



History & Political Science Department

**HIS 1011: World Civilizations II**

3 Units

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**Fall 2025**

September 2 - December 12

Hybrid

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**Meeting Days:** Mondays

**Instructor:** Paul Hadjipieris, M.A.

**Meeting Times:** 8:30 PM - 9:45 PM

**Email:** [phadjipi@pointloma.edu](mailto:phadjipi@pointloma.edu)

**Meeting Location:** Liberty Station 203

**Phone:** Zoom, by appointment

**Final Exam: (Day/Time):** Final Project, Due Week 15

**Office Location and Hours:** Zoom, by appointment

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## **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 modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

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## **General Education Mission**

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 culture.

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## Course Description

This course is a survey of world societies from the era of European voyages of discovery to the formation of a global civilization in the late 20th century. While discussing a wide array of places and times, we will focus on themes that explore the connections between societies. These themes include the development and influence of ideas and ideologies; the impact of various forms of political and religious organization; and the causes and consequences of both violence and non-violence. Underlying all of these themes will be a consistent question: How does this add to our understanding of the world as we know it today?

### About this Course

#### Teaching Philosophy

My teaching philosophy is grounded in multiple learning theories that challenge patterns of inequality in the college classroom. Adams and Love (2009) provide a framework from which to analyze and address the complexities of teaching and learning in diverse classrooms. The model encourages deep reflection about teaching and challenges me to make informed pedagogical decisions with the goal of eliminating barriers to student learning that result from common ideologies and practices that privilege some students and exclude others.

#### Teaching Strategy

This course will be taught using a variety of teaching methods, from online group work to the analysis of primary documents.

This course will provide you with both the writing and analytical skills to engage with critical issues that have driven world issues 1500-present. The main goals of this course will not only allow you to interpret historical documents but also to think critically about how and why events transpired as they did. Ultimately, I want you to ENJOY yourself, challenge each other, think twice about your worldview, and provide evidence-based reasons why you hold the position you do.

This course will be action-oriented to support, strengthen, accelerate, and enhance your knowledge, skills, and comprehension of this period.

I am more interested in how you think than remembering names, dates, and places. Each week, we will seek to answer, deconstruct, and hopefully wrestle with several Big Essential Questions. Please start to think and consider the Essential Questions below, as they will be mapped each week and align with the class material.

Big Essential Questions for the course:

- Is there ever such a thing as a “just” war?
- How do decisions, actions, and consequences vary depending on the different perspectives of the people involved?
- How does conflict lead to change?
- How would we define a utopian society?
- When does the government have the right to restrict the freedoms of people?
- Is freedom still free when it emancipates some and at the expense of others?

### Course Expectations

<b>What I expect of you</b>	<b>What you can expect of me</b>
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What I expect of you	What you can expect of me
<b>Be informed.</b> Read this syllabus carefully and completely so you understand the course structure and expectations.	<b>Enthusiasm.</b> To be prepared for each class and to bring my enthusiasm for teaching to each learning interaction.
<b>Be attuned.</b> Keep up with readings and assignments, as each one builds on the previous one.	<b>Responsiveness.</b> To respond to emails within 24 hours. For those who know me already, you know that I usually respond faster than this. Emails received on weekends or while I'm traveling may take longer.
<b>Ethical.</b> A good attitude and maintenance of honest and ethical principles towards me, your classmates, and the execution of the course. Please read the PLNU Principles of Community and Conduct Code.	<b>Timely feedback.</b> Make every effort to return graded assignments within one week of the submission date.
<b>Integrity.</b> An honest, fair, responsible, respectful, trustworthy, and courageous effort in all academic work and collaboration. Please read the PLNU Policy on Integrity of Scholarship.	<b>Integrity.</b> To uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest collaboration.
<b>Be flexible.</b> Sometimes my schedule gets affected by unavoidable work travel, necessitating some office hour rescheduling at the last minute.	<b>Reasonable</b> accommodation and understanding for student situations that arise; however, I will not make exceptions for one person that is not available to every other person in the course.

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## Course Learning Outcomes

Upon completion of this course, students will be able to:

1. Analyze significant primary texts concerning world civilizations from the 1500s to the present. (GELO1a, 2c)
2. Evaluate and articulate the diversity of human experience across a range of historical periods. (GELO1a, 1b, 2c)
3. Use a historical perspective to understand the world today and address contemporary problems/issues. (GELO 1a, 1b, 1c, 2c)
4. Critically evaluate in groups several of the major beliefs, ideologies, and values that have influenced the modern world. (GELO 1c, 1d, 2c)
5. Assess your own culture and the culture of others within the context of the process of globalization since 1500. (GELO 1c, 1d, 2c)
6. Examine historical developments with a particular emphasis on values and ethical choices, in light of being global citizens. (GELO 1c, 1d, 2c)

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## General Education Learning Outcomes

The following FELOs are addressed in this course:

- GELO 1a. Written: Students will be able to effectively express ideas and information to others through written communication.
- GELO 1b. Oral: Students will be able to effectively express ideas and information to others through oral communication.
- GELO 1c. Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.
- GELO 1d. Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.
- GELO 2c. Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

## Institutional Learning Outcomes

### 1. Learning, Informed by our Faith in Christ

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

### 2. Growing, in a Christ-centered Faith Community

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental, and social contexts.

### 3. Serving, in a Context of Christian Faith

Students will serve locally and/or globally in vocational and social settings.

## Required Texts and Recommended Study Resources

All course materials are provided for free through the course files and external links.

**Note:** Students are responsible for having the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission from the copyright owner.

## Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided here and in the Canvas modules.

### Time Estimations

Assignments	Total Time to Complete (Hours)
Readings/Viewings	30
Class Meetings	18
Lessons	14
Lesson Review Assignments	12
Group Questions	21
Ignite Talks	10
Group Project	10
<b>Total</b>	<b>115</b>

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# Assessment and Grading

## Weighted Grades

This course uses weighted grades. Each assignment category is worth a certain percentage of the total grade (100%) for the course, as specified in the table below:

### Weighted Grades

Assignment Type	Description	% of Total
<b>Class Meetings</b>	Your attendance and active participation in weekly class meetings are required.	10
<b>Lesson Reviews</b>	You will complete weekly lesson review assignments where you reflect on the weekly readings and lessons in a short answer format.	15
<b>Group Questions</b>	You will work with group members to synthesize your thoughts on "big essential questions" based on each set of resources for the week.	30
<b>Lesson Completion</b>	You will earn points for completing lessons and posting on class Padlet boards	10
<b>Ignite Talks</b>	You will work with your group to record two "midterm" presentations on significant topics.	20
<b>Group Project</b>	You will work with your group to complete a Historical Investigations final project.	15
	<b>Total</b>	100

Student grades for assignments will be posted in the Canvas gradebook no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the comments posted in the gradebook as these comments are intended to help students improve their work. Final grades will be posted by the due date as posted in the Academic Calendar.

Grades will be based on the following:

- 90 - 100% = A
- 80 - 89% = B
- 70 - 79% = C
- 60 - 69% = D
- Below 59% = F

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## Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for **one** of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

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## Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

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# PLNU Spiritual Care

Please be aware that PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain, or have prayer requests, you can contact the [Office of Spiritual Life and Formation](#).

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## State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

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## PLNU Copyright Policy

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

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## PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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## PLNU 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.

For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

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# Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

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## PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive, so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to ensure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

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## Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars, we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice-free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) has experienced other forms of discrimination, you can find more information on reporting and resources at [PLNU's Nondiscrimination webpage](#).

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## Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the [Title IX Office](#). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors via our [Sexual Harassment and Discrimination Policy](#).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources via our [Nondiscrimination and Anti-harassment Policy](#).

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## **PLNU Attendance and Participation Policy**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional details.

### ***Synchronous Attendance/Participation Definition***

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student’s enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

**Note:** For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

### ***Online Asynchronous Attendance/Participation Definition***

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom, which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty members within the learning management system to discuss course content

**Note:** Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

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## **Course Modality Definitions**

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
  1. Synchronous Courses: At least one class meeting takes place at a designated time.
  2. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.

3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).
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## Use of Technology

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, a microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible or allowable) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

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## Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar, polishing final drafts, and more. For information about how to make in-person or online appointments, see the [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)
  - [Website](#)
  - Email: [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)
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## Lomabooks Instructions for Students

*Note: For courses using materials available through Lomabooks*

This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pickup or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

For more information about **LomaBooks**, please go to [the LomaBooks site](#).

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## Assignments-at-a-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.