From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the overall level of difficulty of this course?

Level of demand = 8
Overall, this course is likely to be a little more difficult than most 200-level courses. Like all history courses, it requires substantial reading. In addition, most students will find that the material is relatively new to them. At the time this course was developed, the instructor was required to demonstrate that students would spend an average of 12-15 hours per week on the course.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the reading requirements in this course?

Level of demand = 8.
The reading load is typical of an introductory history course, but is likely to be considerably more than any 100-level course. There are readings in the textbook (usually one chapter) and online readings for each lesson. Each reading is followed by a reading quiz. Students must read with comprehension and retention in order to do well on the reading quizzes.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the lecture requirements in this course?

Level of demand = 5
Most lessons have one lecture and some have two. Lectures range from eight to fifteen minutes and they all follow the reading quiz. Students are strongly encouraged to take careful notes and use the review questions provided with each lecture. About half of the material on the mid-term and the final exam comes from the lectures.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the online exam requirements in this course?

Level of demand = 8
The course includes 20 quizzes, one for each reading assignment. These are 10-minute comprehension quizzes. The exams (one mid-term and one final) are given in two parts. Part 1 is all multiple-choice. Part 2 is essay. Essays are graded based on the ability to analyze, synthesize, and evaluate course content. Students have a review guide for each
test, but the essay questions on the test are not provided in advance. Both sections of each test are set up with a time limit.

**From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the discussion board requirements in this course?**

Level of demand = 6
This course has four required Discussion Boards. Each discussion requires a minimum of two posts that are consistent with the guidelines provided. Students are asked to respond to a set of readings and a question from the instructor. They are also encouraged to interact with one another. Posts should demonstrate the ability to analyze, synthesize, and evaluate the course content. Students are expected to use correct grammar, spelling, and punctuation.

**From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of other written requirements in this course?**

Level of demand = 5
This course does not require a research paper, but instead includes three exercises. Each exercise requires students to make application of course content and to write observations and evaluations. The written requirement for each exercise varies, but none is more than a few pages. Students are expected to use college-level writing (proper paragraphs, correct grammar, spelling, punctuation, etc.)

**Additional comments:**

This course is well-organized and carefully structured. The lessons are divided into 8 weekly-modules with all work for each week due on Sunday night.

Students have often reacted favorably to the inclusion of non-traditional content such as images of Renaissance and medieval art.

This course also has a well-developed worldview theme. Students are encouraged to evaluate historical ideas and events according to a biblical worldview.
COURSE SYLLABUS

COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF HISTORY

HIEU 201
HISTORY OF WESTERN CIVILIZATION I

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

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

I. PREREQUISITES
None.

II. REQUIRED TEXTBOOK

III. MATERIALS FOR LEARNING
A. Internet access (broadband or cable recommended) and Microsoft Word
B. Textbook
C. Liberty.edu email must be used for all course correspondence
IV. MEASURABLE LEARNING OUTCOMES

Students will:

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

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings

B. Discussion boards

The Discussion Board activities are designed to encourage interaction among students as well as between the students and the instructor. It is also an opportunity to ask questions that are raised by the course materials. Students will make a minimum of two posts to each of the required Discussion Boards. Posts must conform to the Discussion Board guidelines.

C. Exercises

The Exercises in this course are designed to enable the student to interact with the course material visually. In Exercise 1, the student will create a visual review of the course material in the form of a timeline. In Exercise 2, the student will evaluate works of art as it relates to the historical context.

D. Quizzes

There will be a short quiz over each reading assignment. Unless otherwise noted, all quizzes consist of 10 multiple choice and true/false questions. Questions will cover Primary Source and supplemental readings as well as the textbook reading.

E. Exams/Tests (2)
VI. EVALUATION AND GRADING

A. Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards (4 @ 25 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes (20 @ 10 points each)</td>
<td>200</td>
</tr>
<tr>
<td>Exercises (1 @ 30 points, 2 @ 35 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Tests (2 @ 150 points each)</td>
<td>300</td>
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</tbody>
</table>

B. Scale

A = 630–700  B = 560–629  C = 490–559  D = 420–489  F = 0–419

C. Disability Assistance

Students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations.

For additional information about the sequence of assignments and due dates, see the Course Guide.

<table>
<thead>
<tr>
<th>WEEK/ MODULE</th>
<th>READING &amp; STUDY</th>
<th>LEARNING ACTIVITIES</th>
<th>POINTS</th>
<th>DATE DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chs. 1 &amp; 2</td>
<td>Quizzes 1.1–1.3</td>
<td>30</td>
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<tr>
<td></td>
<td>Lesson 1–3 Articles</td>
<td>DB 1.3</td>
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<td>Chs. 3–5</td>
<td>Quizzes 2.4–2.6</td>
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<td></td>
<td>Lesson 4–6 Articles</td>
<td>DB 2.5</td>
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<tr>
<td>3</td>
<td>Chs. 6–8a (to pg.180)</td>
<td>Quizzes 3.7–3.9</td>
<td>30</td>
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<td>Lesson 7–9 Articles</td>
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<td>Ch. 9a (to pg. 206)</td>
<td>Quiz 4.11</td>
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<td>Lesson 11 Article</td>
<td>TEST 1</td>
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<td>5</td>
<td>Chs.8b (pp. 180-190),</td>
<td>Quizzes 5.12–5.15</td>
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<td>9b (pp. 206-212),</td>
<td>Exercise 5.13</td>
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<td>9c (pp. 212-221),</td>
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<td>10 &amp; 11 Lesson 12–15 Articles</td>
<td>Exercise 5.13</td>
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<td>Chs. 14–16</td>
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<td>Lesson 19&amp; 20 Articles</td>
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<td>8</td>
<td>N/A</td>
<td>TEST 2</td>
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**TOTAL 700**

DB = discussion board