

HIST1011: World Civilizations II  
Colt Hall Forum  
MWF 1:30-2:25PM  
Fall 2019

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16<sup>th</sup> c. depiction of Bartholomew de las Casas advocating on behalf of rights for natives. Public domain.

PLNU Mission: To Teach, To Shape, To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is molded and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

General Education Mission Statement

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and cultures.

Course Description

This course examines Western civilization in relation those in America, Russia, Asia, and Africa, from the late fifteenth to the early twenty-first century. It pays special attention to society in the West since the ideas that have most clearly shaped our modern world—equality, human rights, separation of church and state, limited government, popular sovereignty, a free press, innocence until proven guilty, and industrial capitalism, clearly emerged there. How and why they developed and in what ways they have been embraced, critiqued, reformulated, and fought over by Europeans and people in other parts of the world will remain the stuff of this course. By the end, students should be able to describe how and why the world stopped being medieval and started acting modern during this roughly six hundred year period.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Analyze significant primary texts concerning world civilizations from the 1500s to the present.

2. Evaluate and articulate the diversity of human experience across a range of historical periods.
3. Use a historical perspective to understand the world today and address contemporary problems/issues.
4. Critically evaluate several of the major beliefs, ideologies, and values that have influenced the modern world.
5. Assess your own culture within the context of the process of globalization since 1500.
6. Examine historical developments with a particular emphasis on values and ethical choices, in light of being global citizens.

#### General Education Learning Outcome #2c

1. Students will be able to demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

On the Final Exam students will write a short essay to assess their attainment of the outcome.



Students who successfully complete this course will earn one point toward completing the Intercultural Pathways Program.

#### Required Texts

-Las Casas, *A Short Account of the Destruction of the Indies* (9780140445626)

-Marsh, *Strange Glory: A Life of Dietrich Bonhoeffer* (9780307390387)

*\*Students will be responsible for locating additional readings at the library and/or online in order to complete weekly in-class quizzes and/or discussions.*

#### Participation

Participation is vital to academic success. It includes showing up on-time, being ready to learn and familiar with previous content; focusing one's attention on PowerPoint slides, lectures, and classroom conversations; asking and answering questions, staying after class to gain further understanding of subject matter, and availing oneself to Dr. Cater's office hours. As a three-unit course, HIS1011 requires six hours of outside study per week. Finding quiet time to read and re-read, discuss and think about lecture notes and course readings are incredibly important to success in this class, other classes, and many pursuits in life. Regarding classroom conversations, students should seek to speak in informed, relevant, and respectful ways. Dr. Cater is committed to making the class a safe learning environment for everyone. Student participation will be rewarded quantitatively but measured according to the instructor's perceptions of its quality and frequency. Punctual attendance is mandatory, but if tardiness

becomes a habit, Dr. Cater will issue a warning and note to the student's adviser. Missing more than four classes (roughly ten percent of the total) will result in being reported to Dr. Holly Irvin, Vice Provost of Academic Affairs; missing eight classes will trigger a student's de-enrollment from the course.

#### Course Communication and Digital Devices

Students are responsible for all communication sent by Dr. Cater to their PLNU email and Canvas accounts. The instructor prefers face-to-face communication, both after class and in office hours, but frequently provides clarifying notes about lectures and assignments through digital channels, so please check them daily. Cell phones, laptops, and tablets are prohibited in class since overwhelming evidence (from neuroscientists and psychologists, mainly) has confirmed that students from PLNU to Harvard Law School and many schools in between are more easily distracted, unable to process and put together ideas, and retain information when they take notes digitally than when they do so with pen and paper.

<https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>

<https://hbr.org/2015/07/what-you-miss-when-you-take-notes-on-your-laptop>

<https://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>

<https://www.gse.harvard.edu/news/uk/17/08/note-taking-low-tech-often-best>

However, if you need to use your cell phone or strongly prefer to use your laptop or tablet, see Dr. Cater to make arrangements.

#### Make-ups and Academic Accommodations

Make-up exams and quizzes will not be allowed without a university approved reason that is agreed to in writing by the university Provost. In compliance with federal and state laws, students requesting academic accommodations “must file documentation with the Disability Resource Center (DCR), located in the Bond Academic Center.” The DCR will then contact the student’s instructor and “provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student.” For more information, see “Academic Accommodations” in the Undergraduate Catalog.

#### Grading

25 pts	Participation
50 pts	Essay #1
50 pts	Essay #2
100 pts	Reading quizzes and discussions
100 pts	Midterm
100 pts	Final Exam

Course grades will be based on a combination of class participation, reading quizzes and discussions, in-class essays, and exams. Quizzes and discussions are intended to assess students' comprehension of primary and secondary sources. Discerning chronological and cultural context is vitally important to analyzing and synthesizing ideas. Communicating with people past (and present) is the important work of professional historians who seek to recover and judge the past with eye toward living wisely. Reading quizzes will take place every other

Friday and will be worth ten points each. Students will have the first ten minutes of class to complete them, no more. Discussions share the same purposes of quizzes but exist in oral form. Students will be broken into groups to discuss a particular issue provided in class. Over the course of the semester, every student is expected to share his/her thoughts about the issue. In-class essays, meanwhile, will respond to one or more subjective questions on the two assigned books for this course. Good responses will feature persuasive arguments supported by evidence, clear organization, and good grammar. Students will have the majority of the class period to complete them. Finally, the midterm and final exam will be unit-specific and feature a combination of objective and essay questions based on readings and lectures. While Dr. Cater will provide a study guide for each exam as well as host review sessions outside of normal class meeting times, it is highly recommended that students make their own study guides and review the totality of their notes at least once a week.

#### Final Exam Policy

Successful completion of this class requires taking the final exam on its scheduled day. No requests for early examinations or alternative days will be approved.

#### Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. For more information, see the following link:

[https://catalog.pointloma.edu/content.php?catoid=41&navoid=2435#Academic\\_Honesty](https://catalog.pointloma.edu/content.php?catoid=41&navoid=2435#Academic_Honesty)

#### University Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the U.S. Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

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Below is an approximate schedule of units, topics, assignments, and assessments. Dr. Cater reserves the right to make adjustments if necessary.

#### Week One

Sept. 4 – The West in the World

Sept. 6 – Geography Matters

**Quiz: Las Casas, "Preface to Province of Nicaragua" (pgs. 9-41)**



Week Two: 1350-1650

Sept. 9 – Culture Matters

Sept. 11 – Renaissance Humanism

Sept. 13 – Renaissance Princes

**Discussion: Las Casas, "New Spain to Kingdom of Yucatan"**  
**(pgs. 42-79)**



Week Three: 1400-1523

Sept. 16 – New World and Old World

Sept. 18 – New World and Old World + The Protestant Reformation

Sept. 20 – The Protestant Reformation

**Quiz: Las Casas, "Province of Santa Marta to Conclusion"**  
**(pgs. 80-130)**

Week Four: 1450-1715

Sept. 23 – Rational and Scientific Revolutions

Sept. 25 – French Absolutism and English Constitutionalism

Sept. 27 – **In-class essay: Las Casas, *Destruction of the Indies***

Week Five: 1688-1789

Sept. 30 – War, Trade, and Empire

Oct. 2 – Life Under the Ancien' Regime

**Guest lecture:** Dr. Chris Gehrz, Bethel University, "The Liberal Arts as a Sacrament to Us" Colt Hall Forum, 5pm

Oct. 4 – Enlightenment and Despotism

**Discussion: Montesquieu, "The Spirit of Laws," Book XII**  
**Rousseau, "The Social Contract," Book I chpts. 1-3**

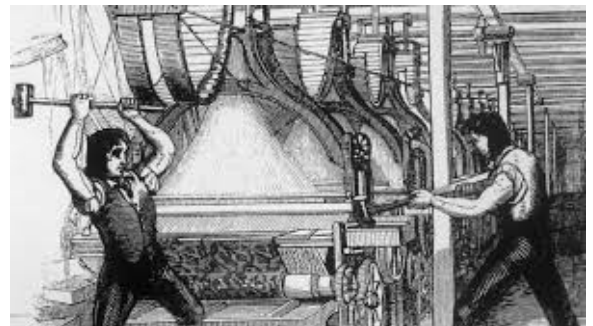
Week Six: 1775-1815

Oct. 7 – The American Revolution

Oct. 9 – The French Revolution

Oct. 11 – The Napoleonic Empire

**Quiz: Jefferson, "The Declaration of Independence"**  
**"The Haitian Declaration of Independence"**



Week Seven: 1760-1850

Oct. 14 – Early Industrialization

Oct. 16 – Consequences of Industrialization

Oct. 18 – TBA

**Discussion: Smith, "The Wealth of Nations," Book I chpt. 1**  
**Marx and Engels, "The Communist Manifesto, 'Proletarians and Communists'"**

Week Eight



Oct. 21 – Review  
Oct. 23 – **Midterm Exam**  
Oct. 25 – **Fall Break**

Week Nine: 1776-1905

Oct. 28 – The Liberal Response  
Oct. 30 – The Romantic Response  
Nov. 1 – The Socialist Response  
**Quiz: Marsh, chpts. 1-4**

Week Ten: 1830-1914

Nov. 4 – Rise of Woman  
Nov. 6 – Nationalism  
Nov. 8 – Imperial and Industrial Rivalry  
**Discussion: Marsh, chpts. 5-8**

Week Eleven: 1872-1919

Nov. 11 – The Alliance System  
Nov. 13 – Decadence and Malaise  
Nov. 15 – The Great War  
**Quiz: chpts. Marsh, 9-12**

Week Twelve: 1917-1939

Nov. 18 – The Russian Revolution  
Nov. 20 – Recovery and Depression in the West  
Nov. 22 – Totalitarian Russia  
**Discussion: Marsh, chpts. 12-14**

Week Thirteen: 1922-1936

Nov. 25 – Fascist Italy and Nazi Germany  
Nov. 27 – **Thanksgiving Break**  
Nov. 29 – **Thanksgiving Break**

Week Fourteen: 1933-1975

Dec. 2 – The Holocaust  
Dec. 4 – WWII  
Dec. 6 – The Early Cold War  
**In-class essay: Marsh, *Strange Glory***

Week Fifteen: 1945-2001

Dec. 9 – Rebuilding Europe  
Dec. 11 – The New Europe  
Dec. 13 – The West in the World Today



Week Sixteen

Dec. 20 – **Final Exam** (1:30-4:00pm)