Answer one question in each section (a total of 3). Be sure each essay has a clear line of argument, addresses as many dimensions of the question as possible, and offers relevant, persuasive evidence from related literature.

Professors Peter Fritzsche and Behrooz Ghamari

SECTION I
1. The idea of “alternative modernities” holds that modernity always unfolds within specific cultures or civilizations and that different contingencies of the transition to modernity lead to different outcomes. Discuss this idea and provide a genealogy of the concept alternative modernities. Evaluate the usefulness of the term “alternative modernities” by way of three historically distinct examples. You may elect to confine your discussion to Europe.

2. Many influential nineteenth and early twentieth century social theorists concentrated primarily on the processes and consequences of transition to modernity. Discuss three different “classical” theories of transition to modernity with specific references to the concepts of community (in contradistinction with society), alienation (disembeddedness or exile), and emergent social relations of power (class, gender, race).

SECTION II
1. In the context of the long nineteenth century, do you see a fundamentally new experience of time emerging? Insofar as you do, would you argue that new temporal regimes are the effect of the innovations of modernity or would you argue that modernity itself is an effect of new temporal experiences? Discuss with reference to at least three concrete examples.

2. Theorists of modernity pay special attention to the emergence of “imagined communities” as a constitutive element of modern world. Discuss the notion of “imagined communities” and elaborate on different ways that it has been criticized. Situate your discussion with references to two distinct experiences of the nation and state in the nineteenth century Europe.

SECTION III
1. Develop a syllabus for an upper-division course on the emergence of modernity as a global phenomenon. How do you distinguish yours from a Eurocentric syllabus? You may choose to concentrate on the 19th or the 20th century is you wish. Describe and justify the main readings for the class.

2. As much as modernity generates homogeneity in its global manifestation, it also generates spaces of distinction and difference. Discuss these competing processes in the context of teaching an upper division undergraduate course. Provide at least two concrete examples of this dialectical feature of modernity. Justify how and why these examples work in your class.