

Coffeyville Community College

HIST-230

COURSE SYLLABUS

FOR

WESTERN CIVILIZATION I: HONORS

Bethanie Frank

Instructor

COURSE NUMBER: HIST-230 **COURSE TITLE:** Western Civilization I:
Honors

CREDIT HOURS: 3

INSTRUCTOR: Bethanie Frank

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OFFICE HOURS: See schedule posted on office door

PREREQUISITE(S): Member of honors program or special permission from Honors
Coordinator

**REQUIRED TEXTS
AND MATERIALS:**

Woelfel, James and Sarah Truelove. *Patterns in Western Civilization*, 4th ed.. Needham Hts, MA: Simon and Schuster, 2007.

Homer. *The Essential Iliad*. Trans and ed. By Stanley Lombardo. Indianapolis: Hackett Publishing Company, Inc., 2000.

Aristotle. *The Politics*. New York: Penguin Books USA Inc., 1992.

Chaucer, Geoffrey. *The Canterbury Tales*. Trans by Nevill Coghill. New York: Penguin Books, 1977.

Machiavelli, Niccolo. *The Prince*. Oxford, New York: Oxford University Press, 1998.

**COURSE
DESCRIPTION:**

This course is a program of study which, within a historical framework, emphasizes the reading and discussion of influential writings and ideas that have shaped the intellectual and cultural heritage of the Western World during its ancient, medieval, and early modern periods.

**EXPECTED LEARNER
OUTCOMES:**

By the completion of the course, students will

1. Demonstrate an understanding of some of the ideas found in the literature of ancient Babylon and ancient Egypt.
2. Demonstrate an understanding of the distinctive ideas and ideals of ancient Israel and the Hebrew Bible

3. Demonstrate an understanding of the distinctive ideas and ideals of ancient Greece.
4. Demonstrate an understanding of the distinctive ideas and ideals of ancient Rome and early Christianity.
5. Demonstrate an understanding of the distinctive ideas and ideals of medieval civilization.
6. Demonstrate an understanding of the distinctive ideas and ideals of the Renaissance.
7. Demonstrate an understanding of the ideas and ideals of the Protestant Reformation.
8. Demonstrate an understanding of the scientific revolution.

**LEARNING TASKS
& ACTIVITIES:**

August 14-28 – Chapters 1-2
 September 2 – Iliad due
 September 4-16 – Chapters 3-4
 September 18 – Politics due
 September 19-October 3 – Chapters 5-6
 October 7 – Midterm
 October 9-November 14 – Chapters 7-11
 November 18 – Canterbury Tales due
 November 20-25 – Chapter 12
 December 2 – The Prince due
 December 4-5 – Chapters 13-14

**ASSESSMENT OF
OUTCOMES:**

Grades will be based on the following scale:
 92%-100% = A
 83%-91% = B
 74%-82% = C
 65%-73% = D
 64% and below = F

Incomplete grades will only be given under special conditions upon consultation with the instructor prior to final exams. If an incomplete grade is given, the remaining coursework must be completed within a specified period of time, usually six weeks from the end of the semester or summer session. If the work is not completed within the given time the student will receive a failing grade for the course.

Late Assignments and Papers

For each day that an assignment or paper is late it will be lowered one letter grade. In class assignments that are missed for any other reason than a school sponsored activity cannot be made up and will receive a grade of zero.

**COURSE
REQUIREMENTS:**

Mid-term Exam
Final Exam
Various quizzes throughout the semester
Essays over various topics from instructor including textbook information and assigned reading information.

PLAGIARISM

Plagiarism is using someone else's words or ideas without giving the person credit. It is essential that the student correctly cite any sources that are directly quoted or paraphrased. It will be discussed in class what citation style is to be used by the student in papers. If the student has any questions concerning citations or plagiarism he or she needs to see the instructor before the paper is due to correct any problems. **Any student who plagiarizes will be given a failing grade for the semester.**

**ATTENDANCE
POLICY:**

Students are expected to attend all classes.

You will also receive a class attendance grade. At the beginning of the semester, you will each have **100 attendance points**. Each time you miss class for an unexcused absence, you will be subtracting **10 points from your beginning total**. These are not bonus points; they are not extra credit points.

Students are expected to be on time and to remain for the entire class period. Attendance for only part of the period will be counted as an unexcused absence.

The institution's attendance policy reads as follows:

It is the responsibility of students to make definite arrangements for all work before going on field trips or other college sponsored trips. School sponsored activities will be counted as excused absences providing the following criteria are observed.

1. The student must complete all of the necessary assignments at least three days prior to the absence or at a time designated by the instructor.
2. At least three days prior to the absence, the activity sponsor must provide the instructor with a list of students who are to be excused.
3. Excused absences are to include academic competition, music events, official athletic events, field trips, convocations, and other college sponsored events as approved by the Vice President of Learning.

4. Doctor's appointments, court dates, car problems, oversleeping, and sick days (unless accompanied with a signed doctor's note) are among those absences considered unexcused.

This syllabus is subject to revision during the semester with prior notification to the student by the instructor.

COMPETENCIES:

DEMONSTRATE AN UNDERSTANDING OF SOME OF THE IDEAS FOUND IN THE LITERATURE OF ANCIENT BABYLON AND ANCIENT EGYPT.

1. Describe the *Epic of Gilgamesh* (knowledge).
2. Identify incidents and ideas in the *Epic of Gilgamesh* which are similar to incidents and ideas found in biblical literature (analysis).
3. Identify incidents and ideas in "The Weighing of the Pharaoh's Heart" which are similar to incidents and ideas found in biblical literature (analysis).
4. Compare Isis in "Song of Isis" with feminine aspects or feminine figures found in biblical literature (evaluation).

DEMONSTRATE AN UNDERSTANDING OF THE DISTINCTIVE IDEAS AND IDEALS OF ANCIENT ISRAEL AND THE HEBREW BIBLE.

1. Explain the legal, social, and religious status of women in ancient Israel (synthesis).
2. Illustrate how stories in the Torah embody views of the divine, the life of the Hebrew nation, and humanity generally (analysis).
3. Summarize the social and political implications which grew out of the idea of the covenant and the liberation theme in the Exodus narrative (evaluation).
4. Contrast the universalism of Second Isaiah with the nationalism of some other parts of the Hebrew Scriptures (evaluation).
5. List some examples of different images and understandings of the divine in the Hebrew Scriptures and how they are related to ideas about human nature, society, and the role of Israel (knowledge).
6. Relate the varied interpretations of religion in Israelite and early Jewish history (synthesis).

DEMONSTRATE AN UNDERSTANDING OF THE DISTINCTIVE IDEAS AND IDEALS OF ANCIENT GREECE.

1. Identify ways ancient Greece has shaped the civilization of the Western World (analysis).
2. Explain the role of the Persian and Peloponnesian Wars in regard to the "Golden Age" of Athens (comprehension).
3. Explain how the Apollonian and the Dionysian are exemplified in Homer's *Iliad* and *Odyssey* and in other aspects of Greek culture (comprehension).
4. Appraise the differences between Greek gods and goddesses and humans and the differences between Greek religion and religion as portrayed in biblical literature (evaluation).
5. Define the political and social issues involved in the differences between Sparta and fifth-century Athens (knowledge).

6. Compare the Greeks' view of the relationship among the rule of law, justice, power, and expediency with contemporary United States domestic and foreign policy (evaluation).
7. Summarize the problems inherent in Athenian democracy (evaluation).
8. Show how the main themes of Greek tragedy are illustrated in Sophocles's Oedipus plays (analysis and application).
9. Describe philosophy as the ancient Greeks understood it (knowledge).
10. Outline Plato's Theory of Forms of Recollection (knowledge).
11. Contrast the main differences between Plato's and Aristotle's approaches to philosophy and the conclusions they draw (evaluation).
12. Relate what Aristotle means by "virtue" (analysis).

<p>DEMONSTRATE AN UNDERSTANDING OF THE DISTINCTIVE IDEAS AND IDEALS OF ANCIENT ROME AND EARLY CHRISTIANITY.</p>
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1. Describe aspects of Greek and Etruscan culture taken over by the Romans (knowledge).
2. Summarize the ways by which the small city-state of Rome brought all of Italy under its control by 264 B.C.E. (synthesis).
3. Describe the roles of such warlords as Marius, Sulla, Pompey, Crassus, and Caesar in the collapse of the Roman Republic in the last century B.C.E. (knowledge).
4. Describe the Roman constitution after the reforms of Augustus (knowledge).
5. Contrast the role of the wife of an Athenian statesman with the role of Livia, the wife of Augustus (evaluation).
6. Outline the major tenets of stoicism as revealed in "Letters from a Stoic" (analysis).
7. Support Gibbon's opinion that the period of the Five Good Emperors (96-180) was the happiest that the human race had ever known up to Gibbon's time (evaluation).
8. Categorize reasons for the disintegration of the whole fabric of the Roman Empire during the third century (synthesis).
9. Contrast the Romans' self-image of their culture as compared to that of the Greeks' self-image of theirs (evaluation).
10. List foreign contributions to Roman art and architecture (knowledge).
11. Reconstruct what you presume would be the practical consequences of Epicureanism and Stoicism on a Roman's personal and public life (synthesis).
12. Relate the commonalities in the writings of Marcus Aurelius, St. Augustine, and Boethius (application and analysis).
13. Differentiate between the Roman Cicero and the Athenian Plato (analysis).
14. Identify the relationship of the main features of Jesus's teaching to the beliefs and practices of the Judaism that was his heritage (analysis).
15. Interpret the role of Paul of Tarsus in the growth of the early church and his ideas about the meaning and significance of Jesus (evaluation).
16. Summarize the views of Gnostic and Montanist Christians and the criticism of them by church fathers such as Irenaeus, Tertullian, and Origen (comprehension).
17. Describe the issues regarding the doctrines of the Trinity and the Incarnation that so seriously divided the church in the fourth and fifth centuries (knowledge).

DEMONSTRATE AN UNDERSTANDING OF THE DISTINCTIVE IDEAS AND IDEALS OF MEDIEVAL CIVILIZATION.

1. Relate how Augustine's own life and personal struggles influenced his views as a Christian (application and analysis).
2. Demonstrate how neo-Platonism influenced Augustine (application and analysis).
3. From your reading of "The Table," support the statement that both parallels and tensions existed among the three Abrahamic faiths: Islam, Judaism, and Christianity (evaluation).
4. Identify ways Islamic thinkers made use of Aristotelian logic (analysis).
5. Describe the roles played by Arabic and Jewish scholars in both the translation and commentary on Aristotelian texts and the progress of science (knowledge).
6. Defend the validity of this statement: "The glory that was Greece and the grandeur that was Rome" fell before the onslaught of the barbarian hordes, and the Dark Ages began (comprehension).
7. Formulate a thesis about the ways the Catholic Church's hold on education and wealth in that period affects how we view the Middle Ages today (synthesis).
8. Support the statement that the medieval era was "a corporate age" (evaluation).
9. Trace the influences of the improvement in agriculture that began to emerge around the year 1000 (synthesis).
10. Describe the ideas of St. Thomas Aquinas about the relationship between reason and faith (knowledge).
11. Explain the "just war" doctrine of St. Thomas Aquinas (comprehension).
12. Characterize the Wife of Bath, identifying feminist elements (evaluation).
13. Explain why de Pizan's work is important both from a historical perspective and from a feminist perspective (synthesis).
14. Judge whether the spread of anti-Semitism or anti-feminism has been lessened today (evaluation).
15. Categorize the attitudes and values the Europeans developed during the troubles of the thirteenth and fourteenth centuries (synthesis).
16. Outline the ways Gothic art serves as a symbol for the partnership between business, art, and religion (analysis).
17. Relate the effect of the guilds on the social structures within the medieval towns (synthesis).
18. List areas where courtly and religious cultures overlap (knowledge).
19. Explain how the accumulation of power makes the medieval church resemble secular domains (comprehension).\

DEMONSTRATE AN UNDERSTANDING OF THE DISTINCTIVE IDEAS AND IDEALS OF THE RENAISSANCE.

1. Explain whether or not the term "Renaissance" accurately describes the period following the end of the Middle Ages (evaluation).
2. Define a humanist (knowledge).
3. Relate the impact of humanism on Renaissance intellectual life (synthesis).
4. Identify the negative developments in Renaissance Society which are linked to Columbus's discovery of the "New World" (analysis).
5. Define capitalism (knowledge).
6. Appraise the reasons for capitalism's growth in the Renaissance and the consequences of this growth for various groups of society (evaluation).
7. Explain the guiding principle of Machiavelli's The Prince (synthesis).
8. Defend the statement that Machiavelli might be considered a pioneer of political science (synthesis).

DEMONSTRATE AN UNDERSTANDING OF THE IDEAS AND IDEALS OF THE PROTESTANT REFORMATION.

1. Explain what the Reformation was (comprehension).
2. Explain how the sixteenth century Reformation began (comprehension).
3. Judge why the early Protestant movement divided (evaluation).
4. Interpret what its division meant for the shape of the Reformation (evaluation).
5. List the major figures in the Reformation together with their contributions (knowledge).
6. Analyze the role confessions played in defining the Reformation (analysis).
7. Formulate an explanation of the impact of the Reformation (synthesis).
8. Summarize Luther's criticisms of the Roman Church (comprehension).
9. Defend the statement that Luther might be termed a social activist in his "An Appeal to the Ruling class" (synthesis).
10. Contrast Luther's rhetoric in "An Appeal" to Calvin's rhetoric in Institutes (evaluation).

DEMONSTRATE AN UNDERSTANDING OF THE SCIENTIFIC REVOLUTION.

1. Relate the reasons ancient and medieval science were rejected by the makers of the Scientific Revolution (synthesis).
2. Criticize mathematics as a key to understanding nature, its advantages and its limitations (evaluation).
3. Defend the statement *Cogito ergo sum* (synthesis).
4. Define Descartes' phrase "methodical doubt" (knowledge).
5. Explain how Galileo's achievements led to a new physical and mathematical concept of nature (comprehension).
6. Identify the role craftspeople played in the emergence of modern science (analysis).

7. Show why animals, plants, and minerals were sometimes overlooked by the founders of the Scientific Revolution (application).
8. Critique the somewhat mythical approach of the Hermeticists in terms of contemporary science (evaluation).
9. Point out how some traditional scientific theories about women reveal cultural and social bias (analysis).
10. Critique Carolyn Merchant's idea that the Scientific Revolution fundamentally changed our attitude toward nature into one of control and domination (evaluation).