

**Coffeyville Community College**

**HIST-245**

**COURSE SYLLABUS**

**FOR**

**WESTERN CIVILIZATION II: HONORS**

**Bethanie Frank**

**Instructor**

**COURSE NUMBER:** HIST-245      **COURSE TITLE:** Western Civilization II:  
Honors

**CREDIT HOURS:** 3

**INSTRUCTOR:** Bethanie Frank

**OFFICE LOCATION:** 166 Arts and Sciences Building

**OFFICE HOURS:** See schedule posted on door

**OFFICE PHONE:** 251-7700 extension 2188

**E-MAIL:** bethanief@coffeyville.edu

**PREREQUISITE(S):** The student must be a member of the CCC Honors Program or have permission of the Honors Coordinator.

**REQUIRED TEXT  
AND MATERIALS:**

Woelfel, James and Sarah Truelove. *Patterns in Western Civilization: Volume 2*. 4<sup>th</sup> ed. Boston:Pearson Custom Publishing, 2007.

Descartes, Rene. *Discourse on Method and Meditations*. Translated by John Veitch. New York: Prometheus Publishing Company, 1989.

Dostoevsky, Fyodor. *Notes from the Underground*, 2d ed. Translated and edited by Michael R. Katz. New York: W. W. Norton and Company, 2001.

Du Bois, W. E. B. *The Souls of Black Folk*. New York: Dover Publishing,

Locke, John. *Second Treatise of Government*. Edited by C. B. Macpherson. Indianapolis: Hackett Publishing Company, 1980.

Marx, Karl and Friedrich Engels. *The Communist Manifesto*. London: Penguin Books, 1967.

**COURSE  
DESCRIPTION:**

This course is a program of study which, within a historical framework, emphasizes the readings and discussion of influential writings and ideas that have shaped the intellectual and cultural heritage of the Western World. Western Civilization II: Honors includes readings from the modern period.

**EXPECTED  
LEARNER  
OUTCOMES:**

By the completion of Western Civilization II: Honors the students will have:

1. Examined critically the ideas and values characteristic of Western culture from the Enlightenment into the modern period
2. Understood that the issues and problems that confront all people of the world today are not sudden developments: they come from the historic past. Therefore, it is through knowledge and understanding of the ideas and values of the past that we find help in coping both with the present and the future.
3. Given attention to the themes of work and economic life, the citizen and the state, knowledge and education, intimacy and social life, nature an ultimate reality, and self-realization.
4. Developed a better understanding of our present day culture, since American politics, society, and religion have borrowed heavily from the ideas of Western Civilization.
5. Understood how all the different aspects of our culture relate to one another.
6. Developed an appreciation of their heritage as human beings.

**LEARNING TASKS  
AND ACTIVITIES:**

January 7	Background I
January 12	Chapter 1
January 14	Chapter 1
January 15	Descartes <i>Discourse on Method</i> due ( <b>Not</b> the <i>Meditations</i> section)
January 19	Chapter 2
January 21	John Locke <b>Second Treatise of Government</b>
	Background II
January 26	Chapter 3
January 28	<i>Candide</i> Reading
January 29	Chapter 4
February 2	Declaration of Independence (p 96) Constitution (p 98) Federalist Papers (p 110) George Mason (p 119)
February 4	Background II
February 9	Chapter 5
February 11	Chapter 6
February 12	Chapter 7
February 16	Darwin Reading (p 186)

	Huxley Reading (p 196)
February 18	Review for Midterm
February 19	Review for Midterm
February 23	Midterm in Lab A/S 220
February 25	Chapter 8
February 26	Chapter 8
March 2	Chapter 8
March 4	Marx <i>Communist Manifesto</i>
March 9	Chapter 9
March 11	Chapter 9
March 12	Chapter 9
March 23	Dostoyevsky <i>Notes from Underground</i>
March 25	Chapter 10
March 30	Nietzsche reading
April 1	Chapter 11
April 6	Chapter 11
April 8	DuBois <b>Souls of Black Folk</b>
April 13	Background IV
April 15	Chapter 12
April 16	Freud Reading
April 20	Chapter 13
April 22	Woolf Reading
April 27	Background V
April 29	Chapter 14
May 4	Review for Final
May 6	Final from 8:00 – 9:40 in lab A/S 220

\* Handouts from me

**Bolded** items are books you should have received in the Bookstore  
<http://westcivccc.blogspot.com/>

## 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 course work 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.

Assignments will not be accepted late.

**PLAGIARISM  
AND CHEATING:**

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. **Any student who intentionally plagiarizes or is believed to be cheating will be given a failing grade for the semester.**

**ATTENDANCE  
POLICY:**

Attendance is expected. Coffeyville Community College's attendance policy reads as follows:

Students are expected to attend all classes. Regular class attendance is necessary for maximum success in college. It is the responsibility of the 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 students complete all necessary assignments as designated by the instructors and the activity sponsors notify the instructors at least three days prior to the day(s) the student will be absent. Excused absences are to include academic competition, judging team competition, music events, official athletic events, field trips, convocations, and other college-sponsored events as approved by the Vice President for Learning. A student may be withdrawn from any class for excessive absences. (See "Withdrawal from Classes for Non-Attendance.")

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

## COMPETENCIES:

DEMONSTRATE AN UNDERSTANDING OF THE IDEAS AND IDEALS OF THE ENLIGHTENMENT, OF REVOLUTION, AND OF DEMOCRACY.

1. Compare Hobbes's state of nature with Locke's (evaluation).
2. Evaluate the theories of Hobbes and Locke as contract theories (evaluation).
3. List the persons who would retain natural rights in a civil society constituted according to Hobbes's ideas (knowledge).
4. Using Locke's justification of majority rule, decide whether a majority tyranny against civil or natural rights is conceivable (application).
5. Compare the accounts of Hobbes and Locke in terms of a legitimate revolution against the government in power (evaluation).
6. Explain ways the American Declaration of Independence could be considered a Lockean document (evaluation).
7. Evaluate ways one might show that the original U.S. Constitution (with the Bill of Rights) was inspired by Lockean values or by Hobbesian values (evaluation).
8. Critique Rousseau's idea that progress in the sciences and arts corrupts mankind (evaluation).
9. Outline Rousseau's argument that private property and the political state are causes of inequality and oppression (analysis).
10. Summarize Voltaire's solutions to righting social wrongs and to making the world a better place in which to live (synthesis).
11. Describe the social and political conditions of the *Ancien Regime* in France (knowledge).
12. Describe the program of the Terror (knowledge).
13. Categorize the short-term and the long-term consequences of the Revolution in Europe (synthesis).
14. Reconcile the perpetuation of many older social and economic forms with the change in political structure which the American Revolution initiated (synthesis).
15. Relate and assess the validity of Alexis de Tocqueville's fears about expanding democracy (synthesis and application).
16. State the reasons for Burke's belief that the French revolutionaries had lost sight of tradition (knowledge).
17. Explain Burke's skepticism of the view that reason, abstracted from all historical contexts, could discover the rights, duties, and obligations of people in political contexts (synthesis).
18. Contrast Paine's and Burke's ideas about the principles underlying the French Revolution (evaluation).
19. Demonstrate how Paine spoke for the principles of equality and natural rights first formulated by Locke (analysis).
20. State Mary Wollstonecraft's ideas about a good basis for marriage (knowledge).
21. Explain Mary Wollstonecraft's "philosophy of women's rights" (comprehension).
22. Compare the ideas of Burke with the ideas of Mill (evaluation).
23. Outline Mill's rationale for the necessity of free speech to a democratic society, and of the necessity of the free exchange of ideas to a college or university (analysis).

**DEMONSTRATE AN UNDERSTANDING OF THE CHANGES IN SCIENCE IN THE NINETEENTH CENTURY AND THEIR IMPACT.**

1. Support the statement that Darwin was the most widely influential thinker of the nineteenth century (evaluation).
2. Explain Darwin's concept of the effect of the "struggle for life" (comprehension).
3. Darwin's theory of evolution accounted for the change of an entire species over time. Point out a weakness in the theory in terms of a specific individual (analysis).
4. Explain how evolutionary ideas can affect anthropomorphic ideas of the deity (comprehension).
5. Relate why Darwin's and Wallace's arguments succeeded, where others failed (synthesis).
6. Critique the idea that Darwin destroyed God (evaluation).
7. Compare and contrast religion and science according to Einstein (evaluation).
8. Construct a reply to a well-intentioned, intelligent but uneducated person who has made the following statement: "The theory of relativity has undermined traditional moral principles because it states that 'everything is relative'" (synthesis).
9. Compare and contrast the moral dilemmas faced by Albert Einstein in 1939 and Harry S. Truman in 1945. Einstein had to decide whether to urge the U.S. Government to undertake development of an atomic bomb. Truman had to decide whether the bomb which had been developed was to be used against the Japanese (evaluation).
10. Appraise the death penalty as a punishment for severe criminal behavior in the light of these two viewpoints: (1) Sociobiologists believe that human behavior is governed to a considerable extent by the human evolutionary heritage; (2) "Liberation biologists" hold that such a view is so over-simplified as to be useless (evaluation).

**DEMONSTRATE AN UNDERSTANDING OF CAPITALISM, INDUSTRIALIZATION, AND THE PROBLEM OF SOCIAL JUSTICE.**

1. Describe Marx's view of religion (knowledge).
2. State Marx's ideas about what human liberation consists of and how it can be achieved (knowledge).
3. Explain why Marx's labor theory of value is or is not satisfactory as an economic theory (synthesis).
4. Outline the relation of the economic base of society to the social superstructure (application).
5. Compare Marx's views and Lenin's (evaluation).
6. Explain the three laws of dialectics (comprehension).
7. Explain the status of Marxism in the West (synthesis).
8. Explain the stages Marx was convinced must occur as society moves from capitalism to communism (comprehension).
9. Define the doctrine of "dialectical materialism," which was developed by Engels (knowledge).
10. Give the name that Engels gave to Marx's view of history (comprehension).
11. Defend Charlotte Perkins Gilman's theory that women's exclusive identification with the home retards and prevents their development as persons, thus limiting the social evolution of the entire human race (evaluation).

12. Identify the alternative social structures that Gilman believes would allow the full development of the human race (analysis).
13. Explain why "The Yellow Wallpaper" has become a classic piece of American literature and why it has applications for the 1990s (evaluation).

**DEMONSTRATE AN UNDERSTANDING OF COLONIALISM AND OF DOMINATION OF AND DISCRIMINATION AGAINST VARIOUS PEOPLES IN THE MODERN WORLD.**

1. Assess the effectiveness of DuBois as one of the first important leaders to advocate complete economic, political, and social equality for blacks (evaluation).
2. Summarize Paz's criticisms of North American capitalism and his beliefs about methods for resolving all the ills of society (synthesis).
3. Explain the conflict in the Spanish colonies between those tied to Spanish orthodoxy and those seeking rationalism (comprehension).
4. Describe Black Elk's response to the broken treaties and white encroachment which took him and his people from their sacred land (knowledge).
5. Explain how Black Elk's vision was a vision of hope for his people (synthesis).
6. Define colonialism and explain how it has changed over the centuries (knowledge and comprehension).
7. Define racism and explain what the main elements producing modern Western racism are (knowledge and comprehension).
8. Point out the relationship between colonialism and racism and to what extent they have affected the modern world and American life (analysis).
9. Relate how modern racism and colonialism reflect developments and values in Western civilization (synthesis).
10. Name ways the victims of colonialism have responded (knowledge).
11. Assess the impact of colonialism and racism on the family, on government, on religion, on the economy, and on education (evaluation).
12. Point out the advantages and disadvantages of colonialism from the perspectives of the colonizer, from the perspectives of the colonized (analysis).
13. Summarize the chief responses of African-Americans, first to slavery and then to second-class citizenship after the Civil War (comprehension).
14. Name some of the representative African-American leaders making these responses (knowledge).
15. Identify the Pan-African movement, its leaders, and its achievements (analysis).
16. Propose some solutions for eradicating racism from Western culture (synthesis).

**DEMONSTRATE AN UNDERSTANDING OF THE SPIRITUAL AND MORAL CRISIS OF THE MODERN ERA.**

1. Compare what Nietzsche might say about the continued survival of Christian ethics in modern society with what Hegel and Marx might say (evaluation).
2. Categorize the concepts of freedom held by Hegel, Marx, Mill, Nietzsche.
3. Explain Nietzsche's statement that Christianity teaches men how to die but not how to live (synthesis).

4. Defend Nietzsche's idea that Christianity has been a major force in limiting man by imposing on him a static morality, thus working against man's most important creative function, the creation of a new self (synthesis).
5. Explain the existentialist concern with the problem of existence and essence (comprehension).
6. Assess how the existentialist view of human nature, as something humans create through their choices, might contribute to an understanding of sexism and racism (evaluation).
7. Support Kierkegaard's statement that "the ideal of persistent striving is the only view of life that does not carry with it an inevitable disillusionment" (evaluation).
8. Tell the story of Dostoyevsky's parable of the Grand Inquisitor (knowledge).
9. Explain what Jesus came to give to people in "The Legend of the Grand Inquisitor" and how the church, as exemplified by the Grand Inquisitor, changed his message (comprehension).
10. Evaluate this portrayal both of Jesus and of the church (evaluation).
11. State the view of the Absurd held by Camus (knowledge).
12. Evaluate his statement that we should view Sisyphus as happy and human life as worthwhile in the light of the absurd situation (evaluation).

**DEMONSTRATE AN UNDERSTANDING OF IDEAS ABOUT OPPRESSION AND THE OTHER.**

1. Identify what Freud believed causes conflicts both within the personality and between the person and the world (analysis).
2. Explain Freud's view of religion in the light of psychoanalysis (comprehension).
3. Compare Freud's view of religion with Nietzsche's (evaluation).
4. Criticize the statement that the truths that science pursues are just as much an illusion as those asserted by our religious desires (evaluation).
5. Critique Freud's argument that even the "highest" civilizations are built upon instinctual repression: that war unmasks human desires (such as aggression and desiring the death of others) which we can otherwise pretend we have contained (evaluation).
6. Explain Simone de Beauvoir's view that women are the primary "other" in men's experience (comprehension).
7. Name the kind of independence women must have before they can become truly equal in their rights and opportunities (knowledge).
8. Assess the effectiveness of Virginia Woolf's *A Room of One's Own* in persuading readers about the status of women and the difficulties of a woman artist (evaluation).
9. Assess why the American women's movement has placed such emphasis on reproductive freedom (evaluation).
10. Outline the three stages of Nazi policy toward European Jews between 1933 and 1945 (analysis).
11. Explain how Nazi policy defined who was Jewish (comprehension).
12. Assess the ways the phrase "the banality of evil" applies to the Nazi Holocaust (evaluation).
13. Summarize issues the Holocaust has posed for Jews and for Christians (evaluation).
14. Describe some of the responses Jewish thinkers and writers have made to these issues (comprehension).

15. Detail your personal response to Elie Wiesel's feelings of guilt about his own survival of the death-camp experience that took his family (application).
16. Summarize Martin Luther King Jr.'s argument for nonviolent action on behalf of racial equality (synthesis).
17. State with whom King compared his mission in "Letter from Birmingham Jail" (knowledge).
18. Contrast Martin Luther King Jr and Malcolm X (evaluation).
19. Summarize the challenges King faced during his last years (comprehension).
20. State the concerns that have linked efforts to obtain civil rights for African-Americans with efforts to obtain increased rights for women (knowledge).
21. Define the concept of "true womanhood" (knowledge).
22. Assess the paradox apparent between the fact that certain values in the Bible and particularly the Protestant tradition are an important part of feminist theology and that the Bible and Christianity have played an important part in the subordination of women (evaluation).
23. Explain the links uniting the core ideas of natural rights, philosophy, Protestantism, and social evolution (synthesis).
24. Interpret the history and the varied definitions of the word "feminism" (evaluation).
25. Judge whether the spread of anti-Semitism or anti-feminism has been lessened today (evaluation).
26. Generate a statement which would reflect Hegel's and Marx's views on the enlargement of civil rights for black and female Americans since about 1960 (synthesis).