

Fall2019

Meeting days: M, W, F	Professor Marisea Stanley
Meeting times: 11:00-11:55	Phone: 619-322-7040
Meeting location: LBST 201	E-mail: mariseanstanley@gmail.com
Final Exam: December 13 (last Day of class)	Office location and hours: COLT M,W 12:00-1:30
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

September 4 (classes begin)

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

September 6

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

Week Two: Global Exploration, Global Empires, and Global Expansion

September 9

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

September 11

- Finish 19
- Assign Presentations
- **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?

September 13

- Read *Connections* Chapter 20: 392- 400

Week Three: The Search for Stability in East Asia

September 16

- Read *Connections* Chapter 20: 400-411

September 18

- Read *Connections* Chapter 21 413-422

September 20

- Read *Connections* Chapter 21 423- 434
- 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?

Week Four: Global Shift in Wealth and Power

September 23

- Read *Connections* Chapter 22

September 25

- Read *Connections* Chapter 23

September 27

- Read *Connections* Chapter 24: 479-487

Week Five: Russia's Empire

September 30

- 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?

October 2

- Read *Connections* Chapter 25: 500- 511

October 4

- Read *Connections* Chapter 25: 511- 518

Week Six: Revolution!

October 7

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

October 9

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

October 11

- Finish Chapter 26

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?

Week Seven: Industry and Ideology

October 14

- Read *Connections* Chapter 27 545- 556

October 16

- 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?

October 18- PRESENTATIONS

- Read *Connections* Chapter 28

Week Eight: Global Upheavals and Integration

October 21- Presentations

- Read *Connections* Chapter 29:

October 23- Presentations

- Read *Connections* Chapter 30
-

October 25

- 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?

Week NINE: The Interwar Years

October 28

- Read *Connections* Chapter 31: 656- 665

October 30

- Read *Connections* Chapter 32: 666-689

Nov 1

Week Ten: WWII and the Holocaust

November 4

- Read Connection Chapter 32 666-689
- 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.

November 6

- Read *Connections* Chapter 33: 692- 703

November 8

- Read *Connections* Chapter 33: 703- 715

Week Eleven: East vs. West: The Cold War

November 11 (no class veterans Day)

November 13

- Read *Connections* Chapter 34: 718- 730

November 15

- Read Chapter 34 730-741
- 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 Twelve: Upheavals of Asia and Latin America

November 18

- Read Chapter 35
- India, Pakistan, Japan resurgence, division in China and Korea, (744-758)

November 20

- Read Chapter 35
- Vietnam, Cambodia, Indonesia, Changes in Asian Society (758-765)

November 22

- Read Chapter 36
- Latin America- Since WWI, Cuba, Argentina, US relations (768- 779)

Week Thirteen:

November 25-29 (Thanksgiving no classes)

Week Fourteen: Postcolonial Challenges in Africa and the Middle East

December 2

- Read Chapter 36
- Chile, Brazil, Mexico (779- 790)

December 4

- Read Chapter 37
- Africa: Decolonization, Autonomy, nationalism, Apartheid to Freedom, challenges (793-805)

December 6

- Read Chapter 37
- Middle East
- Conflict, Nationalism, Wars, Fundamentalism, Terrorism (806-815)

Week Fifteen:

December 9 (Review)

December 11 (Final)

December 13 (final)