientific, political, economic, social) and their impact on philosophy, religion, literature, and the arts.

Course Objectives: Humanities 324 explores how actions and patterns of thought over the past three hundred years have affected our own outlook in the twenty-first century. The readings are designed to further our understanding of ourselves as individuals, members of society, and as partners in a global community. In addition, Humanities 324 aims at helping students:

- Improve critical thinking through reading, writing, and discussion.
- Recognize the presence of differing values and worldviews, both past and present.
- Examine the role of ethical values and make informed judgments about ethical issues.
- Develop the ability to make connections among various disciplines.
- Develop speaking skills.
- Demonstrate effective thinking through synthesis of research in primary and secondary sources.

You can find the program-wide goals at :
<http://www.unca.edu/humanities/goals.htm>

Required Texts: These specific titles and editions are available at the UNCA Bookstore; bring to class as needed. The instructor may assign other readings during the course of the term.

Katz, E. J., Moseley, M., Rizzo, T., and Ruiz, M. (Eds.) *Asheville Reader: The Modern World*. Asheville, NC: Pegasus Press. Designated as AR in syllabus/reading assignments.

Fiero, G. *The Humanistic Tradition* (5th ed.), Volumes 4-6. New York: McGraw-Hill. Designated as F4, F5, or F6 in syllabus/reading assignments.

Jun'ichiro Tanizaki, *In Praise of Shadows*, any edition.

Henry David Thoreau, *Civil Disobedience and Other Essays*, any edition.

Other texts will be provided by the instructor.

Methodology: The class will explore primary documents through individual reading, lecture, media and class discussion.

Course Requirements are as follows:

1. **Exams** (40%). There will be two in-class exams, one during the term and one at the end of the course, each covering one half of the course. The format will be 50% objective and 50% essay.
2. **Outside Writing** (30%). Students will write **three** analytical essays on primary sources. Each essay should be at least 600 words and no longer than 900 words (around three pages). Students should interpret the primary material in a social, philosophical or historical context and deal with the material's implications and meaning for life, culture, society, or scholarship. Secondary sources can be used, but the essays must show the student's thinking more than that of any secondary sources used. Students may choose any primary source readings in the syllabus, or may find materials outside the syllabus that are *primary documents* produced during the period covered by the course.
3. **Active Class Participation** (15%): Students are expected to take part in class discussions, to have read assigned readings before class, and to be present for class sessions, including common lectures. The student's final grade will be affected by non-participation, poor attendance, excessive tardiness or late work.

Course requirements must be completed in order to receive a passing grade.

4. **Moodle Assignments** (15%). Occasionally, students will take a short quiz, write a brief essay or complete another activity about the assigned readings for that day using Moodle. There will be no make-up quizzes or writings. Missed quizzes and writings will earn a grade of zero.

Grading Policy:

A	95-100%	B+	87-89%	C+	77-79%	D+	67-69%	F	Below
A-	90-94%	B	83-86%	C	73-76%	D	63-66%		60%
		B-	80-82%	C-	70-72%	D-	60-62%		

Make-up tests: Students must take all tests to complete the work of the course. Students should make every attempt to take tests as scheduled. **NOTE:** *Failure to complete either test without making prior arrangements with the instructor will result in a failing grade for the course, except in the case of a documented, unavoidable emergency.* The instructor is the final judge of what constitutes "documented, unavoidable." The instructor may assign an alternative form of evaluation under some circumstances. Tests will be administered on Moodle, but there will be strict timelines for access.

Attendance: Attendance and active class participation are expected. Students are responsible for any and all class information whether or not they were present when the information was disseminated. Excessive tardiness or absence from classes (including lectures) will result in a lower grade. **NOTE:** *Missed class work may not be made up, and will earn a grade of zero unless your absence is excused by the instructor.*

Late assignments: All assignments are due at the **beginning** of class on the day indicated. Assignments handed in at the end of class will be considered late. Late papers will be penalized 20 points per day. Any late assignments should be handed directly to the instructor if possible, and otherwise placed in the instructor's mailbox in the Humanities Program Office, NH 212. Emailed assignments will not be accepted.

Internet: The instructor uses email to communicate with students. Plan to check email regularly. Your assigned UNCA email address will be used; if you usually use a different address, please make arrangements to have your UNCA mail forwarded to that address.

Instructor's Mailbox: Students should make every effort to hand assignments directly to the course instructor. Students may turn in late assignments to the instructor's mailbox, located in the Humanities program office in New Hall 212; however, the instructor assumes no responsibility for items placed in the box. **NOTE:** *Items placed in the box or slid under the door are the responsibility of the student; in the event they end up missing, they will be treated as though they were not turned in.* Items submitted in either place will be deemed submitted on the date upon which the instructor collects them.

Academic Misconduct: The UNCA policy concerning academic misconduct will be followed if wrongdoing is suspected. Plagiarism is of particular concern in this class and will not be tolerated. When completing any outside writing for this class, a student must cite all the sources used whether from a book, a printed article or an electronic resource found on the web. All written work for this course must be written expressly for this course; students are not permitted to turn in work completed for any other class.

Spelling, Punctuation, and Grammar: All work submitted for this course is to be of the highest quality. Students are encouraged to use a dictionary, thesaurus, or other aid. Points will be deducted for errors, including spelling, grammar, punctuation, and construction. Compositions will also be graded for clarity of argument, interest, and appropriateness of style.

Typing, stapling, etc.: Unless otherwise specified, students should word-process and print all papers to be submitted. Each paper should be formatted with one-inch margins and 12-point Times New Roman, double-spaced. Papers should be stapled, not paper-clipped or dog-eared. Please do not submit papers in folders, envelopes, or report sleeves. **NOTE:** *Failure to observe these standards may result in a loss of points on assignments.*

Disability Accommodation: If anyone in this class has a recognized disability and the proper paperwork from disability services, please notify me during the first week of class so that I can make the accommodations that you require.

This course is worth four credit hours, and the amount of reading and writing expected is greater than it would be for a three-hour course. If you should find yourself getting behind, please come and talk to me early; the longer you wait, the more difficulty you will have in catching up.

I will use Moodle as our course management system. You will be expected to have access to the Internet, since you'll use Moodle for quizzes, tests and some essays. Please make sure you can log on without difficulty.

Course Calendar (may change during the term)

Monday	July 6	Classes begin; introduction to course; AR: 2-8, Galileo Galilei, from "The Letter to the Grand Duchess Christina;" AR: 59-66, Immanuel Kant, "What is Enlightenment?" F4, 75-83
Tuesday	July 7	Syllabus Quiz, AR 26-36, John Locke, from <i>Two Treatises on Government</i> ; AR 76-81, Thomas Jefferson, The Declaration of Independence; F4, 95-110; 137-138
Wednesday	July 8	No class meeting; check for assignment
Thursday	July 9	AR 50-58, Jean Jacques Rousseau, from The Social Contract; AR 91-94, National Assembly of France, "Declaration of Rights of Man and Citizen;" AR 103-112, Edmund Burke, from Reflections on the Revolution in France; AR 175-180, Olympe de Gouges, "Declaration of the Rights of Woman and Citizen;" AR 230-235, Simon Bolivar, "Message to the Congress of Angostura" F4, 102-103; F5, 77-81
Friday	July 10	AR: 68-75: Adam Smith, from <i>The Wealth of Nations</i> ; AR: 262-267: John Stuart Mill, from <i>On Liberty</i> ; F5, 81-82
Monday	July 13	AR: 202- 205, Angelina E. Grimke, from "Appeal to the Christian Women of the South;" AR: 218-221, Sojourner Truth "A'nt I a Woman? An Address to the First Annual Meeting of the American Equal Women Rights Association;" AR: 186-201, Mary Wollstonecraft, from <i>A Vindication of the Rights of Woman</i>
Tuesday	July 14	AR: 213-217, Elizabeth Cady Stanton et al., "Declaration of Sentiments;" AR: 251-255, Flora Tristan, from The Female Worker's Union; AR: 273-276, Susan B. Anthony, from <i>The Declaration Rights for Women</i> ; AR: 222-228, John Stuart Mill, from <i>The Subjection of Women</i> . First Essay Due.
Wednesday	July 15	AR: 304-310, Simon Pokagon, from "The Future of the Red Man;" AR: 311-314, Zitkala-Sa, "Why I am a Pagan;" Ohiyesa, AR: 315-320, from <i>The Soul of the Indian</i> ; AR: 339-342, Black Elk, Lakota Government (interview); AR: 113-118, Benj. Benneker, "Letter to Thomas Jefferson" and Jefferson's Response; AR: 181-185, Olaudah Equiano, from <i>The Life of Olaudah Equiano</i> ; AR: 206- 212, Frederick Douglass, from "Narrative of the Life of Frederick Douglass;" AR: 344-349, Booker T. Washington, "Address at the World's Fair in Atlanta"
Thursday	July 16	AR: 360-366, W.E.B. DuBois, from "Strivings of the Negro People;" AR: 367-375, Marcus Garvey, "Negro Progress Postulates Negro Government," "The World as It Is: Insulting Negro Womanhood," "The World as

		It Is: The Internal Prejudices of Negroes,” “Let the Negro Accumulate Wealth: It Will Bring Him Power” F5, 25-27, 73-75
Friday	July 17	AR: 382-390, Charles Darwin, from <i>Origin of the Species</i> ; AR: 333-338, Vladimir Lenin, <i>Imperialism: The Highest Stage of Capitalism</i>
Monday	July 20	The readings for today are on electronic reserve in the library. F5, 75-77.
Tuesday	July 21	Mid-Term Exam
Wednesday	July 22	No class meeting; check for assignment
Thursday	July 23	Tanzaki, <i>In Praise of Shadows</i> . Henry David Thoreau, <i>Civil Disobedience and Other Essays</i> . Second Essay Due.
Friday	July 24	AR: 119-121, Emperor Ch'ien-lung “Letter to King George III;” AR: 327-332, Ito Hirobumi, from “Sources of Japanese Tradition;” AR: 321-326, Mahatma Gandhi, from <i>Indian Home Rule</i> ; F6, 26-30, 49-54
Monday	July 27	AR: 456-460, Helena Marie Swanwick, “The War and Its Effect upon Women;” AR: 441-446, Carl Jung, from <i>The Spiritual Problem of Modern Man</i> ; AR: 296-298, Olive Schreiner, from <i>Trooper Peter Halket of Mashonaland</i> ; F5, 93-137; F6, 1-25, 35-48, 78-89
Tuesday	July 28	AR: 424-427, Gertrude Stein, “Picasso;” AR: 428-434, Kafka, “A Country Doctor;” AR: 470-474, John Maynard Keynes, from <i>The End of Laissez-Faire</i> ; Christopher Isherwood (electronic reserve); F6, 54-65.
Wednesday	July 29	AR: 480-487, Benito Mussolini, from <i>The Political and Social Doctrine of Fascism</i> . AR: 461-469, Adolf Hitler, from <i>Mein Kampf</i> ; AR: 497-502, Hannah Arendt, from <i>The Origins of Totalitarianism</i> ; Third Essay Due.
Thursday	July 30	AR: 414-423, Friedrich Nietzsche, from <i>Beyond Good and Evil</i> . F6, 60-65 AR: 513-517, Albert Camus, from <i>The Myth of Sisyphus</i> ; AR: 518-521, Jean-Paul Sartre, “The Republic of Silence;” other readings to be assigned.
Friday	July 31	Final Exam

Guidelines for Outside Writing

The three papers assigned for this class are worth, collectively, twenty-five percent of your final grade in this course. The following guidelines are designed to help you achieve the highest grade possible and to avoid unnecessary work.

1. Three papers are assigned, and all of them must be completed in order to receive a passing grade for the course. Each paper should be at least 600 words, and no greater than 900 words, or about three pages.
2. Your topic should be broad enough to fill out the minimum word count without excessive padding, and narrow enough not to push your word count too high.
3. The analytical papers need have no scholarly sources, but if you choose to cite external material, you should use proper documentation. You must cite any work that is not your own. Most papers will benefit from some research, but the bulk of analysis should be your own.
4. Your thesis should be concise, specific, and logical. Everything you write should be tested against the thesis for continuity, consistency and relevance. A thesis is a statement that you will support, prove or demonstrate with the rest of your paper. Place it no later than the end of your first paragraph. For an analytical paper such as the ones you'll be writing for this course, the thesis statement should related to a chief interpretive idea concerning the work in question. You may, for example, argue against the author's point, show how the author intended the work to effect history, or deconstruct the author's argument.
5. One key to successful writing is 'flow;' each paragraph should easily and logically lead to the next.
6. Write the introduction last. If you write it first, you may find that your paper takes a different direction from your initial expectation. In a similar vein, don't begin writing your paper until you've done your research.
7. Be judicious in using humor; the paper should be considered an exercise in formal, scholarly writing. Humor should be in keeping with academic formality: rare, gentle and in good taste.
8. The paper should be double-spaced and should have one-inch margins all around. Use Times New Roman, Garamond or Palatino as your typeface, sized at 12 points. Indent approximately one-fourth of an inch at the beginning of each paragraph. Set a header with your name on the left and your course and section number on the right; set a footer with the page number centered at the bottom of each page. If it's an option, choose "different first page" in your formatting settings so that the header and footer begins on the second page.
9. Follow MLA style sheet for guidance on form, especially with regard to citations, including in-text citations, footnotes and/or endnotes, and bibliographical references. A good online reference can be found at <http://www.docstyles.com/archive/mlacrib.pdf>.
10. Use unconventional styles and techniques sparingly or not at all. These might include such things as single-word sentences, dashes and ellipses, deliberately incorrect grammar, colloquialisms and anachronisms.
11. All outside writing for this class is expected to be scholarly writing. Please read and conform to Dr. J. Michael Gillum's "Dos and Don'ts for Scholarly Writing" found at <http://www.unca.edu/lit/dosanddnts.htm>.

Here are some things that have caused students to lose points on written work. Not every instructor will count off for these, but I do:

- a. Using the wrong (though similar) word: “lose” vs. “loose;” “they’re,” “their” and “there;” “led” and “lead,” “affect” and “effect,” “your” and “you’re,” for example.
- b. Misplaced, squinting or dangling modifiers. “Walking down the hall, the pictures were amazing.” “Children who laugh rarely are shy.”
- c. Misused prepositions. Say “based on” instead of “based off.” Say “would have” instead of “would of.” Also, it’s better to say “because of” than “due to.”
- d. Modifying absolutes. A thing is unique or it is not; it cannot be “very unique.”
- e. Number vs. amount. “Fewer pickles,” not “less pickles.” “Less air,” though, because air can’t be counted.
- f. Redundancy. “Tell me the reason why this is redundant.” Use either “reason” or “why,” but not both, even though people say it on television all the time.
- g. Using “suppose to” or “use to” instead of “supposed to” or “used to.”
- h. Using words correctly; for example, the word “aspect” is often used as a catch-all word, simply because the student can’t think of a better word. “Aspect” generally requires a conjunction, like “of” or “to,” and can refer to a component part of something, a particular view of something, or a general appearance of something.
- i. Parallelism. Items in a list should all be the same part of speech. Don’t say, “My favorite activities are reading, watching television, and to drive my car.”
- j. Superfluous or missing apostrophes. An apostrophe is for making a word possessive, or for making one word from two. It isn’t used for making things plural. The word “it,” however, does not use an apostrophe to become possessive; “it’s” always represents a contraction of “it is.” A singular noun takes an apostrophe followed by an “s,” and a plural noun ending with “s” takes the apostrophe at the end. “The dog’s bone” suggests one bone-owning dog, while “the dogs’ bone” suggests a canine commune.
- k. Other punctuation problems. Use question marks for questions, not pondering statements. Bad: “I wonder why he did that?” Good: “I wonder why he did that.”

This does not represent an exhaustive list of mistakes that will cost points. These are merely some of the mistakes that students should be able to discover on their own during the proofreading process.