

HIS 1011: WORLD CIVILIZATIONS II

History & Political Science Department
Point Loma Nazarene University
3 Units
Fall 2026

Course Title: HIS1011 World Civilizations II	Instructor: Dr. Paul Hadjipieris,
Term: Fall 2026 (August 31 – December 11)	Email: phadjipi@pointloma.edu
Modality: Hybrid	Phone: Zoom, by appointment
Meeting Days: Mondays	Office Location and Hours: Zoom, by appointment
Meeting Time: 8:30 pm – 9:45 pm	Final Exam: Final Project, Due Week 15
Meeting Location: Liberty Station 203	

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.

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 cultures.

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

What I expect of you	What you can expect of me
Be informed. Read this syllabus carefully and completely so you understand the course structure and expectations.	Enthusiasm. To be prepared for each class and to bring my enthusiasm for teaching to each learning interaction.

Be attuned. Keep up with readings and assignments, as each one builds on the previous one.	Responsiveness. 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.
Ethical. 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.	Timely feedback. Make every effort to return graded assignments within one week of the submission date.
Integrity. An honest, fair, responsible, respectful, trustworthy, and courageous effort in all academic work and collaboration. Please read the PLNU Policy on Integrity of Scholarship.	Integrity. To uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest collaboration.
Be flexible. Sometimes my schedule gets affected by unavoidable work travel, necessitating some office hour rescheduling at the last minute.	Reasonable 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.

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. (GELO 1a, 2c)
2. Evaluate and articulate the diversity of human experience across a range of historical periods. (GELO 1a, 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)

General Education Learning Outcomes

The following GELOs 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.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

All course materials are provided for free through the course files and external links. Students are responsible for having the required course textbooks prior to the first day of class.

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 of 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 115 total hours meeting the course learning outcomes.

Activity Category	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
Total	115

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:

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

Grading Scale

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

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.

COURSE POLICIES

General Course Concerns

If you have a concern related to the content or structure of this course, please bring your concern(s) to me (the instructor) in a timely manner, so that we have the opportunity to discuss your thoughts and work together toward a solution.

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.

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 you have questions, prayer requests, or a desire to meet with the chaplain, you can contact your professor or the Office of Spiritual Life and Formation.

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 distance education outside of California.

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.

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.

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. Please consult the Academic Honesty Policy in the University Catalog for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Behavior Policy

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the Academic Behavior Policy in the University Catalog.

PLNU 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.

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, by email (EAC@pointloma.edu) or phone at 619-849-2533. 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 approved accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their approved accommodations in that particular course. Accommodations are not retroactive; as such, 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-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. All determinations at PLNU must go through the EAC eligibility process.

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.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at the PLNU Nondiscrimination webpage. If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources via the Nondiscrimination and Anti-harassment Policy.

Sexual Misconduct and Discrimination

In support of a safe learning environment, 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 accommodations and resources are available through the Title IX Office. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are 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 or consult the list of campus pastors.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. 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.

PLNU Course Modality Definitions

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

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

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, 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 nor 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.

Loma Writing Center

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, and polishing final drafts, and more.

Walk-ins are welcome, but we recommend making an appointment in advance. Visit the Loma Writing Center webpage, or the Loma Writing Center on the first floor of the Ryan Library, room 221.

Lomabooks Instructions for Students

This course is part of PLNU's 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. Students should confirm their fulfillment preference (in-store pick up or home delivery) with the bookstore for any printed components.

COURSE OUTLINE FOR HIS 1011

FALL 2026

Week	Dates	Topic
Week 1	Aug 31 – Sep 6	Introduction to World Civilizations & Explorers in History
Week 2	Sep 7 – 13	The Age of Exploration: Technology, Motivations, and Portuguese & Spanish Exploration (1486–1498)

Week 3	Sep 14 – 20	Protestant Reformation, Religious Wars & Witch Hunts, Scientific Revolution and Enlightenment
Week 4	Sep 21 – 27	“New World” and the Atlantic World: Spanish Conquest, Triangular Trade & the Middle Passage
Week 5	Sep 28 – Oct 4	Political and Social Changes in East Asia and the Islamic Empires, 1500–1800
Week 6	Oct 5 – 11	Before Revolution: Enlightenment Thinking and the American Revolution (Ignite Talk: Global Women’s Rights Movement due)
Week 7	Oct 12 – 18	The Estates General and the French Revolution
Week 8	Oct 19 – 25	Industrialization and Nationalism; Unification of Germany & Italy
Week 9	Oct 26 – Nov 1	The Age of Imperialism in the Pacific and Asia (ChatGPT Co-Written Essay due; Ignite Talk due)
Week 10	Nov 2 – 8	The Road to War: The Armenian Genocide and the Treaty of Versailles
Week 11	Nov 9 – 15	The Inter-War Years: Rise of the Dictators and Invasion (Big Essential Questions: Japanese Internment)
Week 12	Nov 16 – 22	World War II: German Invasion of the USSR, the United Nations, Victory in Europe & Japan, and the Holocaust
Week 13	Nov 23 – 29	The Origins of the Cold War: Peaceful Co-existence and the Thaw
Week 14	Nov 30 – Dec 6	The Cold War Continued: The Limits of Peaceful Co-Existence, the World on the Brink, and the End of the Cold War
Week 15	Dec 7 – 11	Pulling It All Together: Year in Review, Final Reflection, and the Historical Investigations Group Project (due)

ASSIGNMENTS-AT-A-GLANCE

The table below lists the full weekly assignment schedule and due dates as posted on Canvas.

Date	Details	Due
Mon Aug 31	WK1 Class Meeting	due by 8:30pm
	Week 1 Overview	to do: 11:59pm
Tue Sep 1	Academic Honesty Verification Statement	due by 11:59pm
	WK1 Class Introductions – Getting to Know Each Other	due by 11:59pm
Thu Sep 3	WK1 Explorers in History	due by 11:59pm
Mon Sep 7	WK2 Class Meeting	due by 8:30pm
Tue Sep 8	Week 2 Overview	to do: 11:59pm
	WK2 Lesson: The Age of Exploration	to do: 11:59pm
Wed Sep 9	WK2 Lesson: The Technology of Exploration	to do: 11:59pm
Thu Sep 10	WK2 Lesson: Motivations for European Exploration	to do: 11:59pm
Fri Sep 11	WK2 Lesson: Portuguese & Spanish Exploration 1486–1498	to do: 11:59pm
Sat Sep 12	WK2 Lesson Review: Volta Do Mar and the Columbian Exchange	due by 11:59pm
	WK2 Reflection Work (Group)	due by 11:59pm
Sun Sep 13	WK2 Big Essential Questions (Group)	due by 11:59pm
	WK2 Lesson Completion	due by 11:59pm
Mon Sep 14	WK3 Class Meeting	due by 8:30pm
	Week 3 Overview	to do: 11:59pm
	WK3 Lesson: Protestant Reformation, Scientific Revolution, and Enlightenment (Padlet)	to do: 11:59pm
Tue Sep 15	WK3 Lesson Review	due by 11:59pm
Wed Sep 16	WK3 Lesson: Religious Wars Ensur	to do: 11:59pm
	WK3 Lesson: Witch Hunts & Religious Wars	to do: 11:59pm
Thu Sep 17	WK3 Lesson: Scientific Revolution and Enlightenment	to do: 11:59pm

	WK3 Lesson: The Consolidation of Sovereign States	to do: 11:59pm
Sun Sep 20	WK3 Big Essential Questions (Group)	due by 11:59pm
	WK3 Lesson Completion	due by 11:59pm
Mon Sep 21	WK4 Class Meeting	due by 8:30pm
	Week 4 Overview	to do: 11:59pm
Tue Sep 22	WK4 Lesson: Spanish Conquest	to do: 11:59pm
	WK4 Lesson: The Atlantic World	to do: 11:59pm
Wed Sep 23	WK4 Lesson Review	due by 11:59pm
	WK4 Lesson: Triangular Trade & The Middle Passage	to do: 11:59pm
Thu Sep 24	WK4 Lesson: Global Women's Rights Movement – Ignite Talks	to do: 11:59pm
Sun Sep 27	WK4 Big Essential Questions (Group): "New" World and Atlantic World	due by 11:59pm
	WK4 Lesson Completion	due by 11:59pm
Mon Sep 28	WK5 Class Meeting	due by 8:30pm
	Week 5 Overview	to do: 11:59pm
Tue Sep 29	WK5 Lesson: Dynastic China & Confucius	to do: 11:59pm
	WK5 Lesson: Political and Social Changes in East Asia	to do: 11:59pm
Wed Sep 30	WK5 Lesson Review: Confucius & Education Reflection	due by 11:59pm
Thu Oct 1	WK5 Lesson: Japan in the 16th and 17th centuries	to do: 11:59pm
	WK5 Lesson: The Islamic Empires, 1500–1800	to do: 11:59pm
Fri Oct 2	WK5 Lesson Review: Japan's Close Country Edict & Reflection	due by 11:59pm
	WK5 Lesson: Construct Knowledge (Padlet)	to do: 11:59pm
Sun Oct 4	WK5 Lesson Completion	due by 11:59pm
Mon Oct 5	WK6 Class Meeting	due by 8:30pm
	Week 6 Overview	to do: 11:59pm
Tue Oct 6	WK6 Ignite Talk (Group): Global Women's Rights Movement	due by 11:59pm
Wed Oct 7	WK6 Ignite Talk Group Reflection	due by 11:59pm

	WK6 Lesson: Before Revolution	to do: 11:59pm
	WK6 Lesson: Enlightenment Thinking (Padlet)	to do: 11:59pm
Thu Oct 8	WK6 Lesson Review: The American Revolution	due by 11:59pm
	WK6 Lesson: The Declaration of Independence	to do: 11:59pm
Sun Oct 11	WK6 Big Essential Questions (Group)	due by 11:59pm
	WK6 Lesson Completion	due by 11:59pm
Mon Oct 12	WK7 Class Meeting	due by 8:30pm
	Week 7 Overview	to do: 11:59pm
Thu Oct 15	WK7 Lesson: The Estates General	to do: 11:59pm
	WK7 Lesson: The French Revolution	to do: 11:59pm
Fri Oct 16	WK7 Lesson Review: Napoleon	due by 11:59pm
Sun Oct 18	WK7 Lesson Completion	due by 11:59pm
Mon Oct 19	WK8 Class Meeting	due by 8:30pm
	Week 8 Overview	to do: 11:59pm
Tue Oct 20	WK8 Lesson Review: Creating the German Nation	due by 11:59pm
	WK8 Lesson: Industrialization and Nationalism (Padlet)	to do: 11:59pm
	WK8 Lesson: Nationalism	to do: 11:59pm
	WK8 Lesson: Unification of Germany & Italy	to do: 11:59pm
Wed Oct 21	WK8 Lesson Completion	due by 11:59pm
Sun Oct 25	WK8 Big Essential Questions (Group)	due by 11:59pm
Mon Oct 26	Wk9 Class Meeting	due by 8:30pm
	Week 9 Overview	to do: 11:59pm
Tue Oct 27	Lesson: Exploration of Imperialism (Padlet)	to do: 11:59pm
	Lesson: The Age of Imperialism	to do: 11:59pm
Wed Oct 28	WK9 Lesson Review: Japanese Imperialism	due by 11:59pm
	Lesson: Imperialism in the Pacific and Asia	to do: 11:59pm
Fri Oct 30	WK9 ChatGPT Co-Written Essay (Group)	due by 11:59pm
Sun Nov 1	WK10 Ignite Talk (Group)	due by 11:59pm

	WK10 Ignite Talk Group Reflection	due by 11:59pm
	WK9 Lesson Completion	due by 11:59pm
Mon Nov 2	Wk10 Class Meeting	due by 8:30pm
	Week 10 Overview	to do: 11:59pm
Tue Nov 3	Lesson: Armenian Genocide	to do: 11:59pm
	Lesson: The Road to War (Padlet)	to do: 11:59pm
Thu Nov 5	Lesson: Consequences of World War I	to do: 11:59pm
	Lesson: Treaty of Versailles	to do: 11:59pm
Fri Nov 6	WK10 Lesson Review: Treaty of Versailles	due by 11:59pm
Sun Nov 8	WK10 Big Essential Questions (Group): Armenian Genocide	due by 11:59pm
	WK10 Lesson Completion	due by 11:59pm
Mon Nov 9	Wk11 Class Meeting	due by 8:30pm
	Week 11 Overview	to do: 11:59pm
Tue Nov 10	Lesson: The Inter-War Years: Short-Term Causes of WWII (Padlet)	to do: 11:59pm
Wed Nov 11	Lesson: The Rise of the Dictators (Padlet)	to do: 11:59pm
Thu Nov 12	Lesson: Invasion (Padlet)	to do: 11:59pm
Sun Nov 15	WK11 Big Essential Questions (Group): Japanese Internment	due by 11:59pm
	WK11 Lesson Completion	due by 11:59pm
Mon Nov 16	Wk12 Class Meeting	due by 8:30pm
	Week 12 Overview	to do: 11:59pm
Tue Nov 17	Lesson: German Invasion of the USSR	to do: 11:59pm
	Lesson: The United Nations	to do: 11:59pm
Wed Nov 18	Lesson: Victory in Europe	to do: 11:59pm
	Lesson: Victory in Japan	to do: 11:59pm
Thu Nov 19	Lesson: The Holocaust	to do: 11:59pm
Sun Nov 22	WK12 Big Essential Questions (Group)	due by 11:59pm
	WK12 Lesson Completion	due by 11:59pm

Mon Nov 23	Wk13 Class Meeting	due by 8:30pm
	Lesson: The Cold War: Peaceful Co-existence and the Thaw (Micro Lecture Two)	to do: 11:59pm
	Lesson: The Origins of the Cold War (Micro Lecture One)	to do: 11:59pm
	Week 13 Overview	to do: 11:59pm
Tue Nov 24	WK13 Lesson Completion	due by 11:59pm
Sun Nov 29	WK13 Big Essential Questions (Group)	due by 11:59pm
Mon Nov 30	Wk14 Class Meeting	due by 8:30pm
	Week 14 Overview	to do: 11:59pm
Tue Dec 1	Lesson: The Cold War: The Limits of Peaceful Co-Existence (Micro Lecture Three)	to do: 11:59pm
Wed Dec 2	Lesson: The Cold War: The World on The Brink (Micro Lecture Four)	to do: 11:59pm
Thu Dec 3	Lesson: The Cold War: The End of the Cold War (Micro Lecture 5)	to do: 11:59pm
Sun Dec 6	WK14 Big Essential Questions (Group)	due by 11:59pm
	WK14 Lesson Completion	due by 11:59pm
Mon Dec 7	Wk15 Class Meeting	due by 8:30pm
	Week 15 Overview	to do: 11:59pm
Tue Dec 8	Lesson: 2022/23: A Year in Review (Padlet)	to do: 11:59pm
Wed Dec 9	Lesson: Pulling it All Together (Padlet)	to do: 11:59pm
	Lesson: Wall of Appreciation (Padlet)	to do: 11:59pm
Fri Dec 11	WK15 Lesson Review: Final Reflection	due by 11:59pm
	End-of-Course Evaluation	due by 11:59pm
	WK15 Historical Investigations Group Project	due by 11:59pm
	WK15 Lesson Completion	due by 11:59pm