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Office hours / Meet with Instructor Sessions: Friday 11:55AM-1:55PM, PST, via ZOOM (see Zoom link in the Course Navigation Menu)

Meet Your Professor

My name is Dr. Ben Cater and I will serve as your instructor for World Civilizations II. My primary task will be to guide your learning through lectures, reading and reflecting on primary and secondary sources, watching documentaries, and writing analytical papers. While I primarily teach in the Humanities Honors Program, I have taught History courses at a major public research university for many years. Regarding my academic training, I possess graduate and undergraduate degrees in U.S. History and Literature, with emphases on the U.S. West, Public Health, and Mormonism. My research has appeared in the *Utah Historical Quarterly*, the *Western Historical Quarterly*, *The Journal of Military History*, and *Fides et Historia: The Conference on the Journal of Faith and History*. Besides teaching History, I serve as the Associate Dean of Foundational Explorations and the Director of the Humanities Honors Program. I live about five minutes from campus on Sunset Cliffs and in my free time, I surf, read, and play guitar. I am married to Anne, my wife of 17 years with whom I have three daughters, and Baja rescue dog Paco.

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.

FOUNDATIONAL EXPLORATIONS 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

HIS1011 is a three-unit course that examines Western Civilization in the context of global history from the mid-fourteenth century to the present. A complicated term that can refer to many places, ideas, institutions, and groups of people, the West has changed over time. Changes have been due to a combination of internal developments such as the English Civil War or Protestant Reformation, and external developments like the Ottoman sack of Constantinople and the Opium War with China. Out of these events emerged new and competing ideas about the West – especially where it exists. Of European heritage, the West expanded from its origins in ancient Greece and Rome to Europe and portions of the Americas in the early modern era, as well as Australasia in modern times; at various points, the West has also contracted in size and scope. Why, how, and what all this has meant will be a key focus of this course.

Civilization is also a tricky term that can be summarized as the most significant ideas, institutions, and peoples of a complex society. Many ideas that emerged in the West continue to influence us today, both in the West and beyond, including human rights and equality of persons, limited government, separation of church and state, freedom of expression, innocence until proven guilty, industrial capitalism, and Christianity. How and why these ideas emerged and in what ways they've been embraced, critiqued, reformulated, and fought over by Westerners and non-Westerners alike will also be a focus of this course. By the end of HIS1011, I hope students will have developed a greater understanding of Western history, its relationship to the world, and more broadly a belief that history matters as a way of explaining how the West in the world came to be, as well as a source of endless intellectual fascination.

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.

Foundational Explorations 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.

Signature (Assessment) Assignment

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

REQUIRED TEXTS

Brophy, et. al. *Perspectives from the Past: Primary Sources in Western Civilizations Vol. II* (978-0-393-26540-8)

Gladwell, *The Bomber Mafia* (ISBN: 9780316296618)

Sobel, *A More Perfect Heaven* (ISBN: 9780802778949)

Weekly Participation & Course Credit Hour Information

Weekly participation is vital to succeeding in this course. Since HIS1011 is a three-unit course, it will require about 18 hours of studying per week. Developing a daily routine of studying in a quiet spot will be critical to staying on task. The majority of students who do well in this course develop a routine during the first week of class. They also participate in voluntary weekly office hours via Zoom every Friday or in-person. Since conversation is our most powerful God-given tool for teaching and learning, *I strongly encourage students to take advantage of this opportunity.*

Course Communication

Students should make every effort to think about *how* and *what* they communicate. Speaking and writing in informed, relevant, and respectful ways is an expectation of all students, particularly as we share our opinions about controversial ideas, people, and events. Unlike S.T.E.M. disciplines, History and other Humanities fields study problems that are too complicated for formulaic objective answers. As a result, disagreements will exist, but Dr. Cater is committed to making HIS1011 a safe and respectful learning environment for everyone. Before, during, and after you write, think carefully about the words you use (and don't use).

In terms of communicating with Dr. Cater, students will be responsible to read all messages sent by him to their PLNU email and Canvas accounts. Since he frequently provides clarifying notes about course content and assignments, please check your accounts daily. If you have questions, comments, or concerns about the course, communicate them to: bcater@pointloma.edu

ASSESSMENT AND GRADING

Student grades will be posted weekly (or thereabouts) in the Canvas grade book. It is important to read the comments posted in the grade book as these comments are intended to help students improve their work. Final grades will be posted within one week of the end of the class. Grades will be based on the following:

Standard Grade Scale Based on Percentages

A	B	C	D	F
A 94-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-93	B 84-86	C 74-76	D 64-66	
	B- 80-83	C- 70-73	D- 60-63	

Distribution of Grading Category Points

Category	Points
Participation	50
Book Notes	50 (each)
Essays	100 (each)
Review Questions Responses	300
Midterm Examination	100
Final Examination	100

COURSE SCHEDULE AND ASSIGNMENTS

Coursework will largely consist of two items - lectures and class discussions. Lectures will provide a Big Picture understanding of historical events, people, and ideas, and take place on Mondays and Wednesdays. They'll seek to be conversational and allow for dialogue, even if Dr. Cater will be working efficiently to get through a lot of history in a short amount of time. On Fridays we'll meet via Zoom for class discussions. Discussions will concentrate on assigned primary and secondary readings, review questions, and your written responses to them. When reading primary sources, students should strive to understand them on multiple levels – up close, far way, in comparison to other documents, etc. In other words, ask yourself what the document communicates about the author, his/her time and place, as well as previous eras and other places in the West. The primary sources in this course have been chosen since they exemplify the major themes of their era(s) as well as recover the major people, places, ideas, and institutions of Western Civilization.

Review Questions Responses

Answering review questions will require having read and thought about the sources. They will be graded according to their factual accuracy and depth of understanding. Good answers will engage with the document and *include direct quotations and paraphrases*. They do not need to be any specific length, but a solid paragraph (5-7 sentences) should be long enough to warrant

full credit. Understanding the primary readings and answering the review questions effectively will be crucial to your succeeding on the Midterm and Final exams.

Book Notes and Essays

You will read two books in this class and write an essay on each. The first book will look at Nicolas Copernicus and the other on military technology and ethics in the Second World War. In preparation for your essay, you will take notes on the key points of each book. Good notes will include quotations with page numbers, evidence of your own thinking about the book, and an indication that you read the entire book. The essays will either respond to a prompt of my choosing or yours - more information to follow. Both essays will need to be 3-5 pages in length (double-spaced, 12 pt. font, 1-inch margins) and contain a thesis, supporting paragraphs with evidence (direct quotations with page number cited, paraphrased sentences), and a concluding paragraph that sums up your argument and evidence.

INCOMPLETE WORK AND LATE ASSIGNMENTS

Do not turn in incomplete or late work. Incomplete work will be graded down a full letter grade for every day that's it's turned in late. The first "day" late includes everything from one minute to 24 hrs past the due date.

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.

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

Don't cheat - Jesus is the Truth, honesty glorifies God. Now the for the company line: "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. All written work is automatically checked against Turn-It-In. 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 [Academic PoliciesLinks to an external site.](#) 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.

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 Links to an external site.](#) to view which states allow online (distance education) outside of California.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Students are expected to attend every class. Missing class is detrimental to your learning, grade, and pocket book. Students who do not attend at least once in any 3 consecutive days will be issued an attendance warning. Students who do not attend at least once in any 7 consecutive days will be dropped from the course retroactive to the last date of recorded attendance.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. 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 Development Links to an external site.](#)

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information.

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

Below is an approximate schedule of lecture topics, assignments, and discussions. Dr. Cater reserves the right to modify, adjust, and change the schedule as per necessary.

Tues. Aug. 31: Why Study Western History? Why Should Christians Study History?

Wed. Sept. 1: Rebirth and Unrest, 1350-1453

- Read <https://www.patheos.com/blogs/anxiousbench/2017/03/5-reasons-christians-study-history/> (Links to an external site.)

Fri. Sept. 3: Discussion

- Birzer, ["What Exactly Is 'The West'?"](#) (Links to an external site.)
- Coates, ["The Myth of Western Civilization"](#) (Links to an external site.). In a half-page summarize the competing viewpoints of Birzer and Coates. What are they saying and who do you find more persuasive? Why? Upload to Assignments.
- Chaucer, "The Pardoner's Tale" and respond to Review Questions #1 and #2
- Pisan, "The Book of the City of Ladies" and respond to Review Question #2

Wed. Sept. 8: Innovation and Exploration, 1453-1533

Fri. Sept. 10: Discussion

- Da Gama, "Round Africa to India, 1497-1498" and respond to Review Questions #1 and #5
- Castiglione, "The Book of the Courtier" and respond to Review Questions #1 and #4
- More, "Utopia" and respond to Review Questions #3 and #4