

Concordia University Mission

Concordia University is a Lutheran higher education community committed to helping students develop in mind, body, and spirit for service to Christ in the Church and in the world.

School of Arts & Sciences Mission or Vision

The School of Arts & Sciences educates men and women to be thoughtful and articulate people of faith who, rooted in the liberal arts, contribute in meaningful ways to their families, communities, and cultures.

Course Number and Name: CCE 110 Western Culture and Worldview

Course Description:

CCE 110 explores the underpinnings of Western culture by focusing on crucial historical/ cultural moments and the artifacts these civilizations produced. The Classical heritage and Christianity (at least as practiced in Europe and America) have both competed and cooperated for 2000 years, and the work in this class will highlight their interactions that define a Western Christian worldview in the present moment. Through a study of these developments, students will be able to situate themselves culturally and better engage worldviews and cultures other than their own.

Credit Hours: 3 credit hours

Instructor(s): Multiple instructors

Course Location: TBD

Course Meeting Days and Times: TBD

Instructor-student interaction and student preparation time:

Fifteen-week face-to-face course: The instructor/student contact hours for this course amounts to 37.5 hours for the semester. Students, however, will be expected to spend an average of 6 hours per week outside of class completing assigned readings and written assignments.

Fifteen-week, collaborative, online course: All enrolled students are expected to log into this course at least 3 to 4 times per week to stay on top of assigned content, assignments, and assessments. All student work should be submitted in the online course. Students should plan on spending approximately 9 hours per week on the required readings and learning activities for this course. A total of approximately 135 hours of student effort is anticipated.

For further information, here is a link to the university Credit Hour Policy:

<http://celt.cuw.edu/concordia-credit-hour-policy/>

Course Prerequisites: *None*

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Susan Mobley/Brian Harries

Required Resources:

Greek play

Sophocles, *Antigone*, trans Richard Emil Braun (Oxford) ISBN 9780195061673

Sophocles, *Oedipus Rex*

Medieval poem

Chaucer, *Canterbury Tales*, ed./trans. Kent Hieatt (Bantam) ISBN 9780553210828

Shakespeare play

Macbeth, ed. Stephen Orgel (Penguin) ISBN 9780143128564

Othello

Hamlet

Modern novel

Shelley, *Frankenstein: The 1818 Text* (Penguin) ISBN 9780143131847

Other Learning Resources:

Primary source reader for CCE 110 (Brian Harries, ed.)

Blackboard course pages

Teaching Strategies:

Lecture

Class and small group discussion

Readings

Audio/visual materials

Blackboard discussion forums

Group project/activity

Course Evaluation and Grading:

Face-to-Face:

Preparation/Participation/Attendance

Exams

Papers

Quizzes

Responses

Discussion

Final Activity/Project

Course Evaluation and Grading:

Online:

Video tests 25%

Podcast assignments 20%

Discussion forums 15%

Literature assignments 25%

Final activity 15%

TOTAL 100%

Contribution and Preparation:

The student's contribution grade is based upon both contribution to class discussions and preparation prior to coming to class (i.e., completing the assigned reading before each class session), which may be measured by reading responses and/or online discussions that students will post on Blackboard prior to class. Attendance is a crucial component of the student's contribution grade, because if students are absent they can neither contribute nor demonstrate preparation. Thus, attendance is both expected and required. Attendance will be recorded at every class session.

Grades

Grading Scale

100-94% A	89-87% B+	79-77% C+	69-67% D+
93-90% A-	86-83% B	76-73% C	66-63% D
	82-80% B-	72-70% C-	62-60% D-

Grading Standards

A: An "A" grade is reserved for excellent work. A paper earning an "A" will be an appropriate response to the assignment, demonstrate superior insight into the subject at hand, include a clear thesis statement, and a well-developed, well-constructed argument. A paper earning an "A" will also be engaging, interesting, stylistically outstanding, and free of mechanical/grammatical problems.

B: Above average works will earn a grade of "B." A "B" paper will be an appropriate response to the assignment and demonstrate a clear understanding of the subject at hand, but the thesis and/or argument may be unoriginal or underdeveloped. A paper earning a "B" paper will have more strengths than weaknesses and will demonstrate grammatical and stylistic proficiency.

C: Works that meet, but do not go beyond, the basic requirements for the assignment will earn a grade of "C." A "C" paper will demonstrate a rudimentary grasp of the subject matter, but lack original insight and/or fail to develop a valid argument. A paper earning a grade of "C" will have clear; deficiencies related to the paper's mechanics, grammar, or style.

D: A paper earning a grade of "D" will be inadequate in one or many ways. In a "D" paper, the central argument may be unclear and illogically supported, the paper may not adequately demonstrate knowledge of the subject, or may rely merely on summary rather than analysis. A paper earning a grade of "D" will have deficiencies related to the paper's mechanics, grammar, or style that are repeated or sizable enough to qualify as severely distracting.

F: A work earns a grade of F if it fails to meet the requirements for the assignment, either because it fails to appropriately respond to the assignment, shows a severe deficiency of understanding of the subject matter, or because the thesis and argument are either absent or are so lacking in development that the paper falls far short of length and objective requirements. A paper earning a grade of "F" may have mechanical, grammatical, and/or stylistic mistakes that are severe or repeated to the point of obscuring the paper's content and meaning.

Course and Instructor Policies:

Whether or not there is a specific written assignment due, you are expected to come to class having thoroughly and closely read the assigned reading scheduled for that day. Because active participation in class discussions will help you and your classmates come to a better understanding of the materials and

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ideas being discussed, it is expected from each of you. Quizzes will be administered periodically. These may or may not be announced ahead of time. Make up quizzes are granted only under special circumstances.

Videoconferencing: In this course, Zoom may be used for live delivery of regularly-scheduled instructional hours on an occasional basis. For example, if a student has an excused absence but can attend the regularly scheduled class in real time, the instructor may allow the student to participate remotely through Zoom videoconference meeting software. This is at the discretion of the instructor and is only intended for defined, short-term, approved absences.

Students will log into Zoom using the university's videoconferencing page, <https://cuwaa.zoom.us/>, connect with the Concordia account, and download the Zoom client for their computer. Instructions are here: [Zoom account instructions](#). Other technical information is available on the Audio Visual portal channel (student tab).

Students participating via Zoom will interact with the class through audio and video and must be seen and heard by the instructor in order to be considered as "in attendance." Students participating through videoconference should use the required student technology described below under Concordia University Policies so they can interact with the instructor and the other students in the course.

Sessions of this course may be recorded by the instructor and saved for the viewing of any absent students through the Blackboard course site.

Program/Department Policies

Student writing should conform to the Common Do's and Don'ts pamphlet produced jointly by the English and History Departments.

Concordia University Policies:

*Accessibility Services: In accordance with the Americans with Disabilities Act (ADA) and the Americans with Disabilities Amendments Act (**ADAAA**) and Section 504 of the Vocational Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and assured accessibility services and accommodations that provide equal access to the activities and programs of the University. Students with a disability who require accessible accommodations in order to obtain equal access to this course should contact the Director of the Academic Resource Center (ARC) & Accessibility Services:

- Mequon campus, Centers and Online (262) 243-4299 or www.cuw.edu/arc
- Ann Arbor campus (734) 995-7582 or www.cuaa.edu/arc

*Recording policy: Students may record class sessions when recording is part of an accommodation specified by the Academic Resource Center (ARC) & Accessibility Services. In all other circumstances, students must obtain the written permission of the course instructor prior to recording a class.

*Academic Integrity Policy: Concordia University expects all students to display honest, ethical behavior at all times and under all circumstances. Academic dishonesty is defined as follows:

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Cheating: includes, but is not limited to: a) the use of unauthorized assistance in taking any type of test or completing any type of classroom assignment; b) assisting another student in cheating on a test or class assignment, including impersonation of another student.

Plagiarism: includes, but is not limited to: a) failure to give full and clear acknowledgement of the source of any idea that is not your own; b) handing in the same assignment for two different courses without the consent of the instructors.

Fabrication: the forgery, alteration, or misuse of any University academic document, record, or instrument of identification.

Academic Misconduct: intentionally or recklessly interfering with teaching, research, and/or other academic functions.

Sanctions: Faculty members who find evidence of academic dishonesty have sole discretion to determine the penalty, using their professional judgment. This can include a failing grade in the course, or removal of the student from the course. Additional sanctions will be imposed when a student is found to have violated the academic integrity policy more than once; these sanctions may include suspension or expulsion from the university.

*Test integrity software: Some academic programs use test integrity software. Respondus LockDown Browser and/or Respondus Monitor may be used for exams taken through Blackboard. Students cannot print, make screen captures, access other web pages, or access other applications while taking the exam. Students may complete an identity authentication procedure and be recorded during the exam session (audio and video). If test integrity software will be used in this course, the instructor will provide additional information and computer requirements.

[Respondus LockDown Browser information for students](#)

[Respondus Monitor information for students](#)

*Concordia University Required Student Technology: Please see the following link for required technology resources. Your individual program may have different requirements. [Link to computer requirements for Mequon students](#). or [Link to computer requirements for Ann Arbor students](#).

*Title IX Policy: Concordia University is committed to fostering a safe, productive learning environment. University policy and federal law (Title IX) prohibit discrimination on the basis of sex which includes but is not limited to harassment, domestic and dating violence, sexual assault, and stalking. Sexual misconduct of any type is not permitted by the university. Please see the following link for more information about CU's policies and procedures concerning sexual misconduct: [Title IX Policy](#)

Relationship to the Curriculum:

The Concordia Common Core addresses three areas central to the lives of Concordia students: the relationship between God and humanity; how America's heritage, and the West in general, developed within and through this relationship; and how this relationship is manifested today in interactions with our fellow human beings and the natural world. CCE 110 (with CCE 120) addresses the second of these areas, namely, America's heritage within the framework of Christianity and Western Civilization.

This course stands as one of the four required Common Core Experience courses.

This course is Writing Intensive and fulfills one of the two required writing intensive courses.

Connection to Concordia University Global Learning Outcomes (GLOs):

A primary objective of the course is for students to understand Western Culture and its associated worldview through artifacts—textual, cultural, structural, etc.--produced over the last 3,000 years. In order to foster an understanding of global cultures, students first need a grounding in the history, literature, foundations, and ideologies of the culture in which they live. Students and instructors should not, therefore, regard the study of Western culture as an alternative to studying global culture, but rather an important first step to it.

This course is designed to empower students to use historical, literary, and cultural methods of analysis as tools for thinking critically about the world and become more deliberate and thoughtful citizens. Concordia University strives to teach students to apply a biblical understanding of the world that includes truth, vocation, ethical principles, and servant leadership as they develop habits rooted in the liberal arts, apply disciplinary thinking, and embrace opportunities and obligations as global citizens. These goals support Concordia's mission to equip students to be servants of Christ in the Church and in the world.

This course will address and assess

- GLO #1 Christian Faith and Worldview
- GLO #5 Communicative Fluency

The course may address (but will not assess)

- GLO #2 Service and Global Citizenship*
- GLO #3 Integrated Disciplinary Knowledge*
- GLO #4 Critical Thinking/Creative Problem Solving*

Connection to Concordia University Liberal Arts Outcomes (ULAOs):

The Western Heritage is the historical and cultural context in which Christianity emerged and still exists, and the Western ideal has shaped our thinking for thousands of years. By focusing on key ideas, institutions, and creative works of the West, these courses (CCE 110 and 120) provide students a firm foundation for understanding and critiquing their culture. In addition, the Western worldview provides a lens through which students can explore social/political institutions and cultural patterns in the world today. These courses provide a foundation in broad, integrated knowledge and foster critical thinking and communication skills.

This course will address (and assess) these University Liberal Arts Outcomes using core proficiencies selected from those listed below:

ULAO #1 Christian Faith and Worldview

Students will be grounded in the Christian faith while also recognizing other major worldviews and how they differ from a Christian understanding of the world.

In accord with Core Curriculum learning outcomes, students in CCE 110 will engage Christian Faith largely from the perspective of worldview. Students will demonstrate an understanding of the role of Christianity and Christian cultural expressions (art, music, literature, etc.) in global history, and appreciate how the Christian church, Christian theology, Christian beliefs and practices, and Christian worldviews have impacted historical events, shaped cultural identities, influenced political structures and economic systems, affected international relations, and informed geographical boundaries, past and present.

Core Proficiencies

The student will:

- 1g. develop the ability to identify and correctly categorize a variety of important worldviews;
- 1h. use conceptual analysis and logic to understand the major claims and implications of these worldviews;
- 1i. effectively compare and contrast these worldviews with an informed Christian understanding of the world;
- 1j. gather evidence and construct logical arguments for or against various worldviews;
- 1k. know how a thoughtful Christian can defend his or her faith against rival worldviews.

ULAO #5 Communicative Fluency

Students will communicate effectively.

Core Proficiencies

The student will:

- 5a. develop and present cogent, coherent, and accurate writing for general and specialized audiences;
- 5b. communicate effectively to general and specialized audiences by listening actively and responding constructively;
- 5c. prepare and deliver structured oral presentations;
- 5d. negotiate an action plan for a practical task and communicate the results of the negotiation effectively and accurately, both orally and in writing;
- 5e. describe, both orally and in writing, how existing knowledge or practice is advanced, tested and revised in each core field studied.

This course may address (but will not assess) one or more of the following University Liberal Arts Outcomes using core proficiencies selected from those listed below.

ULAO #2 Service and Global Citizenship

Students will demonstrate proficiency in local and global citizenship, including evaluation of what constitutes citizenship and a description of how various societies have organized and identified themselves across time and space.

Core Proficiencies

The student will:

- 2a. describe historical and contemporary political and economic systems, in the United States and abroad; identify and describe social and cultural constructs of different peoples around the world, both past and present;
- 2b. demonstrate stewardship by identifying a political, economic, humanitarian, environmental, bio-ethical or public health challenge in a particular geographical area or across countries and cultures; describe the challenge based upon evidence compiled through research; and articulate a position, solution or action plan to address that challenge;
- 2c. apply cultural understanding and demonstrate civic participation domestically or abroad in public affairs, the community, or in a service-learning project, and use either a spoken or written narrative to identify personal faith-based insights and values gained.

ULAO #3 Integrated Disciplinary Knowledge

Students will consolidate learning from different core fields to discover and explore concepts and questions that bridge these areas of learning. Core fields of study include the natural sciences, mathematics, social sciences, humanities, history, languages, theology, health and human performance, and the visual and performing arts.

Core Proficiencies

The student will:

- 3a. study the human condition through the humanities, social sciences and natural sciences;
- 3b. use discipline-specific methods of inquiry and debate;
- 3c. identify and describe sound knowledge of human health and wellness (mental, physical and spiritual) that includes service to others;
- 3d. articulate an understanding of the aesthetic qualities in human creative endeavors and in God's creation.

ULAO #4 Critical Thinking/Creative Problem Solving

Students will think rationally, critically, and creatively to research and analyze a problem, and to propose potential solutions.

Core Proficiencies

The student will:

- 4a. identify and frame a problem or question in selected academic disciplines;
- 4b. distinguish among ideas, concepts, theories or practical approaches to the problem or question;
- 4c. describe ethical considerations present in a problem or issue and show how Christian principles or worldview help to inform solutions and decision making;
- 4d. demonstrate creativity in evaluating and analyzing problems relevant to society;
- 4e. use technological and scientific tools critical for success in the workplace.

Program/Department Learning Outcomes (PLOs):

The Concordia Core Curriculum is organized around six Core Themes. In taking this thematic approach, the core seeks to stress the connections or bridges across disciplines while valuing the knowledge within the disciplines.

Faith
Society and Culture
Human Creativity and Expression
The Natural World
Human Beings and Being Human
Communication and Language

Woven throughout the core themes and the ULAOs, and serving as the touchstones for all classes in the liberal arts, are concepts key to Concordia's heritage: **Truth, Beauty, Goodness, Justice, and Mercy**. All core classes will address one or more of these core concepts from a variety of disciplinary lenses and methods. CCE 110 will trace these core concepts across Western cultural history by comparing and contrasting how humans have engaged with them in a sampling of artifacts and literature from the major historical eras of Western Civilizations: the Classical World of the Greeks and Romans; the Rise of Christianity; the Middle Ages; the Early Modern era (Renaissance, Reformation, Age of Reason) and the Modern Era (19th Century and 20th Century).

Through a study of developments within these historical eras, students will be able to situate themselves culturally and better engage worldviews and cultures other than their own. Students will analyze examples of artifacts and literary works from each era and will practice discerning what cultural artifacts (i.e., written texts, artifacts, art, music, and architecture) from the past can teach them about how people from each era lived, what they believed, and what they contributed to our own culture today. By learning about the origins of influential cultural traditions of the West, students will be better equipped to reflect upon their own contemporary culture, to comprehend cultures different from their own, and to develop their own ideas of Truth, Beauty, Goodness, Justice, and Mercy.

Course Objectives:

In accordance with the learning goals of the Common Core Experience, this course will challenge students to:

- broaden their historical and literary knowledge. Students will improve their ability to recognize, describe, and synthesize the essential narratives of Western history, selected major works of Western literature, and important cultural and structural artifacts of Western Civilization.
- deepen their social and cultural awareness. Students will identify the expressed and inherent values and traditions that have shaped the events of the past and informed the cultural expressions in the past. Students will apply this skill to think more carefully about the values and traditions that inform their own opinions and actions as well as the expressions and actions of those around them.
- refine their ability to analyze sources critically. Students will further their ability to comprehend, interpret, evaluate, and critique the opinions others express in writing, film, music, art, and/or photography.
- improve their ability to communicate their own interpretations and beliefs. Students will practice articulating both written and verbal arguments and defending them logically, cogently, and creatively.
- develop in mind, body, and spirit by exploring the core concepts of Truth, Goodness, Beauty, Justice, and Mercy, particularly from a Christian perspective.

Class Schedule:

Unit 1 The Classical World of the Greeks and Romans

Unit 2 A World in Transition: The Rise of Christianity

Unit 3 The Medieval World

Unit 4 The Early Modern Era: Renaissance and Reformation

Unit 5 The Early Modern Era: The Age of Reason and Revolutions

Unit 6 The Modern Era: The 19th Century

Unit 7 The Modern Era: The 20th Century