



On-Campus Course Syllabus

HUM 302 LOO.A

Modern World

Fall 2023

Class Information

Day and Time: MON 3:15pm-4:30pm, WED 3:15pm-4:30pm

Room Number: E201

Contact Information

Instructor Name: Kevin Stilley

Instructor Email: kstilley@criswell.edu

Instructor Phone: 214.818.1369

Instructor Office Hours: [By appointment](#)

Course Description and Prerequisites

A survey of the Enlightenment and Romanticism and how these opposing forces shaped philosophy, literature, art, and music. Various movements are examined such as revolution, evolution, and World War I.

Course Objectives

The student who successfully completes this course will demonstrate the ability to:

- Communicate the main ideas, persons, and events that have shaped modern Western culture.
- Distinguish between Enlightenment movements in different socio-geographical areas.
- Illustrate and critique modern worldview assumptions in light of Christ and Biblical teaching.
- Think, read, and write critically.

Required Textbooks

There are no required textbooks for this semester. The professor will recommend some important resources and provide copies of material for specific assignments.

Recommended Reading

- *Building a Bridge to the 18th Century*, by Neil Postman. Vintage, 1999. ISBN. 978-0375701276
- *The Roads to Modernity: The British, French, and American Enlightenments*, by Gertrude Himmelfarb. Vintage, 2004. ISBN. 978-1-4000-7722-9.
- *Romanticism: A Very Short Introduction*, by Michael Ferber. Oxford University Press, 2010. ISBN. 978-0-19-956891-8
- *The Root of American Order*, by Russell Kirk. Intercollegiate Studies Institute, 2012. ISBN. 1-882926-99-4

- *Saving Leonardo*, by Nancy Pearcey. Broadman & Holman, 2017. ISBN 978-1462787722
- *The Scientific Revolution: A Brief History with Documents*, by Margaret. C. Jacob. St Martin's Press, 2010. ISBN 0-312-65349-2
- *A Student's Guide to Liberal Learning*, by James V. Schall. Intercollegiate Studies Institute, 2000. ISBN: 978-1882926534.
- *Bible*

Course Requirements and Assignments

Final course grades will be determined by (1) classroom attendance and participation, (2) weekly thinking/writing lab assignments, and (3) completion of reports on reading assignments. A schedule of assignments will be posted to Canvas during the first week of classes, and all assignments will be turned in using Canvas.

In the event that a particular class session must be canceled for any reason (weather, sickness of the instructor, etc.) future assigned reading and assignment due dates will remain the same. If an assignment is due on the day that a class session that has been canceled then that assignment is still due on the normal schedule and should be turned in using the Canvas portal.

Students may choose to complete one of the following elective assignments to make up for absences or missed assignments. The professor will determine the extent of credit based upon the quality of the work produced.

- Visit an appropriate art museum and prepare a summary of your visit comparing Enlightenment art and Romanticism era art. The Amon Carter Museum is free and may be the best option.
- Watch all of a production of Mozart's *Magic Flute* and prepare an analysis of its significance regarding Enlightenment thinking. .
- Complete an academic book review of the Mary Shelley's **BOOK** *Frankenstein*.
- Watch the movie *Man of Steel* and compose a three page comparison essay showing the connections to the philosophy of Friedrich Nietzsche.

Course/Classroom Policies and Information

Colloquy is an important part of the pedagogical process. This is a junior level course; by this point in the educational process you are expected to not just take away information but to contribute to the intellectual and spiritual formation of your peers. All students are expected to attend class, be punctual, and participate appropriately in classroom discussion. Students will receive credit for attending and participating appropriately in class. Absences or tardiness will adversely affect your grade. The professor will deduct points for disruptive behavior, lack of collegiality, failure to prepare for classes, or use of electronic devices.

In this course, we will explore historical events that may evoke strong emotional responses in some students. These events are firmly rooted in the past, and while we cannot alter their occurrence, our aim is to comprehensively examine the factors that contributed to their unfolding, as well as the prevailing ideologies of the time.

It is important to note that the exploration of Enlightenment-era concepts relating to race and gender does not signify an endorsement of these ideas. Rather, our objective is to dissect and understand the historical context in which these notions emerged.

Recognizing the diverse backgrounds and sensitivities of our students, the instructor is committed to approaching these topics with sensitivity. Advance notice will be given before delving into particularly challenging subjects, allowing students to emotionally prepare and participate at their discretion.

Please take into account that engaging with these materials may be distressing for some individuals. If you have concerns about specific topics, please reach out to the instructor to discuss potential alternatives or additional resources. Our collective goal is to foster a learning environment that respects everyone's emotional well-being while promoting a comprehensive understanding of the subject matter.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the “I” will become an “F.”

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college’s academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student’s course grade or academic standing at the college. Before

submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

DATE	TOPIC	WEDNESDAY ASSIGNMENT
August 21	Introduction to Course	1) Read What is Enlightenment? by Immanuel Kant 2) Turn in a 1-2 page summary in which you reflect on its content.
August 28	Discussion : God and Reason; the Renaissance & Reformation and Replacing Authority in Faith & Life	(1) Read 30 related pages from an academic resource of your choice (2) Prepare a 1-2 page reflective summary on how the Renaissance & Reformation was a reaction to clerical abuses of Roman Catholicism.
September 4	Labor Day – No class	No assignment
September 11	Discussion: The Enlightenment – The Replacement Movement for Religion and Monarchy (including the French Revolution)	1) Read the Introduction (pp. ix-xxiii) to the Portable Enlightenment Reader (made available by the instructor) 2) Prepare a 1-2 page reflective summary on how the Enlightenment was a revolution against Authority
September 18	Discussion: The American Revolution and the Enlightenment	1) Read 30 related pages from an academic resource of your choice

		2) Prepare a 1-2 page reflective summary regarding the American Revolution's relationship to the Enlightenment
September 25	Discussion: Revivalism and Independent Church Movements	1) Read 30 related pages from an academic resource of your choice 2) Prepare a 1-2 page reflective summary regarding the American Religious Experience of the 18 th and 19 th centuries.
October 2	Discussion: Enlightenment Ethics	1) Read 30 related pages from an academic resource of your choice 2) Prepare a 1-2 page reflective summary of how the Enlightenment shaped community and individual ethics.
October 9	Discussion: The Scientific Revolution	1) Read 30 related pages from an academic resource of your choice 2) Prepare a 1-2 page reflective summary regarding the socio-cultural impact of the scientific revolution.
October 16	No Class – Student Development Week	No Assignment
October 23	Discussion: Race and Family*	No Assignment
October 29	Discussion: Romanticism & The Rebellion Against Rationality	1) Read 30 related pages from an academic resource of your choice 2) Prepare a 1-2 page synopsis on the relationship of the Enlightenment & Romanticism
November 6	Discussion: The Industrial Revolution	1) Read 30 related pages from an academic resource of your choice 2) Prepare a 1-2 page reflective summary regarding the socio-cultural impact of the industrial revolution.
November 13	No Class - Alternate assignment	Alternate Assignment
November 20	No Class – Thanksgiving Break	No Assignment
November 27	Discussion: WWI and the Wars of Ottoman Succession	1) Read 30 related pages from an academic resource of your choice 2) Prepare a 1-2 page synopsis on how the dissolution of the Ottoman Empire continues to affect us today.
December 4	Discussion: Review – How did we get here - Postmodernism	No Assignment

“When a man is busy at study, the Evil Impulse whispers to him: Why tarryest thou here. Go and join the men who flirt with pretty women.” - Talmud, Zohar, ii, 265b

