

HUMN 2114H Honors Birth of Modern Culture
Fulbright College of Arts and Sciences
Honors Humanities Project (H2P3)

FALL 2021

LECTURE: Tuesday and Thursday, 11:00am-12:15, Kimpel 305

DRILL: Thursday, 2:00-2:50, (Treat) Champions 425
Thursday, 3:30-4:20, (Austin) Kimpel 0214

INSTRUCTORS:

Name	Drill Section	Contact	Office Hours
Dr. John Treat HONORS COLLEGE	Thursday, 2:00-2:50pm Champions 425	jdt015@uark.edu 501-322-1198 (M)	Gearhart 233 M & W, 1:00-3:00
Dr. Shawn Michael Austin Dept. of History	Thursday, 3:30-4:20pm Kimpel 0214	saustin1@uark.edu 575-5893	MAIN 511 T 2-3:30 & TR 9-10:30

COURSE DESCRIPTION

Welcome to HUMN 2114H! This course is the third semester of the Honors Humanities Project (H2P) reserved for Honors students at the University of Arkansas. This semester, we will be concerned with the period from the sixteenth to the early twenty-first century. These were centuries in which the world became interconnected as never before, as European states emerged and came into sustained contact with peoples in Asia, Africa, and the Americas. At the same time, the period witnessed dramatic shifts in social and economic organization, the proliferation of new technologies, and varied new forms of cultural expression and cultural hybridity.

To explore these years, H2P3 takes a unique approach. Since the course is designed for first-semester sophomores, the emphasis moves beyond memorization of material and close engagements with individual texts to more sophisticated techniques, such as the development and exploration of new research questions. At the same time, the prior focus on individual objects and monuments shifts in H2P3 to considerations of broader themes. More specifically, we will draw on a wider range of sources, images, and objects to ask about the development of global society, the transformation of knowledge, and the nature of modernity. Obviously, these issues transcend a single course, so we will be teaching you how to approach the larger questions through more specific considerations of selected texts.

The H2P3 faculty team consists of an expert on modern American history (Dr. John Treat) and a specialist on the history of colonial Latin America (Dr. Shawn Austin). Such specialties will allow for augment our global focus in this course with closer considerations of the encounter between Europeans and indigenous Andean peoples, the development of hybrid cultures, and the legacy of intercultural exchange.

COURSE OBJECTIVES

Overarching Objectives: One of the benefits of an interdisciplinary humanities course is the ability to take a large issue and view it from multiple perspectives. In H2P3, we will keep one issue in our minds as we move through the course:

The Emergence of Modernity

As the title, “Birth of Modern Culture,” suggests, this is the main theme of our course. A lot of big questions attach to this theme. Above all, we have to ask: what is modernity? What does it mean to be modern? In what ways is the modern world in which we live fundamentally different from the premodern world? How did these changes (or perceived changes) come about? How have humans responded to these changes?

As important as this issue is for us, the fact is that we could spend a lifetime thinking about without arriving at a definitive answer. That does not mean that we should not try, but it suggests that we should consider how to approach the issue in a meaningful and manageable way. In the end, we find that even if we cannot answer the cosmic questions, we can nonetheless enhance our understanding through a strategic inquiry. Indeed, you will find that the honors thesis research that you will soon undertake requires exactly the same steps, and one of the goals of this course is to model that process for you. Hopefully, the course will help you learn how to connect the research you do on a relatively narrow topic to a much larger question or goal.

Modular Themes: In general, this course will follow a chronological format, which means that we will start in the sixteenth century and end in the twenty-first century. At the same time, however, we do not wish to lose sight of our course themes. Therefore, we will divide the course into three modules that speak to the overarching issue in the course. In each module, you will read a set of texts and learn more about a specific time period as you develop an essay related to the module theme. The three modules will be:

Module 1: New Worlds and World Visions

Focus on the early sixteenth to the mid-seventeenth Century: Medieval society in Europe was characterized by its insularity, homogeneity, and parochialism, or so its heirs in the sixteenth century came to believe (students in H2P2 might have other ideas). Indeed, the thinkers of the Renaissance defined themselves against an imagined medieval “other” through their freer engagement with and radically different attitude towards the world around them. This view was coupled with the dramatic expansion of European powers into Asia, Africa, and North and South America. As a result, early modernity was a global era of increasing interaction that led to the creation of a “Western” identity shaped by a dialogue with a variety of cultures outside Europe. While contemporary “Westerners” saw themselves as rigidly distinct from the peoples they encountered, the reality was much more complex, with contested power relationships and pervasive hybridity.

Module 2: Revolutions of Knowledge and Power

Focus on the late seventeenth to the early nineteenth century: Beginning in the late seventeenth century, a series of revolutions rocked the West and carried into the colonial world. But these upheavals were often rooted in a more subtle but no less powerful transformation in the understandings of the cosmos and the nature of knowledge itself. These developments shaped the way humans saw their world and how they viewed their place within it. Historians have since fiercely debated the relationship between these early intellectual changes and the economic, political, and technological metamorphoses of the eighteenth and nineteenth centuries.

Module 3: The Ambiguities of Modernity

Focus on the late nineteenth to the early twenty-first century: With the flourishing of the Enlightenment, the upheavals of liberal revolutions, and the beginnings of capitalist industrialization, the condition and pace of modernization changed dramatically. The resulting technological, economic, and political innovations of the nineteenth century elevated the geopolitical power of Europe and the United States, but it also entailed a great deal of uncertainty surrounding changing lifestyles and rapid social transformations. The result was a Western society that posited itself as a model of a global liberal order but whose flaws bred intense intellectual anxiety, totalizing political ideologies, and devastating global conflicts.

Since the modular themes overlap a great deal, you will have opportunities to reflect on them throughout the semester, and you will be asked to consider ways to link them at the end of the semester.

Skill Objectives: As we move through the modules, you will also cultivate mastery of two skills:

Skill Objective 1: *Critical Thinking:* In this course, we will define critical thinking as “a process, the goal of which is to make reasonable decisions about what to believe or do.”¹ Students will learn an essential vocabulary for critical thinking, how to structure good arguments, and how to evaluate the arguments of others.

Skill Objective 2: *Historical Thinking:* Students will learn how to consider broad themes in historical context and how to apply historical learning to contemporary issues and questions.

COURSE DELIVERY

Course Delivery

As of now, this is scheduled as an in-person class. So long as the U of A remains open, we will remain face-to-face. If you have a documented medical reason not to attend in person, such as being immunocompromised or being in quarantine, you may access a recording of the class and complete an alternate assignment to receive the day’s attendance points. Participation grades for the in-person and recorded options are explained in the Participation section of the syllabus.

Assignment for Recorded Sessions

Written participation reflections for days on which cannot attend for a documented reason are to be 225-275 words long (not more, not less) and to be approximately one-third each of a summary of any readings, a summary of the recording, and a presentation of your own thoughts on the day’s readings and topic, particularly things you learned that you had not considered before. An A paper shows careful reading, evidence that you followed the recorded session carefully, and a thoughtful response to the material and discussion. Lower grades show a deficit in one or more of these areas. Summaries are due within one week of the date of that the recording for the session you missed is posted. You must provide appropriate documentation from the Pat Walker Health Center medical or CAPS staff to submit one of these papers.

Changes in Delivery: Face-to-face instruction may end at any time at the instructor’s discretion due to changing circumstances. If face-to-face drill sessions end before the Fall/Thanksgiving break, we will shift to the synchronous and asynchronous delivery options described above.

COURSE REQUIREMENTS

¹ Robert H. Ennis, *Critical Thinking* (Upper Saddle River, NJ: Prentice-Hall, 1996), xvii.

- I. ***Class Preparation and Participation (20%)***: Our course is more than the time we spend in the classroom. It is therefore essential that you prepare thoroughly each day for class. You can expect to complete a given amount of reading before each class session and to spend additional time preparing daily assignments and conducting research, so be sure to schedule your time accordingly. We expect that you will attend each session and come to class having carefully read all assigned texts and viewed in advance select performances. In the classroom, earning a high participation grade depends on faithful attendance, demonstrating careful preparation, and showing a willingness to contribute to class discussions in a manner that is constructive and respectful of your peers. If you are clearly unprepared or otherwise distract from the learning process (e.g. by sleeping, texting, or exhibiting disruptive behavior), you may be asked to leave and/or counted absent for the day.
- II. ***Daily Journal (20%)***: For each class session, you will be asked to prepare a reading and/or view or listen to an artistic work. You will then be asked to write a *brief but substantive* response to one or more journal questions posted on the blackboard website. Usually, you will write more than a few sentences but less than a full page. The journal questions are designed to help you prepare for class discussions and to aid you in thinking about the larger module essay assignments.
- III. ***Module Essays (60%)***: Over the course of the modules, you will be asked to write three substantive essays responding to questions for each of the course themes and utilizing a selection of the module texts. Each essay will constitute 20% of the course grade. You should reflect on the questions as you work through the module and then write an essay of approximately 7-10 pages typed, double-spaced in 12-point Times New Roman font. The essays are due at the end of each module according to the schedule below.

REQUIRED TEXTS

Bruce, Susan, ed. *Three Early Modern Utopias: Utopia, New Atlantis, and The Isle of Pines*. Oxford: Oxford University Press, 1998.

Dick, Philip K., *Do Androids Dream of Electric Sheep*. New York: Random House, 1968.

Endo, Shusaku, *Silence*. New York: Picador, 2016.

Lasch, Christopher, *The Revolt of the Elites and the Betrayal of Democracy*. Revised edition. New York: W. W. Norton, 1996.

Partnoy, Alicia, and Julia Alvarez. *The Little School: Tales of Disappearance and Survival*. 2nd edition. San Francisco, Calif: Cleis Press, 1998.

Other assigned texts will be available on Zotero (more info to come).

SYLLABUS

Please note that we reserve the right to make changes to this syllabus, including the schedule of assignments and the selected readings or artistic works. Course topics are also subject to change, and we welcome your feedback on potential topics. We recommend that you refer to the syllabus frequently and make careful note of any changes announced in class.

INCLEMENT WEATHER

In the event of inclement weather, students are asked to monitor closely their email and the blackboard website for updates about the status of class meetings. In general, if weather forces the Fayetteville School District to suspend operations, then class will be canceled.

ACADEMIC INTEGRITY

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at <http://honesty.uark.edu> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

SCHEDULE OF READINGS AND ASSIGNMENTS

MODULE ONE: NEW WORLDS AND WORLDLY VISIONS

Tuesday, August 24	Introductions and a Primer on Modernity (Austin & Treat) <ul style="list-style-type: none"> Review course syllabus
Thursday, August 26	The Problem and Varieties of the Renaissance (Treat) <ul style="list-style-type: none"> Read Thomas More, <i>Utopia</i>, ix-48
Drill	Techniques for Thematic Research
Tuesday, August 31	Humanism, Expansion, and More’s <i>Utopia</i> (Austin) <ul style="list-style-type: none"> Read Thomas More, <i>Utopia</i>, 49-126
Thursday, September 2	Comparing “Conquests”: Portuguese and Spanish Americas (Austin) <ul style="list-style-type: none"> Hans Staden, <i>True History</i>, Chs. 18, 20-26, 34, 43
Drill	Utopian Visions <ul style="list-style-type: none"> Discuss Thomas More, <i>Utopia</i>, ix-126
Tuesday, September 7	Real Utopias in the “New World” (Austin) <ul style="list-style-type: none"> Francisco de Vitoria, “On the Evangelization of the Unbelievers” Begin reading selections from Guaman Poma de Ayala, <i>The First New Chronicle and Good Government</i> [1613] (2009)
Thursday, September 9	Indigenous Colonial Baroque (Austin) <ul style="list-style-type: none"> Continue Guaman Poma de Ayala, <i>The First New Chronicle and Good Government</i> [1613] (2009)
Drill	An Andean’s Vision of the New World <ul style="list-style-type: none"> Guaman Poma de Ayala, <i>The First New Chronicle and Good Government</i> [1613] (2009)
Tuesday, September 14	Tokugawa Japan and Conceptualizing the Reformation (Treat) <ul style="list-style-type: none"> Read Shusako Endo, <i>Silence</i>, Chapters 1-4
Thursday, September 16	Militant Catholicism in the Americas and Indigenous Responses (Austin) <ul style="list-style-type: none"> Read Shusako Endo, <i>Silence</i>, Chapters 5-10

Drill	Theodicy, Morality, and the Limits of Colonial Vision <ul style="list-style-type: none"> • Discuss Endo, <i>Silence</i>
Tuesday, September 21	Plato's Republic in the Jungle: Jaguars and Crosses (Austin) <ul style="list-style-type: none"> • Selections from Antonio Ruiz de Montoya, <i>The Spiritual Conquest</i>
Thursday, September 23	Reason and Revelation: The Great Divorce (Treat) <ul style="list-style-type: none"> • Read Francis Bacon, <i>New Atlantis</i>
Drill	Baconian Science in the "New Atlantis" <ul style="list-style-type: none"> • Read Francis Bacon, <i>New Atlantis</i>

MODULE TWO: REVOLUTIONS OF KNOWLEDGE and POWER

Tuesday, September 28	Enlightenment and the State in England and France (Treat) <ul style="list-style-type: none"> • Read Rousseau, "Discourse on Inequality, The Second Part"
MODULE ONE ASSIGNMENT DUE on BB at 10:30am on Tuesday Sept. 28	
Thursday, September 30	Enlightenment, and Popular Reasoning in British North America (Treat) <ul style="list-style-type: none"> • Read Thomas Reid, "Of Common Sense" • Read Thomas Paine, <i>The Age of Reason, Part I (1-63)</i>
Drill	Religion, Reason, and Common Sense <ul style="list-style-type: none"> • Discuss Rousseau and Paine
Tuesday, October 5	Enlightened Colonialism: Race and Paint (Austin) <ul style="list-style-type: none"> • Ilona Katzew, "White or Black? Albinism and Spotted Blacks in the Eighteenth-Century Atlantic World" in <i>Envisioning Others: Race, Color, and the Visual in Iberia and Latin America</i>, 142-186. Available online through UARK Library Catalog.
Thursday, October 7	Enlightened Colonialism: Race and Space (Austin)
Drill	Reforming Society in the Enlightenment Era <ul style="list-style-type: none"> • Charles Walker, Chs. 1 and 3, <i>Shaky Colonialism: The 1746 Earthquake-Tsunami in Lima, Peru and Its Long Aftermath</i>
Tuesday, October 12	Atlantic Revolutions in Latin America (Austin) <ul style="list-style-type: none"> • Juan Pablo Viscardo, "An Open Letter to América", 1791 • Read Collins, <i>The Synthetic Philosophy of Herbert Spencer</i>, Chapters 2 (I-V, XII-XVI), 18 (I-XV)
Thursday, October 14	The Limits of Knowledge and the Body Politic (Treat) <ul style="list-style-type: none"> • Read Collins, <i>The Synthetic Philosophy of Herbert Spencer</i>, Chapters 23 (I-VI, IX-XI) and 25 (all) • Rudyard Kipling, selected poems
Drill	The Evolutionary Society <ul style="list-style-type: none"> • Discuss Spencer and Rudyard Kipling, selected poems
Tuesday, October 19	Belief, Work, and Ethics in Social Darwinism (Treat) <ul style="list-style-type: none"> • Benedict Anderson, <i>Imagined Communities</i>, Introduction, Chs. 3, 8, 11
Thursday, October 21	Racial and National Identity in Meiji Japan (Treat) <ul style="list-style-type: none"> • Dikotter, Construction of Race in Japan • Fukase, Religious Nationalism and the Making of the Modern Japanese State

Drill	Emergence of Modern Nationalism <ul style="list-style-type: none"> • Discuss Anderson, <i>Imagined Communities</i>
Tuesday, October 26	Fall Break: No Class
Thursday, October 28	Creating Religious Identity in Meiji Japan II (Treat) <ul style="list-style-type: none"> • Susumu, State Shinto in the Lives of the People
Drill	<ul style="list-style-type: none"> • Religious and National Identity in Meiji Japan
MODULE THREE: THE AMBIGUITIES OF MODERNITY	
Tuesday, November 2	Comparing Frontiers / Alternative Nationalisms: Indigenismo (Austin) <ul style="list-style-type: none"> • Sarmiento, "Civilization and Barbarism"; Frederick Jackson Turner, "The Significance of the Frontier in American History"
MODULE 2 ESSAY DUE, T 2 November, 10:30am on BB	

Thursday, November 4	Neo-Colonialism and National Identity in Latin America (Austin) <ul style="list-style-type: none"> • Jose Martí, "Our America" and Rubén Darío, "Ode to Roosevelt"
Drill	The Gaze of Modern Empire <ul style="list-style-type: none"> • Deborah Poole, "Landscape and the Imperial Subject: U.S. Images of the Andes, 1859-1930"
Thursday, November 9	The American Century Casts a Shadow on the World (Treat) <ul style="list-style-type: none"> • Madison Grant, <i>The Passing of the Great Race</i>, 3-30, 41-43, 46-55, 76-80
Tuesday, November 11	Eugenics as Progressivism (Treat) <ul style="list-style-type: none"> • Evelyn Waugh, "Love among the Ruins"
Drill	Eugenics & Elitism <ul style="list-style-type: none"> • Discuss Grant, Waugh, song "I'm only a sterilized heiress," and hymn "Creation's Lord we give thee thanks."
Tuesday, November 16	Development in the Postwar World (Austin) <ul style="list-style-type: none"> • Alicia Partnoy, <i>The Little School</i>, pgs. 1 to 82
Thursday, November 18	The Cold War (Austin) <ul style="list-style-type: none"> • Alicia Partnoy, <i>The Little School</i>, pgs. 83 to end
Drill	State Violence <ul style="list-style-type: none"> • Alicia Partnoy, <i>The Little School</i>
Tuesday, November 23	The Cold War, Reconciliation, and Human Rights (Austin)
Thursday, November 25	Thanksgiving Break: No Class
Tuesday, November 30	The Postmodernist Challenge (Treat) <ul style="list-style-type: none"> • Read Christopher Lasch, <i>Revolt of the Elites</i>, Introduction, Chapters 1-5
Thursday, December 2	A Dystopian Future? (Treat) <ul style="list-style-type: none"> • Read Christopher Lasch, <i>Revolt of the Elites</i>, Chapters 8 and 13

	<ul style="list-style-type: none"> David Brooks, “How the Bobos Broke America”, 21 Sept 2021, <i>The Atlantic</i>
Drill	<p>The Perils of Meritocracy</p> <ul style="list-style-type: none"> Discuss Lasch and David Brooks, “How the Bobos Broke America”
Tuesday, December 7	<p>Living in a Modern World (Austin)</p> <ul style="list-style-type: none"> Philip K. Dick, <i>Do Androids Dream of Electric Sheep?</i>, Beginning to Ch. 11
Thursday, December 9	<p>Living in a Modern World (Austin)</p> <ul style="list-style-type: none"> Philip K. Dick, <i>Do Androids Dream of Electric Sheep?</i>, Ch. 12 to end
Drill	<ul style="list-style-type: none"> Philip K. Dick, <i>Do Androids Dream of Electric Sheep?</i>
MODULE THREE ESSAY DUE Tuesday, December 14, noon	