

## History of Western Civilization II

### HIEU-202

CG Section 8WK 11/08/2019 to 04/16/2020 Modified 06/09/2022

### Course Description

A survey of the major currents in Western civilization since 1648.

#### Requisites

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](https://catalog.liberty.edu/) (<https://catalog.liberty.edu/>).

### Rationale

This survey course introduces students to political, economic, military, religious, and cultural developments of the modern West in order to foster a better understanding of the conditions and challenges of the twenty-first century. It is a required prerequisite for upper-level courses in European history and it may also fulfill a portion of the General Education requirement.

### Course Learning Outcomes

Upon successful completion of this course, the student will be able to:

- A. Identify major figures and events in Western civilization from 1648 to the present.
- B. Describe the stages of development of Western civilization from 1648 to the present.
- C. Explain how political, economic, military, religious, and cultural factors influenced the development of Western civilization from 1648 to the present.
- D. Demonstrate college-level competencies in reading comprehension, documentary analysis, research, and historical writing.
- E. Evaluate interpretive and historiographical approaches to Western civilization from 1648 to the present.
- F. Apply biblical principles to the problems and issues of Western Civilization from 1648 to the present.

Foundational Skill Learning Outcomes (FSLOs): Communication and Information Literacy (CIL)

#### Communication and information literacy

CIL 1: Discover and evaluate information to accomplish a specific purpose.

CIL 2: Communicate information effectively in the English language, orally and/or through writing, for a variety of purposes, using technology when appropriate.

CIL 3: Analyze and assess various forms of information and expression to determine their meaning, employing technology when relevant.

CIL 4: Demonstrate a basic understanding of the role of research and scholarship in order to apply it in various contexts.

CIL 5: Relate communication and information literacy to participation in God's redemptive work.

#### Critical Thinking

CT 2: Structure an argument or position using credible evidence and valid reasoning.

## Course Resources

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Click on the following link to view the required resource(s) for the term in which you are registered: [Liberty University Online Bookstore \(https://bncvirtual.com/liberty\)](https://bncvirtual.com/liberty)

### Additional Materials for Learning

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Canvas [recommended browsers \(https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66\)](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66)
- D. Microsoft Office 365
- E. [Turabian Formatting Guide \(https://www.liberty.edu/academics/casas/academicsuccess/index.cfm?PID=11954\)](https://www.liberty.edu/academics/casas/academicsuccess/index.cfm?PID=11954)

## Course Assignments

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### Textbook readings, presentations, videos, and learning activities

#### Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations \(https://www.liberty.edu/institutional-effectiveness/student-expectations/\)](https://www.liberty.edu/institutional-effectiveness/student-expectations/), the student will complete the related checklist found in the Course Overview.

#### Discussions (2)

Discussions are collaborative learning experiences. The purpose of Discussions is to generate interaction in regards to relevant current course topics. Therefore, the student will post a thread of 200–250 words and then 2 replies of 100–150 words. (CLO: A, C, D, E, F; FSLO: CIL 1, 2, 3, 4, 5 and CT 2)

#### Research in History Assignments (3)

The student will complete the initial stages of a history research project using the resources of the Jerry Falwell Library. The purpose of this project is to reinforce learning outcomes for competency in information literacy. The student will complete the project in three parts. For Part One, the student selects a theme, develops a research question, identifies sources, and writes about the process for finding sources. For Part Two, the student creates a properly formatted bibliography and writes an explanation of this stage of the research process. For Part Three, the student revises the bibliography and writes a rationale and reflection about the selection, evaluation, and citation of sources for research in history. (CLO: A, C, D, E, F; FSLO: CIL 1, 2, 3, 4, 5 and CT 2)

#### Primary Source Activity: Two Declarations Assignment

The student will examine primary source documents and respond to a set of related questions using the MindTap platform. The purpose of this assignment is to introduce analysis of primary source documents as a tool for the study of history. (CLO: A, B, C, D, E, F; CIL 1, 2, 3, 4, 5 and CT 2)

#### Map Activity Assignments (2)

The student will examine maps and respond to a set of related questions using the MindTap platform. The purpose of these assignments is to introduce analysis of maps as a tool for the study of history. (CLO: A, B, C, D, E, F; CIL 1, 2, 3, 4, 5 and CT 2)

#### Character Profile Assignment

The student will select a figure from an approved list of options and complete a provided template. The student will be required to discuss briefly the individual's life, importance, and views of critics. Word count requirement is at least 500 words, and the template must include at least 3 scholarly references. (CLO: A, C, D; FSLO: CIL 1, 2, 3, 4, 5 and CT 2)

#### MindTap Quizzes (17)

The student will respond to a set of questions related to the reading of a corresponding chapter in MindTap. The purpose of the

quizzes is to encourage careful reading of the material, to emphasize important points, and to assess the level of reading comprehension for that chapter. The student will have two attempts for each quiz with no time limit. Quizzes can only be reset for instances of technical problems related to MindTap. The student must provide evidence of any technical problems. (CLO: A, B, C, D, E, F; FSLO: CIL 1, 2, 3, 4, 5 and CT 2)

## Module Quizzes (8)

The student will take a quiz in each Module: Week covering the readings, presentations, and other learning activities specific to that Module: Week. Quizzes consist of multiple-choice, true/false, short-answer, and essay questions. The student will have 90 minutes to complete each open-book/open-notes quiz. For each minute over the time limit, the total score will be reduced by 5 points. Because of the time limit, the student must be prepared before starting each quiz. (CLO: A, B, C, D, E, F; FSLO: CIL CIL 1, 2, 3, 4, 5 and CT 2)

## ✓ Course Grading

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Course Requirements Checklist	10
Discussions (2 at 65 pts ea)	130
Research in History Assignments (1 at 25 pts, 1 at 75 pts, 1 at 100 pts)	200
Primary Source Activity: Two Declarations Assignment	10
Map Activity Assignments (2 at 10 pts ea)	20
Character Profile Assignment	70
MindTap Quizzes (17 at 10 pts ea)	170
Module Quizzes (8 at 50 pts ea)	400
<b>Total</b>	<b>1010</b>

## \* Course Policies

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### Policies

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#### Late Assignment Policy

Course Assignments, including discussions, exams, and other graded assignments, should be submitted on time.

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week after the due date will receive up to a 10% deduction.
2. Assignments submitted more than one week and less than 2 weeks late will receive up to a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.

- Group projects, including group discussion threads and/or replies, and assignments will not be accepted after the due date outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.

## Disability Assistance

Students with a disability and those with medical conditions associated with pregnancy may contact Liberty University's Online Office of Disability Accommodation Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) for accommodations. Such accommodations require appropriate documentation of your condition. For more information about ODAS and the accommodations process, including how to request an accommodation, please visit <https://www.liberty.edu/online/online-disability-accommodation-support/> (<https://www.liberty.edu/online/online-disability-accommodation-support/>). Requests for accommodations not related to disabilities or pregnancy must be directed to the Registrar's Office, which generally handles medical needs support.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at [equityandcompliance@liberty.edu](mailto:equityandcompliance@liberty.edu). Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](https://www.liberty.edu/media/1226/Liberty_University_Discrimination_Harassment_and_Sexual_Misconduct_Policy.pdf) ([https://www.liberty.edu/media/1226/Liberty\\_University\\_Discrimination\\_Harassment\\_and\\_Sexual\\_Misconduct\\_Policy.pdf](https://www.liberty.edu/media/1226/Liberty_University_Discrimination_Harassment_and_Sexual_Misconduct_Policy.pdf)) or the [Student Disability Grievance Policy and Procedures](http://www.liberty.edu/media/8021/Disability_Grievance_Procedures.pdf) ([http://www.liberty.edu/media/8021/Disability\\_Grievance\\_Procedures.pdf](http://www.liberty.edu/media/8021/Disability_Grievance_Procedures.pdf)).

## Course Attendance

In an effort to comply with U.S. Department of Education policies, attendance is measured by physical class attendance or any submission of a required assignment within the enrollment dates of the course (such as examinations, written papers or projects, any discussion posts, etc.) or initiating any communication with one's professor regarding an academic subject. More information regarding the [attendance policy](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FOnline%2BAttendance%2Band%2BNon-Attendance&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613719138&sdata=%2BNBTsPOoXuHAPLfiSQRugK7cRSuV6UyC7qD3agf3l2k%3D&reserved=0) (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FOnline%2BAttendance%2Band%2BNon-Attendance&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613719138&sdata=%2BNBTsPOoXuHAPLfiSQRugK7cRSuV6UyC7qD3agf3l2k%3D&reserved=0>) can be found in the [Academic Course Catalogs](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.liberty.edu%2Findex.cfm%3FPID%3D791&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=DjjhMiRBFnF%2B2ZJUC8eBd1OdNb26S9ADukODYsilXIA%3D&reserved=0) (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.liberty.edu%2Findex.cfm%3FPID%3D791&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=DjjhMiRBFnF%2B2ZJUC8eBd1OdNb26S9ADukODYsilXIA%3D&reserved=0>). Regular attendance in online courses is expected throughout the length of the term. Students who do not attend within the first week of a sub-term by submitting a required academic assignment (such as the Course Requirements Checklist, an examination, written paper or project, discussion post, or other academic activity) will be dropped from the course. Students who wish to re-engage in the course are encouraged to contact Academic Advising to discuss their enrollment options. Students who begin an online course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of "FN" ([Failure for Non-Attendance](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FUnofficial%2BWithdrawals&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=MoMvZdPfza69InuhVHMHAVqu59ZP0Fw45xJTU9PIBrU%3D&reserved=0) (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FUnofficial%2BWithdrawals&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=MoMvZdPfza69InuhVHMHAVqu59ZP0Fw45xJTU9PIBrU%3D&reserved=0>)). Students wishing to withdraw from courses after the official start date should familiarize themselves with the [withdrawal policy](#).

## Grading Scale

A	B	C	D	F
900-1010	800-899	700-799	600-699	0-599

For courses with a Pass/NP final grade, please refer to the Course Grading section of this syllabus for the assignment requirements and/or point value required to earn a Passing final grade.

## Add/Drop Policy

The full policy statement and procedures are published in the [Policy Directory](https://wiki.os.liberty.edu/display/IE/Dropping+and+Adding+Online+Classes) (<https://wiki.os.liberty.edu/display/IE/Dropping+and+Adding+Online+Classes>).

# Honor Code

Liberty University comprises a network of students, Alumni, faculty, staff and supporters that together form a Christian community based upon the truth of the Bible. This truth defines our foundational principles, from our Doctrinal Statement to the Code of Honor. These principles irrevocably align Liberty University's operational procedures with the long tradition of university culture, which remains distinctively Christian, designed to preserve and advance truth. Our desire is to create a safe, comfortable environment within our community of learning, and we extend our academic and spiritual resources to all of our students with the goal of fostering academic maturity, spiritual growth and character development.

Communities are predicated on shared values and goals. The Code of Honor, an expression of the values from which our Doctrinal Statement was born, defines the fundamental principles by which our community exists. At the core of this code lie two essential concepts: a belief in the significance of all individuals, and a reliance on the existence of objective truth.

While we acknowledge that some may disagree with various elements of the Code of Honor, we maintain the expectation that our students will commit to respect and uphold the Code while enrolled at Liberty University.

Adherence to the principles and concepts established within facilitates the success of our students and strengthens the Liberty community.

The Code of Honor can be viewed in its entirety at <http://www.liberty.edu/index.cfm?PID=19155> (<http://www.liberty.edu/index.cfm?PID=19155>).

## Schedule

When	Topic	Notes
<b>Course Overview</b>	Student Acknowledgements	Course Requirements Checklist
	Technology Integration Set-Up	Prepare: Cengage MindTap
<b>Module 1: Week 1</b>	Learn	Read: 5 items Watch: 5 items
	Apply	Discussion: History, Science and The Biblical Worldview Quiz: Modern States and the Modern Science Quiz: The Scientific Revolution Quiz: The Rise of Sovereignty
<b>Module 2: Week 2</b>	Learn	Read: 4 items Watch: 3 items
	Apply	Research in History: Developing a Research Question Assignment Primary Source Activity: Two Declarations Assignment Quiz: Reason and Revolution Quiz: The Age of Enlightenment Quiz: The French Revolution
<b>Module 3: Week 3</b>	Learn	Read: 3 items Watch: 3 items

When	Topic	Notes
	Apply	Map Activity: Nationalism Assignment Quiz: Industry, Ideology, and Revolution Quiz: The Industrial Revolution Quiz: Thought and Culture in the Early 19th Century Quiz: Revolution & Counterrevolution 1815-1848
<b>Module 4: Week 4</b>	Learn	Read: 6 items Watch: 3 items
	Apply	Quiz: Economy, Society, and Nation Quiz: Thought and Culture in the Mid 19th Century Quiz: The Surge of Nationalism
<b>Module 5: Week 5</b>	Learn	Read: 5 items Watch: 4 items
	Apply	Research in History: Creating a Bibliography Assignment Map Activity: European Possessions in Africa Assignment Quiz: Expansion of Industry, Empire, Ideas, and the Universe Quiz: The Industrial West Quiz: Imperialism: Western Global Dominance Quiz: Modern Consciousness
<b>Module 6: Week 6</b>	Learn	Read: 3 items Watch: 4 items
	Apply	Discussion: Spread of Christianity in the 19th Century Quiz: War and Totalitarianism Quiz: World War I Quiz: An Era of Totalitarianism
<b>Module 7: Week 7</b>	Learn	Read: 4 items Watch: 3 items
	Apply	Research in History: Evaluating Sources Assignment Quiz: What Happened to Western Civilization? Quiz: World War II Quiz: Europe After World War II
<b>Module 8: Week 8</b>	Learn	Read: 1 item Watch: 1 item Explore: 2 items

When	Topic	Notes
	Apply	Character Profile Assignment Quiz: Europe Today: The Fate of Christendom Quiz: The Troubled Present