

UC 11872 12F ✓

CBM003 ADD/CHANGE FORM

Undergraduate Council
 New Course Course Change
 Core Category: WID Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: Modern and Classical Languages College: CLASS APPROVED MAR 27 2013
M.M.
 2. Faculty Contact Person: M.T. Hernandez Telephone: 3-3074 Email: mthdz@uh.edu

3. Course Information on New/Revised course:
 • Instructional Area / Course Number / Long Course Title:
WCL / 4351 / Frames of Modernity I
 • Instructional Area / Course Number / Short Course Title (30 characters max.)
WCL / 4351 / Frames of Modernity I
 • SCH: 3.00 Level: SR CIP Code: 1601040001 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 12 2012

4. Justification for adding/changing course: To meet core curriculum requirements

5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 • Instructional Area / Course Number / Long Course Title:
 ____ / ____ / ____
 • Course ID: 44533 Effective Date (currently active row): 20103

6. Authorized Degree Program(s): _____
 • Does this course affect major/minor requirements in the College/Department? Yes No
 • Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 • Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
WCL / 4351 / Frames of Modernity
 • Course ID: 46727 Effective Date (currently active row): 20103

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: ENGL 1304 and WCL 2351 or WCI 2352 or permission of instructor
 Description (30 words max.): Major theoretical trends in Western & non-Western culture from the French Revolution to World War II

10. Dean's Signature: _____ Date: 10/2/12
 Print/Type Name: Dr. Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: MCL

Person Making Request: M.T. Hernandez

Telephone: 3-3074

Email: mthdz@uh.edu

Dean's Signature: _____

Date: September 5, 2012

Course Number and Title: WCL 4351 Frames of Modernity I

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

Students will be able to analyze texts that address the concept of modernity and use those texts as evidence to support their understanding of the history, philosophy, and social theory developed during the period between the French Revolution and World War II. Students will be able to effectively communicate how society changed over time in relation to the development of these ideas. By engaging the work of these writers who focused on issues of freedom, liberty, and the establishment of democratic societies students will explore issues of personal and social responsibility as they connect choices actions, and consequences to ethical decision-making.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

WID Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

v.5/10/12

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students have a required 14 page research paper on a subject chosen by the student and approved by the instructor that asks them to present an argument and analyze a sub-topic of the areas discussed during the semester. In this assignment the students will be able to show their knowledge of the paper's chosen subject area and that they have thoroughly read and understood the material discussing the topic.

Sample topics:

- a) The Role of the Media as Sacrificial Lamb and Scapegoat
- b) Consistent Inconsistencies: The Concept of Modernity and Its Harbinger
- c) Accessing the Global Drama; Monsieur Toussaint, the Haitian Revolution, and Experimental Historical Drama

Communication Skills:

In the paper described above, students show they are able to communicate effectively and are able to write a paper concurrent with the skills expected of a senior year college student.

Empirical & Quantitative Skills:

[Click here to enter text.](#)

Teamwork:

[Click here to enter text.](#)

Social Responsibility:

- Students will discuss issues of social responsibility while studying issues of liberty and freedom surrounding the French Revolution. They will do this by analyzing, writing, and discussing the text produced by social theorists in the 14 page paper they will write. Students will learn these issues by analyzing and discussing literary texts, films, and texts on social theory that focus on societal change from the time of the French Revolution to World War II.

Personal Responsibility:

v.5/10/12

Students will explore in their 14 page research paper issues of personal responsibility by discussing societal changes due to the Enlightenment and Modernity – specifically arising through the new ease of transatlantic travel and the global movement of ideas. They will learn of the difference between European explorers and the indigenous populations the explorers came to study, and how this set up the structure for the capitalist society of the Industrial Revolution. This will be addressed in the 14 page research paper as they discuss issues of freedom, democracy, and individual agency.

Will the syllabus vary across multiple section of the course? Yes No

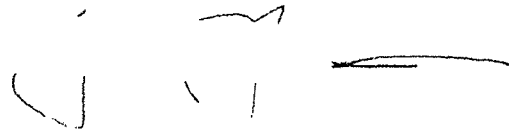
If yes, list the assignments that will be constant across sections:

Click here to enter text.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: for DR. HILD

Handwritten signatures and marks, including a large 'J' and a horizontal line.

Syllabus
Frames of Modernity I
WCL 4351, Fall 2012
4:00-7:00 pm Tues.

Dr. Marie-Theresa Hernández, Associate Professor
World Cultures & Literatures, Department of Modern & Classical Languages
Office: 610 Agnes Arnold, Phone: 713 743 3074, Email: (preferred) mthdz@uh.edu
Office Hours: 2:00-3:30 Tues., and by appointment

The course gives undergraduate and graduate students a basic outline of some major historical and theoretical trends known as the "History of Ideas" from the French Revolution to World War II. A number of canonical texts will be examined using a 21st century lens, analyzing them as they relate to our present context of globalization and the rising importance of the Global South.

This class will focus on writing and discussion. To this end you will be required to write four essays of 1400 words and a final research paper of 4000 words due final exam day.

Goals for the course:

1. The impact of the French Revolution on the intellectual milieu of the late 18th century.
2. The global movements emerging from Western Europe as they affected emerging nation states in the Americas.
3. The position of the Other in relation to the writers of these canonic texts.
4. The relationship between the push for freedom in the late 18th century and the rise of fascism 240 years later.

Learning Outcomes

Students will be able to analyze texts that address the concept of modernity and use those texts as evidence to support their understanding of the history, philosophy, and social theory developed during the period between the French Revolution and World War II. Students will be able to effectively communicate how society changed over time in relation to the development of these ideas. By engaging the work of these writers who focused on issues of freedom, liberty, and the establishment of democratic societies students will explore issues of personal and social responsibility as they connect choices actions, and consequences to ethical decision-making.

Attendance:

-Attendance grade (20%): 2 absences = 50, 3 absences = 30, 4 absences = 0. 5 absences and the student will be given a course grade of F for the semester.
Tardiness - more than 15 minutes late is considered an absence.

Assignments

-5 Essays (1400 words each based on questions posted on Blackboard)
-Class Presentation (with accompanying 600 word report)
-Final Paper due day of final exam (4000 words).
No late papers. Every writing assignment goes through Turn It In, no hard copies.

Grade Breakdown:		
5 - 1400 word essays		30%
Class Presentation with 600 word report due same day	20%	
Final Paper - 4000 words	30%	
<u>Attendance -</u>		<u>20%</u>
total	100%	

Required Readings (in alphabetical order):

Arendt, Hannah – *Origins of Totalitarianism*, selections
 Benjamin, Walter—*Illuminations*, selections
 Buck-Morss – “Hegel in Haiti”
 Forth, Christopher – *The Dreyfus Affair and the Crisis of French Manhood*, selections
 Foucault, Michel – *Discipline and Punish*
 Ibsen, Kristine – *Maximilian, México, and the Invention of Empire*, selections
 Levi, Primo – *Survival in Auschwitz*
 Nietzsche, Friedrich – *Genealogy of Morals*, selections
 Pratt, Mary Louise – *Imperial Eyes*
 Trouillot, Michel Rolph – *The Silence of History*

Films:

Juarez
 Haitian Revolution: Toussaint Louverture
 The Romantics - BBC documentary - Liberty
 Who Killed Walter Benjamin?
 Zola

Schedule

August 28

Film: The Romantics - BBC documentary - Liberty
http://www.youtube.com/watch?v=TMA85_IkFyg

September 4

Reading: Foucault, M. *Discipline and Punish*

September 11

Reading: Foucault, M. *Discipline and Punish* - continued

September 18

Reading: Trouillot, M. – *The Silencing of History*
 Film: Haitian Revolution: Toussaint Louverture
 1st essay due

September 25

Reading: Arendt (file of the reading is on Blackboard))
 Presentation by Dr. Glass

October 2

Reading: Levi, P. – *Survival in Auschwitz*

Presentation by Professor Glass
Deadline for choosing topic for final paper

October 9
Reading: Buck-Morss, S. – “Hegel and Haiti.”
Group 1 presentation

October 16
Reading: Nietzsche, F. – *On the Genealogy of Knowledge*, selections (file of the reading is on Blackboard)
2nd essay due
Lecturer: Professor Alessandro Carrera

October 23
Lecturer: Professor Hosam Abou-el
Reading to be announced

October 30
Reading: Pratt, M.L. – *Imperial Eyes*, part 1
Turn in one page summary of your final paper (hard copy)

November 6
Reading: Reading: Pratt, M.L. – *Imperial Eyes*, part 2
3rd essay due
Group 2 presentation

November 13
Reading: Ibsen, K. – *Maximilian, México, and the Invention of Empire*, selections. (file of the reading is on Blackboard)
Film: Juarez
Group 3 presentation

November 20
Reading: Forth, C. – *The Dreyfus Affair and the Crisis of French Manhood*, selections (file of the reading is on Blackboard).
Film: Zola
Group 4 presentation
4th essay due

Discussion of final papers

November 27
Reading: Benjamin, W – *Illuminations*– selections. (file of the reading is on Blackboard)
Film: Who Killed Walter Benjamin?

December 4
Reading: Benjamin, W. – *Illuminations*– selections. (file of the reading is on Blackboard)
5th essay due
Group 5 presentation

December 18
Final paper due at 5 pm through Turn It In. No late papers accepted.