

Spring 2019

Meeting days: T, Th	Professor Marisea Stanley
Meeting times: 3:40-5:15	Phone: 619-322-7040
Meeting location: LBST 201	E-mail: mariseanstanley@gmail.com
Final Exam: TBA	Office location and hours: COLT M,W 12:30-2:30
Additional info:	Additional info: Office hours by appointment as well

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.

COURSE DESCRIPTION

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. Offered every fall and spring.

COURSE LEARNING OUTCOMES

Upon completion of the World Civilizations course, you will:

- Know a general chronology of world history, including key events and cultural achievements from different parts of the globe.
- Understand the basics of world geography and how geographic conditions and events have helped shape history.
- Report on key political states and / or leaders who changed the world's history.
- Analyze similar trends across cultures.
- Compare and contrast past with current events, issues and problems.

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 3.0 unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

COURSE SCHEDULE AND ASSIGNMENTS

Course Requirements:

1. Complete **Eight** Reviews.
2. Make **ONE** Group Oral Presentation on a subject from an approved list
3. Complete a **Final paper**.
4. Complete the **Final Exam**.
5. Prepare for class each day and participate in discussions and activities.
6. Attend class regularly and arrive on time.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. Required Textbooks:

Connections: A World History, Volume 2 (3rd Edition) 3rd Edition
by [Edward H. Judge](#) (Author), [John W. Langdon](#) (Author)

2. There will be additional online reading resources listed in the calendar.

ASSESSMENT AND GRADING

<p>A student's final grade will be based roughly according to the following percentages:</p> <ul style="list-style-type: none">• Final exam: 100• 8 Reviews: 25 points each -200 total• Group Presentation: 100 points -• Final Paper: 100 points• Attendance and Participation: 50 points• TOTAL: 550 Points	<p><u>Sample</u> grade scale:</p> <table><tr><td>A=93-100</td><td>C=73-76</td></tr><tr><td>A-=92-90</td><td>C-=70-72</td></tr><tr><td>B+=87-89</td><td>D+=67-69</td></tr><tr><td>B=83-86</td><td>D=63-66</td></tr><tr><td>B-=80-82</td><td>D-=60-62</td></tr><tr><td>C+=77-79</td><td>F=0-59</td></tr></table>	A=93-100	C=73-76	A-=92-90	C-=70-72	B+=87-89	D+=67-69	B=83-86	D=63-66	B-=80-82	D-=60-62	C+=77-79	F=0-59
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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.

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 [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

NOTE: The following policies are to be used without changes:

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 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. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

Daily Schedule:

Week One: Introduction

January 10 (classes begin)

- Introduction to course: aims, assumptions, expectations, and procedures.

Week Two: Global Exploration and Global Empires

January 15

- Read *Connections* Chapter 19: 370-379
- Read Columbus to Rulers of Spain, <http://www.fordham.edu/halsall/source/columbus2.html>

January 17

- Read *Connections* Chapter 19: 379-390
- Read Columbus Journal. <http://www.fordham.edu/halsall/source/columbus1.html>

Review #1 Due

Christopher Columbus is a highly debated historical figure.

“On the one hand, it is witness to the tremendous vitality and verve of late medieval and early modern Europe - which was on the verge of acquiring a world hegemony. On the other hand, the direct result of this and later voyages was the virtual extermination, by ill-treatment and disease, of the vast majority of the Native inhabitants, and the enormous growth of the transatlantic slave trade. It might not be fair to lay the blame at Columbus' feet, but since all sides treat him as a symbol, such questions cannot be avoided.”

In a 250- word review, providing specific examples from the Primary sources assigned, answer the question: Is Columbus a hero or a villain?

Week Three: The West in an Age of Religious Conflict and Global Expansion

January 22

- Read *Connections* Chapter 20: 392- 400

January – 24

- Read *Connections* Chapter 20: 400-411

Week Four: Global Shift in Wealth and Power

January 29-

- Read *Connections* Chapter 21
- Will Adams trip to Japan, <http://www.fordham.edu/halsall/mod/1611adams-japan.html>

Review #2 Due

“Will Adams was the first Englishman to make his home in Japan. His knowledge of shipbuilding made him so useful to the emperor that, although he was treated with honors and liberality, he was not allowed to leave the country. The Japanese of the street in Yedo which was named for him still hold an annual celebration in his memory. The letter from which the following extracts are taken was written in 1611. It begins with his departure from the coast of Peru.”

In a 250 word Review, using the primary source listed above and drawing from your readings, what does the account of Will Adams tell us about the European and Japanese mindset at this time as well as the inter cultural exchange of the East and West. Does the fate of Adams bring up any ethical questions for you on the concept of personal freedom vs the State’s best interest?

January 31

- Read *Connections* Chapter 22

Week Five: Africa and the Atlantic Slave Trade- Absolutism and Enlightenment

February 5

- Read *Connections* Chapter 23

February 7

- Read *Connections* Chapter 24: 479-487

Week Six: Russia’s Eurasian Empire

February 12

- Read *Connections* Chapter 24: 487- 497
- Read excerpts from Rousseau; Emile <https://history.hanover.edu/courses/excerpts/165rouss-em.html>

Review #3 Due

“*Emile* is a novel in which the narrator supervises Emile's education from infancy to adulthood, but the narration is really only the frame for long passages that describe ideals for education. The first four books concern Emile's infancy, childhood, and adolescence. The fifth book, which includes Emile's marriage and expectation of fatherhood, discusses women's education in the context of introducing Emile's wife-to-be, Sophie.”

In a 250-word Review, what are your initial thoughts on what Rousseau is saying about a women's education, position and role in a society? Do you find this at odds with his views and other enlightenment thinkers' views on equality of mankind?

February 14

- Read *Connections* Chapter 25: 500- 511

Week Seven: The North Atlantic Revolutions

February 19

- Read *Connections* Chapter 25: 511- 518

February 21

- Read *Connections* Chapter 26: 520- 527
- Read Declaration of Independence <http://www.ushistory.org/Declaration/document/index.html>

Week Eight: Industry, Ideology, and their Global Impact

February 26

- Read *Connections* Chapter 26 527-542
- Read Declaration of the Rights of Man http://avalon.law.yale.edu/18th_century/rightsof.asp

Review #4 Due

In a 250-word review, reflect on the Textbook and Primary Sources (Declarations) to form a comparison between the American and French Revolutions. What led to these Revolutions and how did they impact society and the world around them?

February 28

- Read *Connections* Chapter 27 545- 556

Week NINE:

March 4-8 no class (Spring Break)

Week Ten:

March 12

- Read *Connections* Chapter 27 556- 570
- Read “The White Man’s Burden.” <http://historymatters.gmu.edu/d/5478/>
- Read “The Brown Man’s Burden” <https://herb.ashp.cuny.edu/items/show/751>

Review #5 Due

Published in the February, 1899 issue of McClure’s Magazine, British novelist and poet Rudyard Kipling wrote a poem entitled “The White Man’s Burden: The United States and The Philippine Islands.” In this poem, Kipling urged the U.S. to take up the “burden” of empire and shift to Imperialism. In response,

Henry Labouchère's "The Brown Man's Burden" shifts the emphasis of Kipling's notorious poem, offering a view of imperialism from the perspective of those who were most directly affected by the expansionist policies of nations like Britain and the United States.

In a 250- word review, Explain the different perspectives of Imperialism. In reading both poems, which perspective seems more accurate to you and why?

Presentations: Topic and group to be determined in class

March 14

- Read *Connections* Chapter 28: 573- 595
- Read *Connections* Chapter 29: 598- 607

Week Eleven: Presentations

March 19

- Read *Connections* Chapter 29: 607-617
- Read *Connections* Chapter 30: 619- 639

March 21

Presentations – Chapter,28, 29,30

Week Twelve: The Interwar Years

March 26

- Read *Connections* Chapter 31: 642-656
- Read Wilson's Fourteen Points <https://www.firstworldwar.com/source/fourteenpoints.htm>

Review #6 Due

WWI has been called the “Great War” and the “War to end all wars.” Do you agree with these quotations?

Read the Textbook and the Primary source listed above (14 points.) In a 250- word Review explain how Wilson's Fourteen Points was a hope for a lasting peace. What points strike you as ones where if followed could have meant a firmly established peace among nations of the world?

March 28

- Read *Connections* Chapter 31: 656- 665

Week Thirteen: WWII and the Holocaust

April 2

- Read *Connections* Chapter 32: ALL chapter 32
- Read Treaty of Versailles
<https://sourcebooks.fordham.edu/mod/1919versailles.asp>

Review #7 Due

Read excerpts from the Treaty of Versailles and the textbook. Many historians argue that the Treaty of Versailles made another World War inevitable. In a 250-word review, participate in this debate and explain how it did or did not lead to war.

April 4

- Read *Connections* Chapter 33: 692- 703

Week Fourteen: Cold War and its Global Impact

April 9

- Read *Connections* Chapter 33: 703- 715

April. 11

- Read *Connections* Chapter 34: 718- 741
- Read Evil Empire Speech <https://sourcebooks.fordham.edu/mod/1982reagan1.asp>

Review #8 Due

“Reagan gave the address to the National Association of Evangelicals, an increasingly important segment of the Republican Party’s conservative base. The first half of the speech was intended to boost support by focusing on the domestic issues of abortion and school prayer. This strategy allowed Reagan to link morality on domestic issues to the Cold War, culminating in a call for a spiritual renewal in America against “evil” forces at home and abroad.”

In a 250-word review, read the textbook and the speech and consider the following questions. Do you think this tactic supported Reagan’s claim that the American system of government and Judeo-Christian values (peace, liberty, and freedom,) were inextricably tied together? Why did Reagan wish to show the Cold War as a spiritual threat instead of an Ideological one? Was this speech effective?

Week Fifteen: Presentations

April. 16

- Chapter 35
- Chapter 36

April 18-

(no class- Easter Break)

Week Sixteen: Presentations

April 23

- Chapter 37

April 25 (Last Day of Class)

- NO CLASS

Final Exam Week

April 30-May 1 Final Exams