

	History/PLNU World Civ II- History 1011 3.0
Spring 2022	

Meeting days: M, W, F

Meeting times: 11:00-11:55

Meeting location: LSCC

Final Exam: online

Instructor: Professor Marisea Stanley Drummond

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Office location and hours: online or onsite by appointment

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

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.

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:

- **FE (formerly GE) Learning Outcome:** Students who complete this FE course will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts. Assessed with a signature assignment -Slide Presentation.
- **Course Learning Outcomes for World Civ II:** Students will be able to:
 - Analyze significant primary texts concerning world civilizations from the 1500s to the present.
 - Evaluate and articulate the diversity of human experience across a range of historical periods.
 - Use a historical perspective to understand the world today and address contemporary problems/issues.
 - Critically evaluate several of the major beliefs, ideologies, and values that have influenced the modern world.
 - Assess your own culture within the context of the process of globalization since 1500.
 - Examine historical developments with a particular emphasis on values and ethical choices, in light of being global citizens.

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.

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. 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 in the Canvas modules.

ASSESSMENT AND GRADING

Grades will be based on a weighting scale for the following assignments:

- **Discussions (100 total course points).** you will complete discussions open to the whole class. Before participating in the discussion, you should ensure that you have completed all the readings and viewings for the week so that you can provide an informed initial post. You will then respond to other peers as indicated in the discussion prompt.
- **Group Activities (125 total course points).** you will complete activities with a partner or a small group. Before participating in the activity, you should ensure that you have completed all the readings and viewings for the week.
- **One Review- 25 points**
- **Presentation (100 total course points).** During the eighth week of the course, you will create a presentation for your peers about a historical topic.
- **Final Exam (100 points).** During the last week of the course, you will take a final exam with online proctoring that will test your proficiency with knowledge gained throughout the entire course.
- **Attendance and participation (75 total course points)**

Total: 525

Sample Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

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.

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. Late Assignments are accepted for partial credit.

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 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 **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), 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 drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

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.

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](#)

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. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact student-tech-request@pointloma.edu.

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

ASSIGNMENTS AT-A-GLANCE

Given the hybrid and online modalities being used in the 2020-2021 academic year, the content of the course schedule and assignments will be posted in Canvas.

Daily Schedule:

Week One: Introduction

Global Exploration, Global Empires, and Global Expansion

Week One:

January 12-

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

January 14-

No Class

Read *Connections* Chapter 19: 370-379

Week Two:

January 17- no classes

January 19-

- Read [Columbus to Rulers of Spain \(Links to an external site.\)](#)
 - Read [Columbus Journal \(Links to an external site.\)](#).
 - Read Columbus
 - Read Destruction of the Indies
-
- **Columbus Debate due on Canvas January 19th**

January 21

Read *Connections* Chapter 19: 379-390

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

January 24

Read *Connections* Chapter 20: 392- 400

January 26

- Read *Connections* Chapter 20: 400-411

January 28

- Read *Connections* Chapter 21 413-422

Week Four: The Search for Stability in East Asia

January 31

- Read *Connections* Chapter 21 423- 434
- Will Adams trip to Japan, (on Canvas) Due January 30

“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?

Southern Asia and the Global Shift in Wealth and Power

February 2

- Chapter 22

February 4

- Finish Chapter 22

Week Five: Africa and the Atlantic Slave Trade

February 7

- Chapter 23
- primary sources in Slave Trade Assignment

February 9

- Finish Chapter 23
- Africa's Greatest Civilization (Library)
- Slave Trade Assignment Due February 10

February 11

- Read *Connections* Chapter 24: 479-487
- Read excerpts from Rousseau; Emile <https://history.hanover.edu/courses/excerpts/165rouss-em.html>

Week Six: Absolutism and Enlightenment

February 14

- Read *Connections* Chapter 24: 487- 497

Russia's Eurasian Empire

February 16

Due February 16

“*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?

- Read *Connections* Chapter 25: 500- 511

February 18

- Read *Connections* Chapter 25: 511- 518

Week Seven: The North Atlantic Revolutions

February 21

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

February 23

- Read *Connections* Chapter 26 527-542

Declaration Discussion due in Canvas February 24th

Read Declarations in Canvas

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?

Industry and Ideology

February 25

- Read *Connections* Chapter 27 545- 556

Week Eight: Global Upheavals and Integration

February 28

- 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>

Burdens of Imperialism Due March 2nd

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?

March 2

Presentations -28

March 4

Presentations- 29

Week Nine: Spring Break

March 7- 11 (no classes)

Week Ten: The Great War and the Russian Revolutions

March 14

Presentation – Chapter 30

March 16

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

Great War Discussion Due March 20

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 18

- Read *Connections* Chapter 31: 656- 665

Week Eleven: Interwar Years

March 21

- Read *Connections* Chapter 32: 666-689

March 23

- Read Connection Chapter 32 666-689

WWII and the Holocaust

March 25

- Read *Connections* Chapter 33: 692- 703
- Read Treaty of Versailles
<https://sourcebooks.fordham.edu/mod/1919versailles.asp>

Lead up to WWII Due March 27

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.

Week Twelve

March 28

- Read *Connections* Chapter 33: 703- 715

Upheavals of Asia and Latin America

March 30

Presentations – Read Chapter 35 (744-758)

- India and Pakistan (1)
- Japan, China, and Korea (2)

April 1-

Presentations- Read Chapter 35 and 36

- Vietnam, Cambodia, Indonesia, Changes in Asian Society (758-765)
- Chapter 36 Latin America- Cuba and Argentina (768-779)

Week Thirteen: East Versus West: Cold War and its Global Impact

April 4

Presentations

- Read Chapter 36
- Latin America- Chili, Brazil, Mexico (779-790)

Class Activity: Atom Bomb Debate Due April 5

See Canvas for this assignment

April 6

- Read *Connections* Chapter 34: 718- 730

April 8

- Read Chapter 34 730-741
- Read Evil Empire Speech <https://sourcebooks.fordham.edu/mod/1982reagan1.asp>

Due April 10

“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 Fourteen: Postcolonial Challenges in Africa and the Middle East

April 11

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

April 13

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

April 15th

No Class/ Easter Break

April 18th

No Class/Easter Break

April 20th

Class

April 22

Class

Final Week:

April 25-29

Review and Study!

Online class meeting for exam prep - TBD

Final Exam- May 2-6