

## LMC 3112 Syllabus: Evolution and the Industrial Age, Section A, 3 credits

Fall 2026

### Instructor Information

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### General Course Information

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#### Description

This course will examine the cultural and social impact of industrialization and scientific progress in the nineteenth century. We will trace the ways that the industrial revolution and technological advancement created rapid social and cultural change in this period and consider how scientific ideas spread and gained influence during this time. Our course materials will include literary texts, visual images, and historical documents to consider the cultural transitions and residual impact of evolutionary thinking and industrial progress within a global context.

#### Course Learning Outcomes

- Textual/Visual Analysis: Students will learn to read, analyze, and interpret film, literature, art, media, and cultural artifacts.
- Interpretive Frameworks: Students will become familiar with a variety of social, political, and philosophical theories and be able to apply those theories to creative and scientific texts, as well as to their own cultural observations.
- Literary/Film/Narrative art Inquiry: Students will be aware of the traditions and conventions of literature, film and other forms of narrative art, and they will be able to analyze these traditions and conventions in specific cultural contexts.
- Historical analysis: Students will study literary and cultural texts within an historical framework to become familiar with various forces shape artistic and commercial production. They will learn to interpret history actively, rather than passively accepting archival information.
- Communication skills: Students will gather, organize, and present information with clarity and accuracy. They will share their work through presentations and essays.
- **This is a Core IMPACTS course that is part of the Humanities area.**
- Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

- This course should direct students toward a broad Orienting Question: How do I interpret the human experience through creative, linguistic, and philosophical works?
- Completion of this course should enable students to meet the following Learning Outcome: Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts.
- Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies: Ethical Reasoning, Information Literacy, Intercultural Competence.

**Required Course Materials:**

Charles Dickens, *Hard Times*

Florence Marryat, *The Blood of the Vampire*

Bram Stoker, *Dracula*

Robert Louis Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde*

H.G. Wells, *The Island of Dr. Moreau*

**Grading Policy:**

Two exams, one final essay, short assignments and presentations, quizzes, active participation and discussion.

Reading will approximate 125 pages per week (more for novels, less for critical material).

Attendance and Participation:	25%
2 Exams (25% each)	50%
Final paper and presentation	25%

**The grading scale for students will be:**

- **A: 90-100.** Students who demonstrate a thorough understanding and skilled, original use of class concepts and terminology. Moreover, they use class concepts in original ways and participate in class discussions and activities consistently.
- **B: 80-89.** Students who demonstrate a solid understanding of and ability to use class concepts and terminology, but may need to continue practicing mastery of key concepts.
- **C: 70-79.** Students who generally grasp the key concepts and terminology of this class, but cannot yet use them consistently to provide in-depth analysis of class materials.
- **D: 60-69.** Students who fail to understand or use class concepts and terminology much if at all in class, exams, or projects, and may fail to provide accurate or in-depth analyses.

- **F: 0-59.** Students who demonstrate a complete lack of understanding about the subject at hand, and/or fail to attend class and/or complete major assignments in an appropriate and/or timely manner.

## **Description of Graded Components and Course Policies**

### Attendance and Participation: 25%

Be Here!

The first expectation is consistent attendance, active participation in class discussions, and careful engagement with course materials. This includes coming to class prepared, contributing to discussion, and keeping up with class activities. I expect our class environment to be one of lively discussion and debate where we can challenge and respect the opinions and comments of others and be prepared to discuss these texts with attention and care. Please focus fully upon class activities/discussion and limit use of laptop computers and other technology during class time.

More than four unexcused absences will impact your final grade by a full letter. Four late sessions count as one absence. More than eight absences result in automatic failure of the course. You are responsible for the readings and assignments you miss when you are absent, but quizzes and in-class work missed due to an absence cannot be made up. These will receive a grade of "0." Exceptions to this attendance policy are made only in the case of medical emergencies and extended hospitalization, for which I require documentation. Some of the requirements listed below (discussion leader/journal) also count towards this component of the grade.

Your role as discussion leader: This requirement will contribute to your overall attendance and participation. You will be asked to sign up as a discussion leader for one class session. This is your opportunity to initiate and facilitate our class discussion by being fully prepared to discuss the reading for that day. Please use Canvas (discussion section) to post some of your questions/responses for our class to consider before your session to help us prepare. Please post by 9pm the evening before your discussion leader session. You may distribute questions to facilitate our analysis of the reading, select passages that you see as relevant or interesting, present themes you see as relevant, make connections to other texts we have read, and/or bring in additional material to share with the class that relates to the reading.

Reading Journal: Since this is a class with a focus upon reading and discussion, I ask that you keep an informal reading journal (also not graded) as part of the process of reading these novels—your journal can be a space to jot down ideas, responses, questions, and even your own creative/graphic reflections related to the reading. You will be asked to share some of these with the class for informal Canvas or classroom discussion.

### Research Paper/Final project: 25%

You will be asked to write one final research-based essay/project on a research topic of your choice and share a presentation related to this research. This will involve some group work and development of visual aids (eg. PowerPoint presentation). In written work I expect you to introduce and develop a clear thesis, support a sustained, original argument with evidence, address and respond to relevant critical arguments and debates, and revise and edit for clarity, cohesion, and presentation.

### Exams: 25% each; 50% total

The two exams will cover material from readings and discussion. Typically, exams are designed as in class exams with the following sections: short identifications, multiple choice, passage identifications, and short essay.

**Academic Integrity:** Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

**Accommodations for Students with Disabilities:** If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

**Student-Faculty Expectations Agreement:** At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

### Campus Resources for Students

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#### **Undergraduate Student Academic Success Resources:**

- Academic Support: Academic Success and Advising (a unit in the Office of Undergraduate Education & Student Success) provides free support for your courses. Students can attend scheduled supplemental review (PLUS) sessions, stop by Drop-In Tutoring, or schedule a one-on-one appointment through Knack. To explore what options

work best for you, please visit us online at [success.gatech.edu/tutoring](https://success.gatech.edu/tutoring), email us at [tutoring@gatech.edu](mailto:tutoring@gatech.edu), or come see us at Clough Undergraduate Learning Commons, Suite 283.

**Student Well-Being:**

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A comprehensive list of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being ([student-resource-guide.gatech.edu](https://student-resource-guide.gatech.edu))