

HUMANITIES 324-006, THE MODERN WORLD
DR. DAVIS, SPRING, 2009
THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE
Tuesdays & Thursdays 11:00 – 12:10, & Fridays 11:25 – 12:35

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Try my office number first. It is fine to call me at home if that fails. However, if you need to call me at home, please call only between 10:00 a.m. and 10:00 p.m. I welcome your call; but please be aware that I might be busy doing something else when you call. If this happens, I will let you know and return your call when I can. You may leave a message at either number and I will return your call at my earliest opportunity. I check my e-mail compulsively. I am easy to contact.

Office Hours: Tuesdays 10:00 a.m. – 11:00 a.m.
 Thursdays 10:00 a.m. – 11:00 a.m.
 and by appointment

I will almost always be in my office at these times. You may stop by my office anytime without an appointment; but if you want to be sure I am there come during office hours or schedule an appointment. Please take advantage of the time I have to spend with you! This is a liberal arts environment. Remember: you are not imposing when you come by my office. I actually *like* talking about this stuff!

Required Texts (available at UNCA Bookstore and elsewhere):

- ◆ Fiero, Gloria (ed.), *The Humanistic Tradition Books*. 5th edition, 4, 5, & 6, McGraw-Hill, New York, 2006.
- ◆ Katz, Edward & Tracey Rizzo, (eds.), *The Asheville Reader: The Modern World*, Copley, Asheville, NC, 2003.
- ◆ Ibsen, Henrik. *Four Major Plays: Vol Two*, Signet Classics; Reissue edition ISBN: 0-45-152803-4
- ◆ Thoreau Henry David, *Civil Disobedience and Other Essays*, Dover, New York, 1993.
- ◆ Tanizaki, Jun'ichirō, *In Praise of Shadows* [trs. Harper & Seidensticker], Leete's Island Books, Stony Creek, 1977.
- ◆ Kierkegaard, Søren, *The Present Age* [tr. Dru], Harper, New York, 1962.
- ◆ Descartes, René, *Discourse on Method* [tr. Lafleur], Macmillan, 1956.
- ◆ Baudelaire, Charles. *The Flowers of Evil* [tr. McGowan], Oxford, 1998. ISBN: 9780192835451
- ◆ Molière, Jean-Baptiste. *The Miser and Other Plays: A New Selection*, Penguin Classics, 2000. ISBN-13: 978-0140447286

****Please be certain that you have your own copy of each of these texts. Also, please be sure that you have the correct editions and translations as indicated above.****

Organization of the Program

The Humanities Program draws its materials and faculty from across academic disciplines. We study and discuss a wide range of reflections of the self, community, nature and deity from across the millennia and the world.

Once a week, each course's faculty and students meet for a large-group lecture on a thematic topic. Twice weekly, students meet with their instructors in small discussion sections to talk about the lecture and that week's assigned primary-course readings. Our Humanities classes depend upon intellectual interaction between teacher and student and student and student. They underscore our belief that knowledge is something we continue to shape in a community of learners.

What's Going On Here?

This is the third course of the Humanities sequence. This sequence ought to be a large part of why you and I came to UNCA. It is a *liberal arts campus* that provides a broad based university *education* (careful understanding) instead of *training* (i.e., how to flip burgers, fix air conditioners, etc.) You get to *change the world* after the devastation that previous generations (including mine) have brought about. And it will help you change the world if you understand the thoughts and beliefs that have helped shape the world as it developed into what it is today. This course covers the period of time roughly between the mid-seventeenth century until the mid-twentieth century. Just as in today's world, there was no agreement about what the best thoughts and beliefs were in the modern world. The "development" of civilization often meant violent struggle or war. It wasn't always pretty. People didn't like all of these ideas, nor will you. Figuring out why you like some modern thoughts and beliefs and why you dislike others develops character, makes you more thoughtful about your own beliefs, and it develops perspectives essential to cultivate understanding. This makes you quite valuable to society, though society itself may not always appreciate that value. The point of this course is to help you be in a better place to change the world by showing you the relevance of some thoughts and beliefs of the modern era to our world today. Good luck!

YOU WILL CHANGE THE WORLD!

Course Requirements:

❖ participation and attendance	20%
❖ 2 exams @ 15%, 1 final exam @ 20%	50%
❖ 1 research paper [including thesis statement & bibliography]	20%
❖ written reports from 2 cultural events @ 5% each	10%
MY GENERAL POLICY IS NO MAKE-UP EXAMS, AND NO LATE PAPERS WITHOUT PENALTY	
<u>all</u> assignments must be completed in order to receive a passing grade.	

- ◆ **Participation and Attendance** 20% of your course grade is based upon participation. This means you need to be in class and be prepared for class to participate well. If you miss more than two classes without a valid excuse, I can deduct one-half letter grade from your final course grade for each additional unexcused absence. I will reserve the right to consider cases individually. Please note that sleeping through the lecture counts as an absence. Drooling counts as two! [Yuck!] Excessive absences may result in eternal condemnation of your soul. Please pay attention to the course schedule at the end of this syllabus, which has the assignment for each day of class for the semester. Bad weather, war, or divine intervention may force us to amend the schedule. If necessary, these changes will be announced in class. *My assessment* of the amount of quality participation determines this part of your grade. Be sure to have the readings done and questions prepared for discussion prior to each class meeting. I will report your participation grade in progress for on each exam. Please note that the participation grade includes your oral cultural event report and occasional written quizzes if necessary.

- ◆ **Examinations** There will be two examinations during the term and one final examination at the end. The two regular examinations will be worth 15% of your final grade each, and the final examination will be worth 20%. I will provide details about the format of these examinations as they approach. **Make-up exams will be given only in the case of a documented emergency and if I have advance notice.** I will reserve the right to consider cases individually.

- ◆ **Research Paper** There will be one term research paper worth 20% of your final course grade. I will require that we meet individually to discuss your research strategy with me outside of class time. You will also be required to submit a proposal containing a thesis statement and an annotated working bibliography on Thursday, April 2. **I will not accept your term paper unless you have turned in this proposal and we have discussed it.** You should schedule an appointment with me to discuss your proposal. The annotated bibliography is just a spot check of your work in progress. I will also ask you to tell me about some of the sources you list in your bibliography in person. The paper should be approximately ten pages long. [standard font, spacing, etc.] This paper must use both primary and secondary resources that are professionally reviewed and published [i.e., not “Joe’s web site”]. **Papers are due at the beginning of class Tuesday, April 28. Late papers will be accepted with a penalty of one letter grade per day late. However, no papers will be accepted after Monday, May 4—not even for an F.** I will reserve the right to consider cases individually.

- ◆ **Cultural Events** You must attend two cultural events that are new to you, are worthwhile, and stretch you to think about things from a new perspective. The reports be explained in a two-page written report. These are each worth 5% of your final grade. **All verbal and written cultural event reports must be completed by Monday, December 1—no exceptions!** These can be enriching and fun if you put some thought into them. Please don’t waste your time and mine “jumping through the hoops.”

Warning: Plagiarism or cheating of any kind will be reported to the Department Chair and the Vice Chancellor’s offices. Offenders will receive an F for the course and I will lobby vigorously for expulsion from the university. Don’t do this.

I will be happy to make any reasonable accommodation that will help you do your best in this class. Please inform me if there is anything that I can do. Documentation of disabilities should be on file with the Office of Liberal Arts Learning and Disability Services.

Course Objectives:

[mine]

- ◆ Provide an understanding of the thoughts and beliefs of a variety of individuals from the modern era and why they lived the ways they did and thought it was for the best
- ◆ Provide an opportunity for critical reflection upon these thoughts and beliefs and upon the ways they have had an impact upon our values in our cultures and traditions
- ◆ Provide introductory historical access to the advances in philosophy of the modern era
- ◆ Develop critical thinking, reading, writing, and speaking skills

[the program's]

Overview

The Humanities Program aims to help develop men and women of broad perspective who think critically and creatively, and who communicate effectively. Toward this end it provides a course of study that encompasses past and present ideas and events concerning the individual, community, nature, and the divine, as well as the relationships among them. The program's courses are interdisciplinary, incorporating insights and information from the natural and social sciences, as well as from the humanities.

Academic

- ◆ To lead students to realize that they are the heirs of ages of accumulated thought, decisions, and productions, and co-creators of contemporary culture.
- ◆ To familiarize students with major trends in the development of Western civilizations; with aspects of the development of other cultures; and with human accomplishments which are both noteworthy and representative.
- ◆ To develop awareness of the validity of different perspectives, and to go beyond relativism to appreciate underlying human values.
- ◆ To understand the concept of "community" and to realize the ways in which individuals both develop, and are developed by, their communities; to question social conventions critically and responsibly; and to realize the effects of one's decisions upon the community.
- ◆ To realize the presence and role of power-structures throughout history, and to understand their effects upon human development.

Skills

- ◆ Skills in analysis are fostered by the HUM courses' attention to thought processes, individual as well as cultural, of the authors studied, of instructors' presentations, and of the students themselves in their spoken and written responses.
- ◆ Critical listening skills are fostered by exposing the students to, and guiding them to learn from, large-group weekly lectures; lectures and textual clarification given by their individual instructors in the small-class setting; and classmates' comments made in open discussions in class.
- ◆ Students are taught to contextualize the individual issues, ideas, and practices about which they learn, in order to properly weigh the significance of these.
- ◆ Writing skills are fostered by requiring students to compose their thoughts in a variety of written forms (e.g., response notebooks; essay tests; quizzes; textual analyses; formal research papers). Humanities tests are mainly essay, and students write one, usually two, papers per course.
- ◆ Speaking skills are fostered by encouraging students' participation in class discussion and presentations. Because the development of speaking skills requires the opportunity to participate actively and frequently in class, class size is kept small.
- ◆ Reading skills are fostered by the program's focus on understanding and contextualizing primary-source texts.
- ◆ Students are expected to improve these skills as they progress from the first course to the last.

Course Schedule

The following abbreviations are used below in the course schedule:

- ◆ Fiero, Gloria (ed.), The Humanistic Tradition, Books 4, 5, & 6=F4, F5, & F6
- ◆ Katz, Edward et al (eds.), The Asheville Reader: The Modern World = AR
- ◆ Henrik Ibsen, Four Plays = I
- ◆ Henry David Thoreau, Civil Disobedience and Other Essays = CD
- ◆ Jun'ichirō Tanizaki, In Praise of Shadows = PS
- ◆ Søren Kierkegaard, The Present Age = PA
- ◆ René Descartes, Discourse on Method = DM
- ◆ Jean-Baptiste Molière, The Miser & Other Plays=M
- ◆ Charles Baudelaire, The Flowers of Evil=FE

Common Lectures are listed in **Bold** and meet on Fridays in the Lipinski Auditorium. All other dates are discussion sessions and meet in NH 015.

Outlines to the weekly lectures should be posted about a week prior to each lecture at:

<http://www.unca.edu/humanities/hum324/324Home.htm#Lecture%20Schedule>

Please print out the outlines to the lectures well in advance

Please bring these outlines with you to the lectures.

January 15 introduction to course

January 16 “Science and the Enlightenment” – Dr. McClain / Dr. Spellman
F4, 75-83

January 20 Galileo Galilei, from “The Letter to the Grand Duchess Christina” (AR: 2-8)
Descartes, Discourse on Method (DM: 1-50)

January 22 Molière, *The Hypochondriac* (M: 217-299)
Immanuel Kant, “What is Enlightenment?” (AR: 59-66)

January 23 “Enlightenment and Liberalism: Rights and Revolution” -- Dr. Pearson

January 27 John Locke, from *Two Treatises on Government* (AR 26-36)
Adam Smith, from *The Wealth of Nations* (AR: 68-75)
Thomas Jefferson, The Declaration of Independence (AR 76-81)
James Madison and Alexander Hamilton, from *The Federalist Papers*(AR 85-90)

January 29 Jean Jacques Rousseau, from *The Social Contract* (AR 50-58)
National Assembly of France, Declaration of Rights of Man and Citizen (AR 91-94)
Edmund Burke, from *Reflections on the Revolution in France* (AR 103-112)
Simon Bolivar, Message to the Congress of Angostura (AR 230-235)

January 30 “Industrialization, Romanticism, Alienation” -- Dr. McClain / Mr. McNerney
F4, 102-103; F5, 77-81

February 3 (Our Marx reading is an excerpt from the “Manifesto” in Fiero)
Thoreau, (CD: 1-18 & 31-48)

February 5 John Stuart Mill, from *On Liberty* (AR: 262-267)
Alexis de Tocqueville, from *Democracy in America* (AR: 236-245)

February 6 “Slavery and American Freedom” – Dr. Judson
F4, 114-118

February 10 Benjamin Benneker, Letter to Thomas Jefferson and Jefferson's Response (AR: 113-118)
 Olaudah Equiano, from *The Life of Olaudah Equiano ...* (AR: 181-185)
 Frederick Douglass, from *Narrative of the Life of Frederick Douglass* (AR: 206-212)

February 12 Booker T. Washington, "Address at the World's Fair in Atlanta" (AR: 344-349) W.E.B. DuBois, from "Strivings of the Negro People" (AR: 360-366)
 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" (AR: 367-375)

February 13: "Native American Experience" – Dr. Pearson

February 17 Simon Pokagon, from "The Future of the Red Man" (AR: 304-310)
 Zitkala-Sa, "Why I am a Pagan" (AR: 311-314)
EXAMINATION #1 DUE TODAY

February 19 Ohiyesa, from *The Soul of the Indian* (AR: 315-320)
 Black Elk, Lakota Government (interview) (AR: 339-342)

February 20 "Woman Suffrage in America" – Ms. Campbell

F5, 81-82

February 24 Abigail Adams, "Letter to John Adams" (AR 170-174)
 Sojourner Truth "A'nt I a Woman?" and "Address to the First Annual Meeting of the American Equal Women Rights Association" (AR: 218-221)

February 26 Elizabeth Cady Stanton et al., "Declaration of Sentiments" (AR: 213-217)
 Susan B. Anthony, from *The Declaration Rights for Women* (AR: 273-276)

February 27: "Darwin and Darwinis(s) – Dr. Weber / Dr. Payne

F5, 25-27, 73-75

March 3 Charles Darwin, from *The Origin of Species* (AR: 382-390)
 Vladimir Lenin, *Imperialism: The Highest Stage of Capitalism* (AR: 333-338)

March 5 These readings are on electronic reserve in the library AND on the HUM 324 lecture outline as posted on the HUM web site.

Sunni-Shia Conflict in the Early Sixteenth Century: Sultan Selim I,
 Letter to Shah IsmailOf Persia
 Sultan Abdul Maeijd, *The Imperial Rescript*
 Raifa'a Tahtawi *Reflects on Paris...*

March 6 "Islam and the Modern World" – Dr. Payne

March 10 NO CLASS—SPRING BREAK

March 12 NO CLASS—SPRING BREAK

March 13 NO CLASS—SPRING BREAK

March 17 Baudelaire, *Flowers of Evil* (FE:1-349)

- March 19 Baudelaire, *Flowers of Evil* (FE:1-349)
- March 20 “WW 1 and the European Crisis of Consciousness” – Dr. Uldricks / Dr. Nallan**
F6, 26-30, 49-54
- March 24 Baudelaire, *Flowers of Evil* (FE:1-349)
- March 26 (Our Freud reading is an excerpt from “Civilization and its Discontents” in Fiero) Helena Marie Swanwick, “The War and Its Effect upon Women” (AR: 456-460)
Carl Jung, from *The Spiritual Problem of Modern Man* (AR: 441-446)
Olive Schreiner, from *Trooper Peter Halket of Mashonaland* (AR:296-298)
- March 27 Annual Spring symposium on Undergraduate Research and Creativity (no classes)
- March 31 Kierkegaard, (PA: 33-59)
- April 2 Kierkegaard, (PA: 59-86)
TERM PAPER PROPOSALS DUE TODAY
- April 3 “Enlightening China and Japan: Western Imperialism in Asia” – Dr. Ho**
F5, 75-77
- April 7 Tanizaki, *In Praise of Shadows*
EXAMINATION #2 DUE TODAY
- April 9 Emperor Ch’ien-lung “Letter to King George III (AR: 119-121)
Ito Hirobumi, from *Sources of Japanese Tradition* (AR: 327-332)
Mahatma Gandhi, from *Indian Home Rule* (AR: 321-326)
- April 10 “Modernity and Modernism” -- Dr. Hobby / Mr. McNerney**
F5, 93-137; F6, 1-25, 35-48, 78-89
- April 14 Gertrude Stein, “Picasso” (AR: 424-427)
Franz Kafka, “A Country Doctor” (AR: 428-434)
- April 16 John Maynard Keynes, from *The End of Laissez-Faire* (AR: 470-474)
Christopher Isherwood, from *The Berlin Stories* (electronic reserve, library and HUM 324 web site outline)
- April 17 “Fascism in the Interwar Years and ... Beyond” -- Dr. McClain**
F6, 54-65
- April 21 Benito Mussolini, from *The Political and Social Doctrine of Fascism* (AR: 480-487)
Adolf Hitler, from *Mein Kampf* (AR: 461-469)
Hannah Arendt, from *The Origins of Totalitarianism* (AR: 497-502)
- April 23 Ibsen, *Ghosts* (I: 37-114)
- April 24 “WW 2, the Holocaust, Existentialism”— Dr. Uldricks / Dr. Davis**
F6, 60-65
- April 28 Jean-Paul Sartre, “The Republic of Silence” (AR: 518-521)
Friedrich Nietzsche, from *Beyond Good and Evil* (AR: 414-423)
TERM PAPERS DUE TODAY

April 30 Albert Camus, from The Myth of Sisyphus (AR: 513-517)

May 1 “The New Physics” – Dr. Konz

May 7 11:30 a.m. - 2:00 p.m. FINAL EXAMINATION