Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS

HIEU 201
HISTORY OF WESTERN CIVILIZATION I

COURSE DESCRIPTION
A survey of the major currents in Western civilization from its beginnings in the ancient Near East to 1648.

RATIONALE
The History Department offers courses in the study of humanity so that the student can understand his/her own traditions as well as world cultures. HIEU 201 is taught with a distinctively Christian worldview for the purpose of preparing students to be good citizens and effective Christians. History of Western Civilization I fulfills a General Education requirement for the Bachelor’s Degree at Liberty University.

I. PREREQUISITE
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE
Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Identify major figures and events in Western civilization from earliest civilizations to 1648.
B. Describe the stages of development of Western civilization from earliest civilizations to 1648.
C. Explain how political, economic, military, religious, and cultural factors influenced the development of Western civilization from earliest civilizations to 1648.
D. Evaluate interpretive and historiographical approaches to Western civilization from earliest civilizations to 1648.

E. Apply biblical principles to the problems and issues of Western civilization from earliest civilizations to 1648.

V. **CORE COMPETENCY OUTCOMES**

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

A. Apply Reading Comprehension strategies including interpreting, evaluating, and analyzing written content.

B. Write a persuasive comparison/contrast essay on an historical topic, incorporating research skills and the communication of ideas through effective writing.

C. Integrate sources accurately and effectively.

VI. **COURSE REQUIREMENTS AND ASSIGNMENTS**

A. Textbook readings and lecture presentations/notes

B. Course Requirements Checklist

After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

C. Class Introductions

During the first module/week, the student will post an introductory post into the Discussion Board Forum. This will serve as a chance for the student to get to know his/her classmates. Each post must include a little personal information, some academic/professional information, and any other information the student cares to share with the class.

D. Discussion Board Forums (2)

Discussion boards are collaborative learning experiences. The purpose of Discussion Board Forums is to generate interaction among students regarding relevant course topics. These are informal writing assignments with the purpose of fostering communication and dialogue among classmates. The student is required to submit a thread in response to the provided prompt for each forum. Each thread must be 300–400 words and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 2 different classmates’ threads and any professor questions posted to his/her own thread. Each reply must be 100–125 words.

E. Comparison/Contrast Essay

The purpose of this assignment is to conduct scholarly research on a topic and prepare a Comparison/Contrast Essay evaluating specific historical events or periods. The student will use the research from the Historical Bibliography Exercise to analyze his/her chosen topic and write a 3–5-page essay comparing
and contrasting the issues therein. The textbook is not an acceptable source for this assignment.

F. Wiki Page Glossary

The student will collaborate with others in the course in the creation of a class glossary using the Wiki tool. The purpose of the assignment is to provide a glossary of significant religious and intellectual movements in the course of Western history while giving the student the opportunity to work with reliable reference sources and to practice clear explanatory writing. The wiki format also provides a platform for interaction as the student revises and edits the entries posted by his/her peers. The student will create a page for the glossary by selecting an item from the list provided and compiling an explanatory analysis of the item using online sources available through the Liberty University Online Library. The student will then select 2 pages created by other classmates and will revise and edit those pages. The student will correctly cite the sources used to compile the original page and the revisions.

G. Historical Bibliography Exercise

The purpose of this assignment is to provide the student with experience finding authoritative, scholarly sources in the discipline of history using the Liberty University Online Library. The student will create a historical bibliography, using the current Turabian style guide, of at least 7 authoritative sources on a selected topic. The textbook should not be used as a source on this assignment.

H. Timeline Exercise

The purpose of the Timeline Exercise is to provide the student with opportunity to create and present a visual project showing the line of historical events and their chronological relation. This exercise has 2 parts. In the first part, the student will create the timeline itself; in the second part, the student will analyze the various elements included on the timeline and provide a rationale of 75–100 words.

I. Primary Source Assessments (3)

The purpose of these assignments is to provide the student with practice in critical thinking and comprehension from primary historical sources. The student will read from primary sources and answer 5 questions related to these sources. There is a 25-minute time limit on each exercise.

J. Comparison/Contrast Essay Quiz

The Comparison/Contrast Essay Quiz will cover the information provided about the Comparison/Contrast Essay. This quiz will be open-book/open-notes, contain 5 multiple-choice questions and 1 short answer question, and have a 20-minute time limit.

K. Tests (8)

The student will take tests each module/week covering the textbook, lectures, videos, and other required reading for that module/week. All tests consist of 30 multiple-choice and true/false questions. The student will have 1 hour to complete
each open-book/open-notes test. While the test will not close at the end of the
time limit, deductions may be taken for tests which exceed the permitted time
frame.

VII. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Class Introductions</td>
<td>5</td>
</tr>
<tr>
<td>Discussion Board Forums (2 at 45 pts ea)</td>
<td>90</td>
</tr>
<tr>
<td>Comparison/Contrast Essay</td>
<td>140</td>
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<tr>
<td>Wiki Page Glossary</td>
<td></td>
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<tr>
<td>Wiki Page</td>
<td>25</td>
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<tr>
<td>Wiki Edits</td>
<td>24</td>
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<tr>
<td>Historical Bibliography Exercise</td>
<td>70</td>
</tr>
<tr>
<td>Timeline Exercise</td>
<td>125</td>
</tr>
<tr>
<td>Primary Source Assessments (3 at 37 pts ea)</td>
<td>111</td>
</tr>
<tr>
<td>Comparison/Contrast Essay Quiz</td>
<td>10</td>
</tr>
<tr>
<td>Tests (8 at 50 pts ea)</td>
<td>400</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1010</strong></td>
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B. Scale

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

C. Writing Enhancement Disclaimer

Writing proficiency will be evaluated in this course. Assignments such as papers,
projects, book reviews, essays, etc. will be assessed for grammatical/syntactical
precision, clarity, and flow. If an assignment demonstrates significant writing
shortcomings at any point during the course, the student may be asked by his/her
instructor to submit applicable written assignments to the Online Writing Center
for assistance. If so asked, the student will be expected to submit the tutor-
reviewed draft as evidence of this assistance.

D. Late Assignment Policy

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 of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.
Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

E. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
# COURSE SCHEDULE

**HIEU 201**


<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
</table>
| 1           | Perry et al.: pp. 9–29, 32–46 Study Schedule  
1 lecture note  
2 websites | Course Requirements Checklist  
Class Introductions  
Test 1 | 10  
5  
50 |
| 2           | Perry et al.: chs. 3–4 Study Schedule  
4 presentations  
1 website | Wiki Page Glossary: Wiki Page  
Primary Source Assessment 1  
Comparison/Contrast Essay Quiz  
Test 2 | 25  
37  
10  
50 |
| 3           | Perry et al.: chs. 5–6 Study Schedule  
3 presentations  
2 websites | DB Forum 1  
Test 3 | 45  
50 |
| 4           | Perry et al.: chs. 7–8 Study Schedule  
3 presentations  
4 websites | Historical Bibliography Exercise  
Test 4 | 70  
50 |
| 5           | Perry et al.: chs. 9–10 Study Schedule  
4 presentations  
5 websites | DB Forum 2  
Primary Source Assessment 2  
Test 5 | 45  
37  
50 |
| 6           | Perry et al.: chs. 11–12 Study Schedule  
2 presentations  
1 website | Comparison/Contrast Essay  
Test 6 | 140  
50 |
| 7           | Perry et al.: chs. 13–14 Study Schedule  
4 presentations  
2 websites | Wiki Page Glossary: Wiki Edits  
Test 7 | 24  
50 |
| 8           | Perry et al.: chs. 15–16 Study Schedule  
2 presentations  
3 websites | Timeline Exercise: Rationale Portion  
Timeline Exercise: Timeline Portion  
Primary Source Assessment 3  
Test 8 | 75  
50  
37  
50 |

**TOTAL 1010**

*DB = Discussion Board*

**NOTE:** Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.