Purpose: The world we inhabit has been considered “modern” for some time, but this is a term that is rarely defined or questioned. This course seeks to challenge this concept, and instead explore the complexities and tensions associated with the modern world. What does it mean to be modern? What are the roots of modernity? How much of what we experience today is truly unique? Beginning in the wake of the French and Industrial Revolutions, we will examine how social, political, technological, and cultural currents that shape our concept of modernity began and developed through the present day. We will also consider the persistence of the past, and assess how political, social, and cultural concepts that remain with us today have changed over time.

Readings:
Joseph Conrad, Heart of Darkness
H. G. Wells, The Time Machine
Karl Marx, Thomas Paine, et al. The Communist Manifesto and Other Revolutionary Writings
Online Readings

Course Outcomes:
This class is designed to give students the opportunity to obtain general knowledge of the history, philosophy, art, and culture of the modern period, as well as serve to improve their writing and communication abilities. Specifically, by the end of the course, students should be able to do the following:

• Analyze significant issues, transitions, trends, and developments in modern world history
• Demonstrate knowledge of, and recognize the significance of important cultural landmarks in the modern world
• Analyze and synthesize primary and secondary sources in order to put forward well-supported, articulate arguments
• Identify differing explanations of social, political, and cultural change and the connections between cause and effect in these examples

**Assignments:**

**Participation**
Participation is a crucial aspect of this course, and encompasses a number of activities. I will try to reserve around 5 minutes for discussion nearly every day. Additionally, every week there will be 1-2 discussion and/or debates about what we have gone over in class and in the readings. Throughout the term you will be expected to participate in these discussions. Participation involves not only being present, but contributing as befits a university student by doing the reading, coming to class with questions and comments of your own, and respectfully engaging with the rest of the class.

**Papers and Reflections**
During this course there will be three papers assigned, of which you will choose two to write on. Each will ask that you write a short, 5-page analysis of topics discussed during the course. As the quarter progresses more details will be provided on these assignments. Papers will be submitted in hard copy. We will also be watching three films over the course of the term, each of which you will be asked to write a reflection on. These will only be 2 pages and will ask you to connect the film to what we have discussed in class.

**Exams**
There will be two exams in this course. Each of these exams will not be designed to trick you in any way, but will provide you an opportunity to reveal what you have learned from the course as it progresses. Exams will involve a combination of identification and essay questions, and will be given on the days listed in the schedule below.

**Grading:**
Grades will be computed along a standard A-F scale. An A indicates excellent work; a B indicates above average work, usually possessing significant strengths but at least one major weakness in structure or content; a C indicates average work, generally a paper or exam that is overly narrative, confusingly structured or lacking significant engagement with the material; a D indicates work that is below average. The assignments will be weighted in the following manner (425 points total):
Participation: 50 points  
Exams: 200 points  
Papers: 100 points  
Reflections: 75 points  

**Late Work:**
Late work will be penalized one third of a letter grade for each day late (based on actual days, not just class days). If you have a problem with one of the due dates, please come and talk with me before the due date and we can make arrangements.

**Academic Integrity:**
You can be unceremoniously punished for cheating in any way. The resulting shame, ignominy and ostracism should be a sufficient deterrent, but if it is not, be warned that I will have no tolerance for those who cheat and will not hesitate to fail any student who turns in copied or plagiarized work. **I fully expect that all work you turn in is your own.** Cheating includes, but is not necessarily limited to, copying another’s work, turning in work that is not your own, lifting phrases or ideas out of the assigned books or any other books without citation, and copying phrases and ideas from web sites without citation.

**Schedule:**

**Week 1:** The Wake of Revolution  
March 31: Introduction  
April 1-2: Nineteenth Century Revolutions  
**April 3: Discuss Burke and Declaration**

**Week 2:** Empire and Industrialization  
April 6-7: Global Empires  
**April 8: Discuss Wainaina and Conrad**  
April 9: Industrial Revolutions  
April 10: Imperial and Industrial Culture

**Week 3:** The Triumph of Science  
April 13: Triumph and Celebration of Science  
**April 14: Discuss Malthus and Dickens**  
April 15: Three Depressing Things  
**April 16: Discuss Wilberforce, Gladstone, and Paley**  
April 17: Discuss The Time Machine
Week 4: Consumerism and the Middle Class
April 20: Rise of the Middle Class
   Paper 1 Due
April 21: A Foot in the Door
April 22: Faculty Development Day
April 23: Dream Worlds
April 24: Film: *Metropolis*

Week 5: The Social Question
April 25: Film: *Metropolis*
   April 28: Exam 1
April 29: The Social Question
April 30: Revisionism and Anarchism
   May 1: Marxism, Discuss Marx & Engels

Week 6: The End of the Golden Age
   May 4: Discuss Bernstein, Kropotkin, and Chartism
May 5: Causes of the Great War
May 6-7: A World at War
   May 8: Discuss WWI Poetry

Week 7: Empires at War
   May 11-12: Film: *Paths of Glory*
   May 13: End of Empires
   Paper 2 Due
   May 14: Ruins and Global Depression
   May 15: Discuss Daedalus and Icarus

Week 8: Consequences and Disenchantment
   May 18: Culture of World War I
   May 19: Fascism and Nazism
   May 20: Fascist Propaganda
   May 21: Discuss Hitler and Mussolini
   May 22: Writing Day

Week 9: World War II
   May 25: Memorial Day
   May 26: The Soviet Union
May 27: **Discuss “Russia in the Shadows” parts 1, 3, and 6**
May 28: Art and Architecture of the Soviet Union
May 29: Modern Art

**Week 10:** Reconfiguring the World
   June 1-2: Film: *Midnight in Paris*
   June 3-4: World War II and the Cold War
   **June 5: Discuss Video Games as Art**
   Paper 3 and all Extra Credit Due

**Final Exam:** ???
HUM 103 Extra Credit Options

During this course you will be given the opportunity for extra credit. While this is a good option to have, you should recognize that you will not succeed in this class on extra credit alone. Throughout the course you can earn up to a maximum of 25 extra credit points in several ways. Each of the options listed below is worth anywhere from 1 to 5 extra credit points depending on the quality of work, and you are allowed to do as many as you’d like up to a maximum of 25 extra credit points. The amount you receive on a particular project is negotiable, so if you feel you deserved a higher value you are welcome to discuss it with me. If you have any questions on this system or on specific topics, please contact me beforehand and we can discuss your options. The last day of classes is the last day you will be able to turn in extra credit.

1) Wikipedia Article: Many of you likely consult Wikipedia in this and other courses. While most professors are opposed to this, I find that it can be very informative for general information, and in small quantities. However, since Wikipedia is an open source, its quality and reliability depends on people like you and me. Therefore one option available to you is the creation of a new Wikipedia article, or editing one to make it either more accurate or more comprehensive. In order to receive credit for this task, I will need a screenshot of the article before your creation/edit, and a screenshot of the site several days later (to ensure your article was up to snuff and the editors haven’t removed your contribution). I will also need a bibliographic citation of the source of your information, a citation that should also end up in the references of the Wikipedia article. You will be evaluated on how clear and comprehensive your contribution was.

2) Extracurricular Activities: During the course there will be a variety of activities and events available around campus (or elsewhere) that relate to the time period addressed in class. If you choose to participate any of these, you are welcome to write a 1-2 page response on your experience and how it relates to what we discussed in class. Not all activities are fair game, however, please be sure to contact me beforehand if you are unsure on whether or not an activity is appropriate for this option. Good topics include museum visits, attending a lecture or book reading, as well as many others. I will require some sort of evidence of your visit. You will be evaluated on how clear and comprehensive your paper is, and how well you relate it to course content.

3) Alternative Method: Are you the sort that thinks that history is best represented by a diorama or interpretive dance? Then this category is for you. If
you come up with an alternative to the options listed above, I am happy to hear your proposal and determine whether it is appropriate for an extra credit assignment. These, like those listed above, will be worth a maximum of 5 points and the grading criteria will vary based on the nature of the project.