

COURSE: HP 232D\_N Western Civilization II  
CREDIT: 3 Semester Hours  
SEMESTER: Session 2, Fall 2026 (October 19 to December 11, 2026)  
TIME: 9:30 to 10:50 A.M. on Monday and Friday  
INSTRUCTOR: Dr. Teddy D. Bitner  
Office: 1335, Cell Phone: 914-5119, Email: teddy.bitner@calvary.edu

## I. DESCRIPTION

A broad survey of the political, economic, spiritual, and intellectual experiments of Western man from the Renaissance to the present. This course concerns itself particularly with man's age-old search for order. (Prerequisite: EN100 or EN112)

*This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.*

## II. OBJECTIVES

A. The purpose of this course is to acquaint you with the critical aspects of the history of later Western Civilization and help you appreciate the value of studying history. Basic understanding of the following elements will be achieved:

1. Accurately recall the basic facts and chronology of the history of the western world. (PLO 1,3,4) (Assessments A,B,C,D,E,F)
2. Relate the study of history to a theologically focused philosophy of history. (PLO 1,3,4) (Assessments A,B,C,D,E)
3. Acquire an understanding of the characteristics of the western experience (PLO 1,3,4) (Assessments A,B,C,D,E,F)
4. Gain an appreciation of the range of diverse primary sources, literature, and other media (local, national and international) to illustrate and explore citizenship in other times and places. (PLO 1,4) (Assessments A,B,D,E,F)

B. Specific competencies to be achieved. The student:

1. Knows history, how past and present interact, and key historical concepts, including time, chronology, cause and effect, change, conflict, and point of view. (PLO 1) (Assessments B, C, E,F)
2. Understands major historical periods, people, events, developments and documents, including (but not limited to) (PLO 1,4) (Assessments A,B,C,D,E,F):
  - a. The viability and diversity of western civilizations and their interactions with other groups;

- b. The ages of the Renaissance, the Enlightenment, Scientific Revolution, Industrial Revolution and Social Revolution (of the nineteenth century)
  - c. The rise of democracies and constitutional governments.
  - d. Changes in economic, educational and social structures and their influences on the western world.
  - e. Major world conflicts, their causes and effects.
3. Understands how and why individuals (including historians) may hold and espouse different views about the past. (PLO 1,4) (Assessments B,D,E,F)
  4. Understands the linkages between human decisions and consequences. (PLO1,4) (Assessments B,C,D,E,F)
  5. Current and historical examples of the interaction and interdependence of science, technology and society in a variety of cultural settings (PLO 1,4) (Assessments B,C,D,E,F)

### III. REQUIREMENTS.

- A. Reading. You will be expected to complete the assigned reading from the textbooks. As you read the assignments, pay attention to the general threads of history, and how specific individuals and events fit within the patterns of these movements.
- B. Paper. You will be required to write a research paper. Topic (see suggested topics later in this syllabus) will be a review of an individual, event, or culture within the period being discussed. The paper should be no less than eight (8) pages and no more than twelve (12) pages of text (excluding the title page, etc.). The paper must include three scholarly references. Internet references may also be used (but not popular citations, blogs or Wikipedia). Students who use the Clark Academic Center (CAC) to review a draft of their paper and provide a copy of the draft signed by a CAC tutor will receive a 5% bonus on the paper. All class papers must follow the Turabian style according to *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9<sup>th</sup> edition.
- C. Tests. Two (2) examinations will be given (including the final). The first exam will be conducted at approximately one-half way through the cycle, and will cover only material for that half of the course. The exams will be posted on the course Canvas page, and you will be able to access and take the exams over a period of approximately one week. Tests will be open book / open note and will include true-false, multiple choice, matching, fill-in questions. Extra credit questions will generally be essay.
- D. Book Report. You will write an eight-to-ten-page book report on Armand M. Nicholi, Jr's *The Question of God: C. S. Lewis and Sigmund Freud Debate God, Love, Sex, and the Meaning of Life* due at the end of the course. Book report will consist of a summary of the book, major themes you identified, your assessment of those themes, and a conclusion. All class papers must follow the Turabian style according to *A Manual for*

*Writers of Research Papers, Theses, and Dissertations*, 9<sup>th</sup> edition. The book report format is:

- a. Introduction
  - b. Summary of the book (what did Nicholi cover in his book)
  - c. Major themes (what point[s] is Nicholi trying to make?) that you identified during your reading
  - d. Your assessment of Nicholi's themes (do you agree with him, why or why not)
  - e. Conclusion
- E. Lectures and Discussion Questions. You will watch the lecture (online students) and answer discussions questions normally associated with each course lecture. You will comment on at least one classmate's post. Discussion questions are normally due to be completed within one week of posting.

#### IV. METHODS

- A. Conduct of the class will include a combination of lecture, discussion and question / answer. Student interaction during the conduct of each class session is strongly encouraged.
- B. Grading and Attendance. I expect students to attend class regularly. My attendance polices are:

In class students: there are 16 class sessions in the cycle; each class session is worth 1.25% of your grade. I will deduct 1.25% from your grade for each unexcused absence.

For online students, I will take attendance once a week on Wednesday. Attendance is based on academic activity, which includes responding to discussion questions, submitting research papers, book reports or similar assignments, or taking an examination. I will deduct 2.50% from your grade for each week in which an online student fails to demonstrate academic activity.

In computing the final grade, I will weigh the work of the course in the following proportions:

First Examination	15%
Final Examination	15%
Discussion Questions	20%
Paper	15%
Book Report	15%
Attendance	20%

## V. MATERIALS

Perry, Marvin; Chase, Myrna; Jacob, James R.; Jacob, Margaret C.; von Laue, Theodore H.; Bock, George W. (Associate Editor), *Western Civilization, Ideas, Politics, and Society (Volume II) (Tenth Edition)*. Boston: Wadsworth Publishing, 2012. ISBN: 978-1111831714. Price \$80.52. Available used for approximately \$19.00.

Armand M. Nicholi, Jr., *The Question of God: C.S. Lewis and Sigmund Freud Debate God, Love, Sex, and the Meaning of Life*. New York: Simon and Schuster, 2003. ISBN: 9780743247856. Price \$15.99. Available used for approximately \$5.00.

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

## VI. TENTATIVE CLASS SCHEDULE:

PERIOD	DATES	SUBJECT	ASSIGNMENT
1	<b>Module 1</b> October 19, 2026 October 23, 2026	Scientific Revolution	Chapter 17
2		Social and Economic Revolution	Chapter 18
3	<b>Module 2</b> October 26, 2026 October 30, 2026	French Revolution	Chapter 19
4		Napoleonic France	Chapter 19
5		Industrial Revolution	Chapter 20
6	<b>Module 3</b> November 2, 2026 November 6, 2026	Romanticists, Conservatives, Liberals & Nationalists	Chapter 21
7		Congress of Vienna and Revolutions	Chapter 22
8		Thought and Culture; Mid-19 <sup>th</sup> Century	Chapter 23
9	<b>Module 4</b> November 9, 2026 November 13, 2026	Unification of Italy and Germany	Chapter 24
10		European Modernization/ <b>First Exam Due / Rebuttal Paper Due</b>	Chapter 25
11		Imperialism	Chapter 26
12	<b>Module 5</b> November 16, 2026 November 20, 2026	Irrationalism and Social Thought	Chapter 27
13		Turning of the Century	Chapter 28
14		Chronology of WWI	Chapter 28
15	<b>Module 6</b>	Russian Revolution	Chapter 28

PERIOD	DATES	SUBJECT	ASSIGNMENT
16	November 23, 2026 November 26, 2026	Era of Statists/ <b>Book Report Due</b>	Chapter 29
17		Liberalism and Existentialism	Chapter 30
18	<b>Module 7</b> November 30, 2026	World War II/ <b>Research Paper Due</b>	Chapter 31
19	December 4, 2026	Drift to the Cold War	Chapter 32
20		Vietnam and the Middle East	Chapter 32
21	<b>Module 8</b> December 7, 2026	Collapse of Communism and Desert Storm	Chapter 32
22	December 11, 2026	Post-Cold War/ <b>Final Exam Due</b>	Chapter 33

### VII. POTENTIAL PAPER TOPICS (list not all inclusive, only suggestions)

#### People:

Charles V	Immanuel Kant	Theodore Roosevelt	Omar Bradley
Oliver Cromwell	Bismarck	Joseph Stalin	Richard Nixon
Galileo	Charles Darwin	Adolph Hitler	Margaret Thatcher
Isaac Newton	Friedrich Nietzsche	Winston Churchill	Ronald Reagan
Rene Decartes	Sigmund Freud	Franklin Roosevelt	Bill Clinton
John Locke	Kaiser Wilhelm	Billy Graham	Colin Powell
Napoleon	Jackie Fisher	Golda Meir	Hal Moore
Arthur Wellesley -- (Duke of Wellington)	Queen Victoria	John Paul Sartre	Wes Clark
Horatio Nelson	Hans von Seeckt	Harry Truman	George W. Bush
William Wadsworth	Erwin Rommel	Dwight Eisenhower	Barack H. Obama
	Albert Kesselring	George Patton	

#### Movements:

Nationalism	Communism	Bosnian War
Enlightenment	Fascism	Iraqi Freedom
English Revolution	Feminism	Capitalism
American Revolution	Industrial Revolution	Modernism
French Revolution	Imperialism	Fundamentalism
Nationalism	Rationalism	Evangelicalism
Liberalism	United Nations Nazism	The World Council of Churches
Revolutions of 1848	Russian Revolution	War in Iraq
American Civil War	The Cold War	War in Afghanistan
Darwinism	The Gulf War	
Marxism		

#### Special Notes:

Grades on late assignments will be reduced by 4% for each day the assignment is late.

I will accept late assignments until midnight on the last day of the cycle. I will not accept assignments beyond that point. Students may contact the registrar to apply for additional time to complete the class.

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator ([aso@calvary.edu](mailto:aso@calvary.edu)) of any disabling condition that may require support.

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated. Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

The Clark Academic Center ([learning@calvary.edu](mailto:learning@calvary.edu)) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

# Syllabus

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## History Assignment Rubric

	<b>Above Standards = 3</b>	<b>Meets Standards = 2</b>	<b>Approaches Standards = 1</b>	<b>Fails to Meet Standards = 0</b>
Knowledge	Recalls details of previously learned material, including relevant facts and theories. Student is able to articulate and reflect on the details in written form effectively.	Recalls details of previously learned material, including relevant facts and theories. Student is able to describe the details in written form.	Recalls the general outline of previously learned material, including relevant facts and theories. Student is able to describe the general outline in written form.	Fails to recall the general outline of previously learned material, including relevant facts and theories. Student is unable to describe the general outline in written form.
Comprehension	Answers are relevant to questions. Grasps the meaning of previously learned material. Correctly explains, interprets, and summarizes as appropriate.	Answers are mostly relevant to questions. Exhibits the ability to grasp the meaning of previously learned material. Displays the ability to explain, interpret, and summarize as appropriate.	Answers generally relate to questions. Exhibits marginal grasp of the meaning of previously learned material. Struggles with the ability to explain, interpret, and summarize as appropriate.	Answers do not correlate with questions. Exhibits no grasp of the meaning of previously learned material. Fails to display the ability to explain, interpret, and summarize as appropriate.
Application	Applies rules, methods, concepts, principles, and laws as required by questions.	Generally, applies rules, methods, concepts, principles, and laws as required by questions.	Demonstrates comprehension of rules, methods, concepts, principles, and laws present in the material, struggles with finding and articulating appropriate applications.	Demonstrates a failure to comprehend rules, methods, concepts, principles, and laws present in the material. Fails to articulate applications with finding and articulating appropriate applications. Fails to understand the idea of application.
Analysis	Dissects and differentiates constituent parts of a concept, theory, or idea and relate those parts to the whole. Evidences strong critical thinking skills with logical and thoughtful development of analytical conclusions.	Identifies and describes parts of a concept, theory, or idea and relate those parts to the whole. Evidences good critical thinking skills with reasonably developed analytical conclusions.	Identifies most parts of a concept, theory, or idea and relate those parts to the whole. Evidences basic critical thinking skills with marginally developed analytical conclusions.	Fails to identify parts of a concept, theory, or idea and relate those parts to the whole. Demonstrates the lack of basic critical thinking skills with poorly developed analytical conclusions.
Synthesis	Masters the whole of a concept, theory, or idea by means of its constituent parts. Artifacts are	Sees the whole of a concept, theory, or idea by means of its constituent parts. Artifacts are	Approaches the whole of a concept, theory, or idea by means of its constituent parts.	Fails to comprehend the whole of a concept, theory, or idea by means of its constituent parts.

	<b>Above Standards = 3</b>	<b>Meets Standards = 2</b>	<b>Approaches Standards = 1</b>	<b>Fails to Meet Standards = 0</b>
	sophisticatedly and cohesively synthesized to undergird the central argument. Able to articulate the results of synthesis effectively.	cohesively synthesized to undergird the central argument. Able to articulate the results of synthesis effectively.	Artifacts are marginally synthesized to undergird the central argument. Able to articulate the results of synthesis.	Fails to synthesize artifacts to undergird the central argument. Unable to articulate the results of synthesis.
Evaluation	Assesses and critiques theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Masters the data, synthesizes theory and outcomes, and draws insightful conclusions based on the evidence.	Describes and articulates theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Comprehends the data, synthesizes theory and outcomes, and draws appropriate conclusions based on the evidence.	Approaches and recites theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Recognizes the data, considers the theory and outcomes, and draws some conclusions based on the evidence.	Fails to comprehend theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Fails to consider the data, unable to apply or synthesize the theory and outcomes, and fails to draw conclusions based on the evidence.
Citations and Plagiarism	Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content. All direct quotes are cited, all paraphrased material is cited, evidence of frequent and accurate citations throughout the paper. All source material appears in the Bibliography / References.	Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content. All direct quotes are cited, paraphrased material generally is cited, with adequate frequency. All source material appears in the Bibliography / References	Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content. All direct quotes are cited, paraphrased material generally is marginally cited, student shows evidence of struggling with paraphrasing. Most source material appears in the Bibliography / References	The student fails to cite direct sources (cut and paste from Wikipedia or other sources). Student fails to properly paraphrase and cite material. Student does not list source material in the Bibliography / References, or the paper completely lacks a Bibliography / References.
Spelling / Grammar / Syntax	Writes clearly, follows the accepted norms of spelling, grammar, and syntax with no errors	Generally writes clearly and follows the accepted norms of spelling, grammar, and syntax with minor errors.	Does not write clearly, exhibits several spelling, syntax, and grammar errors	Does not write clearly, fails to follow spelling, grammar, and syntax guidelines and acceptable use.
Format Style (Turabian, APA, MLA)	The assignment has been submitted neatly and according to relevant submission guidelines per Turabian, APA, or MLA.	The assignment follows nearly all of the relevant submission guidelines per Turabian, APA, or MLA.	The assignment displays evidence of formatting challenges, but generally follows the relevant submission guidelines per Turabian, APA, or MLA.	The assignment displays evidence of formatting challenges and fails to follow the relevant submission guidelines per Turabian, APA, or MLA.

	<b>Above Standards = 3</b>	<b>Meets Standards = 2</b>	<b>Approaches Standards = 1</b>	<b>Fails to Meet Standards = 0</b>
Academic Level Satisfied	Content / answers are insightful, original, scholarly, developed with exceptional detail, and appropriate to degree level.	Content / answers are appropriate, original, scholarly, developed with adequate detail, and appropriate to degree level.	Content / answers approach original scholarship, developed with some detail, and appropriate to degree level.	Content / answers do not display original scholarship, adequate detail, or appropriate to degree level.