Rationale for Course: This course is specifically designed for the Honor student at SCCC. It intends to provide the techniques to critically analyze the history, science, politics, sociology, psychology, and art of Western Civilization (Europe and the United States) from about 1800 to the present. This will produce an understanding of the Modern Mind and the resulting epistemology so that the students can appreciate the intellectual themes which have produced the world they live in.

Course Description: This course will focus on the results of the Industrial/Scientific Revolution (from approximately 1800 to the present) in Western Civilization. By the end of the 19th century, a twilight time of the Newtonian explanation of the world gave way to two revolutions. One was in physical science with the confirmation of a subatomic world with new principles and laws governing the universe. The other was in the medical sciences, with what would be accepted as an astonishing proposition: human behavior could be studied scientifically and that treatments not prayers or incantations could be devised. Kant, the great philosopher of the earlier period we will study, asked what would become the question of the Modern Age: why has science become so strong in understanding the physical world, but can not seem to grasp the questions of the metaphysical world?

The curriculum will be an interdisciplinary approach with special attention to scientific developments, their historical context, social impact and artistic expressions. Examples we will study include: Helmholtz’s theory of vision impacted on pointillism and impressionism in art; the Industrial Revolution changed the themes of literature, both academic and popular; (H.G. Wells, etc.); Darwin’s theories changed religious interpretations as well as social theories. The 19th century perspectives paved the way for Freud, Wundt, Einstein, Von Braun, and many others, including YOU.
Course Objectives: After completing this course, Students will be able to:

1. Articulate a general understanding of the Modern Era and the Western perspective.
2. Analyze a variety of materials including both primary sources and secondary evaluations.
3. Present the findings of a critical paper analyzing a specific theme or author of the period.
4. Discuss the general foundation(s) of the Present era in relation to the heritage of the two previous centuries.
5. Relate to the integration of many different disciplines which compose both the Social and Physical Sciences.

Some recommended Text and/or other Instructional Materials:

Readings will vary as the course progresses; these are some suggested background materials which might help the student fill in blanks between the many concepts we will cover. If you have taken Western Civilization II (HS12), you should be able to follow along with the historical context. If you find yourself getting lost in the scheme of things, you might refer to a Western Civilization text book to see the grand framework in which we are working. There are several books on the Modern Mind which we list below:

The Making of the Modern Mind: An Intellectual History of the Twentieth Century by Peter Watson
Sources of the Self: The Making of the Modern Identity by Charles Taylor
The Making of the Modern Mind, by John Herman Randall

These are long and difficult books and we have found that they are detailed beyond the basic needs of this course. We will be providing many selections from the famous authors of the period. There are also innumerable modern novels such as those by great authors such as Balzac, Baudelaire, Zola, Dostoyevsky, Tolstoy, Shaw, Lawrence, etc. (a big etc. as the late 19th century, early 20th century was an age of novelists). There are also later novels that might interest you Darkness at Noon by Koestler, Catcher in the Rye by J.D. Salinger, etc. The middle of the first half of the 20th century found many writers on Existential subjects. Many films were later made of this texts and we shall be reviewing some of them. (This is only a small cut into the vast literature on the subject.) There are also many good sources in the Newspapers from the various periods.

ASSIGNED READINGS:
There is a basic reading list attached. Weekly assignments will be explained during each class so that they can relate to the students’ needs and interests. This is a vast field of research and we have to be flexible. Some materials will be in the form of handouts; we suggest you buy a three ring binder to keep these in so we can refer back to them as we progress through the semester. We will try to put others on reserve in the library and we
shall try to keep enough copies so that they will be easy to obtain. Others, we hope to provide sources for easy and inexpensive purchase.

The first reading will be Mary Shelley’s FRANKENSTEIN. There are many editions; find a copy and read it for discussion in the second class. You can skim some of the areas where the description of nature gets long and too flowery for modern tastes, but be sure you get into it so you can compare it to the film presentation you will see during the first class; you might also consider how the movie might be made today.

GRADING PROCESS: Every student wonders how the professor comes to assign a grade. It should be made clear that grades are not “given” they are earned. There are many categories which fill up the resources for grade distribution. The following chart should give you an idea how to earn the best grade possible. These are standard categories approved by the college and consistent with academic merit and honesty.

RUBRICS FOR GRADES IN SC68H.

<table>
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<tr>
<th>GRADE LEVEL</th>
<th>RUBRICS FOR WRITING ASSIGNMENTS</th>
<th>RUBRICS FOR PRESENTATIONS AND DEBATES</th>
<th>RUBRICS FOR OBJECTIVE TESTING</th>
<th>RUBRICS FOR CLASS PARTICIPATION</th>
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<tr>
<td>A</td>
<td>Clear and Focused; creative in text and presentation; good organization; coherent images details explained well; accurate grammar; and footnotes and bibliography (used in the text) NO PLAGIARISM</td>
<td>Prepared, organized thought; creative suggestions; audience interest; clarity, handouts; extra research; class attendance (no credit when absent)</td>
<td>90 points or above</td>
<td>Knowledge of subject matter (content); thoughtful analysis; extra research in newspapers, TV, movies, video, etc; creative applications; frequent contributions; class attendance</td>
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<td>B</td>
<td>Focused presentation; creative; usually logical organization; style usually conveys ideas; most grammar correctly presented; details included and correct use of Footnotes with a bibliography NO PLAGIARISM</td>
<td>Prepared statements; good content and details; creative ideas; clarity; class attendance</td>
<td>80 points or above to 89</td>
<td>Knowledge of subject matter; clear presentation; extra research; frequent contributions; class attendance</td>
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<tr>
<td>C</td>
<td>Focused presentation; organized text; details correctly presented; basic grammar rules obeyed; accurate footnotes and bibliography NO PLAGIARISM</td>
<td>Prepared statements; comprehension of material and content; clarity; class attendance</td>
<td>70 points or above to 79</td>
<td>Knowledge of subject matter; clear presentation of contribution; attendance</td>
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<tr>
<td>D</td>
<td>Presents material that completes the assignment; most grammar is acceptable; details are superficial and with only a few errors; footnotes and bibliography: NO PLAGIARISM</td>
<td>Organized statements; Clear presentation; class attendance</td>
<td>60 points or above to 69</td>
<td>Knowledge of subject matter; contributions to class discussion; attendance</td>
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This chart should guide you in your preparation of assignments. Class participation in an Honors Class is a MUST, AN ESSENTIAL, A REQUIREMENT, AN ABSOLUTE. This is a small class and each should feel comfortable expressing his/her opinion and viewpoint. Each should respect the other members when they present their points of view. Don’t be shy, we are an open and friendly group who want to hear what is going on in YOUR mind.

PLAGIARISM WILL NOT BE ACCEPTED; IT IS GROUND FOR DISMISSAL FROM THE COLLEGE

Any assessment below the standards above will result in a failing grade for a particular area. Students can not expect to receive higher grades than their performance in these five areas.

THE DAY TO WORRY ABOUT YOUR GRADE IS TODAY NOT THE LAST DAY OF THE SEMESTER.

THE TERM PROJECT:

There are two choices for a term project: each will require a paper and a presentation of about 20 minutes at the end of the semester. This project should not consume you but it should be something you work on every day. It should grow slowly out of the class material, your responses, and the learning that takes place over the semester.

I. You choose a person that is involved in the evolution of the Modern Mind and study them sufficiently to explain how they fit into the development of the Modern Mind. Who influenced them? What historical factors impacted their thought process? Did they live by their philosophy of life? You can do this by analyzing his/her role in relation to others of the period in which they lived or you can assume the person’s identity and write about his/her life. In either case, the last three pages (about three pages) you should create a section in which you specifically describe how this person’s thinking has affected your own.

II. The great novels of the early “modern mind” are long and intricately involved. Choose one (please speak to at least one of us to make sure you pick a good representation) and write a paper that explains the connection between this novel and the course of the “making of the modern mind.” In the last three pages, present a section on how this person’s presentation has affected your own thinking.

These papers should be 15-20 pages long, plus cover page, bibliography, footnotes (anything not ORIGINAL from your mind is the property of someone else so please cite your source), etc. (you can add pictures, graphs, whatever suits the particular presentation of the information). Papers must be neat and clearly presented with the standard format for an academic paper. These are not just the ramblings of your thoughts, but a well formulated paper.

THE PAPER WILL BE DUE ON DECEMBER 32 DO NOT ASK FOR AN EXTENSION. (A good plan is to have the paper written before Thanksgiving and then
edit it and be ready to hand it in.) We want to have time to read the papers and to share them with the rest of the class.

On December 16, the last class, you will present your topic to the class so that we all share in what you have learned about the specific topic you have chosen.