

HIST1011: World Civilizations II  
Bond Academic Center Rm. 103  
Wednesday 12:15-1:10pm  
Fall 2020



### Meet Your Professor

My name is Dr. Ben Cater and I will serve as your instructor for this remote edition of World Civilizations II. My primary task will be to serve as your tutor as you read and reflect on primary and secondary sources, watch documentaries, and research and write analytical papers. While I primarily teach face-to-face courses, I have taught online at a major public research university for several 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 (General Education) 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, hike, fish, read, play guitar, or work in the garden with my wife, 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 molded and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire 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 (General Education) 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.

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

### Intercultural Pathways

Students who successfully complete this course will earn one point toward completing the Intercultural Pathways Program.

### Required Texts

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

Doran, *Elizabeth I and Her Circle* (978-0199574957)

Metaxas, *Bonhoeffer Abridged: Pastor, Martyr, Prophet, Spy* (978-0-718-01616-6)

### Recommended Texts

*Western Civilizations: Brief Combined Volume* (978-0-393-61487-9)

### Weekly Participation

Weekly participation is vital to succeeding in this remote course. Reading, watching, taking notes, discussing, analyzing and synthesizing big ideas will be the essential work of this class. Every Wednesday we will meet for discussion. Discussion is the most important part of this class, since it allows students to process their thoughts about complicated people, ideas, and events with other people. For students who cannot, or for medical reasons choose not, to attend class on Wednesday, they must meet with me via Zoom on Fridays during the appointed class hour.

HIS1011 is a three-unit course, which means it will require about 6 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 virtual office hours via FaceTime or Zoom that they can arrange by emailing Dr. Cater.

### Course Communication

Since communicating in an online course is very different than in an actual one, 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 complicated problems that defy formulas and objective answers. As a result, disagreements will exist, but Dr. Cater is committed to making HIS1011 safe and respectful for everyone. Before, during, and after you write, think carefully about the words you use (and don't use) and avoid using all-capitals to emphasize your point.

In terms of communicating with Dr. Cater, students will be responsible for 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 respectfully through

email to: [bcater@pointloma.edu](mailto:bcater@pointloma.edu). In lieu of office hours, Dr. Cater is also available for a brisk walk and talk about the course. Normally a brisk five-minute saunter from my office to the Greek Amphitheater is sufficient. Please do not expect Dr. Cater to respond on the weekends (Friday evening to Sunday evening) unless it is an emergency. If that is the case, please indicate it in the subject line of the email.

#### Grading Policy (Scale and Weights)

A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
F	0-59%

Book Notes	60 pts total
Essays	100 pts total
Discussions	40 pts total
Review Questions	310 pts total
Quizzes	180 pts total
Midterm Exam	100 pts total
Final Exam	100 pts total
Writing Assignments	35 pts total

#### Assignments

Every week students will be required to take notes on the contextual information found at the beginning of every chapter in *Perspectives from the Past (PP)*. This information provides a critical synopsis of the era and themes we'll be studying for the day. While students will not submit their contextual notes, they should be diligent in taking them since they will aid their understanding of the primary sources that they'll read that day. 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.

After reading primary sources, students will be directed to answer Review Questions. Answering these questions will require having read and thought about the sources. They will

be graded according to their factual accuracy and depth of understanding. Answer them individually rather than together in a single essay. Write the questions and then proceed with your answers. **Good answers will engage with the document and include direct quotations and paraphrases. They do not need to be any specific length, but 3-5 solid sentences should be long enough to warrant full credit.** Dr. Cater will provide general feedback to the class as a whole, but for individual feedback (on Review Question responses, quizzes, and essays), students should request it from him specifically. In the aggregate, Review Questions will count for the largest amount of points in the class, and understanding them will be vitally important to succeeding on the Midterm and Final exams.

A word about quizzes: they are designed to ensure that students have watched the film or read the document assigned, and assess students' recall and depth of understanding. They are not designed to be tricky. If students watch, read, and think carefully about the questions, they should be able to earn full credit and augment their grades.

In this class, students will watch films in their entirety (unless otherwise noted.). Films will be available through a hyperlink to YouTube or to a Films on Demand database through the PLNU Ryan Library. In the latter case, students will need to click on the link and scroll down to find the video in its entirety.

Two essays will be required in this class. The essays will be based on the two autobiographies we'll read – one on Queen Elizabeth and the other on Dietrich Bonhoeffer. Both people encapsulate many of the ideas in the contextual information of each chapter, the primary sources, and documentary films. Both individuals are incredibly important to Western history in a global context. 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. For the Queen Elizabeth essay, respond to the following question: **According to Doran, how did relationships affect Elizabeth's emotional and political conduct? In what ways did her inner circle influence her ability to become a formidable leader?** For the Bonhoeffer essay, address the following prompt: **Discuss Bonhoeffer's personal Christian commitments in relation to his politics against Nazism and for social justice. How did his theology and practice change over time to inform his resistance to the Third Reich?**

#### Incomplete and Late Work

Incomplete work can be completed and resubmitted for reduced credit (5% off) within one day of its original due date. Late work can be submitted for reduced credit (5% off each day) until two days of the original date; **after that, it counts as an incomplete.**

#### 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.

### 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. **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 the following link:

[https://catalog.pointloma.edu/content.php?catoid=41&navoid=2435#Academic\\_HonestyLinks](https://catalog.pointloma.edu/content.php?catoid=41&navoid=2435#Academic_HonestyLinks)  
to an external site.

### University Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the U.S. Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## Week I

Overview: This week we will become familiar with the requirements and expectations of this course, complete some reading and reflections, and demonstrate our understanding of them. We will establish a foundation for analyzing primary sources, and introduce ourselves to the rest of us involved in this course.

### **Monday – 8/17**

-Class Discussion at 12:15pm: <https://pointloma.zoom.us/j/91544451845>

### **Wednesday – 8/19**

-Read <https://www.thegospelcoalition.org/article/christian-colleges-covid-gospel-moment/>

-Read Syllabus and take Syllabus Quiz

-Read and reflect on Aquinas, "Prayer Before Study" <https://www.archspm.org/faith-and-discipleship/prayer/catholic-prayers/st-thomas-aquinas-prayer-before-study/>

For a brief biographical sketch of "the dumb ox," arguably one of the smartest humans to ever live, see: <https://www.christianitytoday.com/history/people/theologians/thomas-aquinas.html>

### **Friday – 8/21**

-Read "5 Reasons Why Christians Should Study History"

<https://www.patheos.com/blogs/anxiousbench/2017/03/5-reasons-christians-study-history/>  
and watch "Why History?" <https://www.youtube.com/watch?v=eo9wxaI9bIM> and take Why History? Quiz

-Read "Preface for Students: Good Tips for Learning How to Analyze Primary Sources" in *PP* and take Primary Source Quiz

-Write a brief summary about your favorite course at PLNU (what it was and why), what you hope to get out of this course, and what, if any, are your post-graduate plans. Upload your

summary to the Discussion tab and then read and reply to two other student summaries as a way of introducing yourself.

## **Week II**

**Overview:** This week we will examine the West as a state-of-mind and possibly, a place. Pay special attention to “Western” ideas and people – what makes them special or unique? Or rather, what makes them ordinary or expected? We’ll also take a look at the fracturing cords of Western society during the early modern era – what caused social disintegration and in what ways did individuals and institutions respond to it? Finally, students will analyze the West’s first episode of contact with American peoples and societies and the hopes, fears, and dreams it inspired.

### **Student Learning Outcomes:**

By completing this week's work you will ...

1. Analyze significant primary texts concerning world civilizations from the 1350s to the 1530s. [See RQ assignments]
2. Evaluate and articulate the diversity of human experience across this 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 1350.
6. Examine historical developments with a particular emphasis on values and ethical choices, in light of being global citizens.
7. GELO 2(c): Demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

### **Monday – 8/24: The West**

-Read Birzer, “What Exactly Is ‘The West’?”

<https://www.theamericanconservative.com/birzer/what-exactly-is-the-west/>

and Coates, “The Myth of Western Civilization”

<https://www.theatlantic.com/international/archive/2013/12/the-myth-of-western-civilization/282704/>. 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.

-Read and take notes on the contextual information found at the beginning of chpt. 11 in *PP*.

### **Wednesday – 8/26: Rebirth and Unrest, 1350-1453**

-Class Discussion at 12:15pm: <https://pointloma.zoom.us/j/91544451845>

-Read Pisan, “The Book of the City of Ladies” and respond to Review Questions #2 and #3

-Read Hus, “The Church” and respond to Review Questions #1 and #3

-Read Doran, chpts. 1-4 and write a half-page of notes for each chpt. Upload notes as a single document to Assignments.

### **Friday – 8/28: Innovation and Exploration, 1453-1533**

-Read and take notes on the contextual information of chpt. 12 in *PP*.

-Watch “Montezuma: Twilight God of the Aztecs”

<http://pointloma.idm.oclc.org/login?url=https://fod.infobase.com/PortalPlaylists.aspx?bc=0&rd=a&q=Montezuma&crumb=1&wID=107073> and take Montezuma quiz

-Read Da Gama, “Round Africa to India, 1497-1498” and respond to Review Questions #1-#3

-Read Castiglione, “The Book of the Courtier” and respond to Review Questions #1-#3

-Read More, “Utopia” and respond to Review Questions #3 and #4

### **Week III**

Overview: This week and next students will study the consolidation of power in western governments - especially England and France – as a critical swerve in the western path to Liberalism (limited government, equality of persons, widespread suffrage, etc.). If democracy is a western tradition, it's important to remember that's its embrace was uneven and often contested from within and without the West. Do you think the Liberal tradition is contested in our society today?

#### Student Learning Outcomes:

By completing this week's work you will ...

1. Analyze significant primary texts concerning world civilizations from the 1500s to the 1600s. [See RQ assignments]
2. Evaluate and articulate the diversity of human experience across this 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.
7. GELO 2(c): Demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

### **Monday – 8/31: The Age of Dissent and Division, 1500-1564**

-Read and take notes on the contextual information of chpt 13. in *PP*.

-Watch: “Martin Luther: The Idea That Changed the World”

<http://pointloma.idm.oclc.org/login?url=https://fod.infobase.com/PortalPlaylists.aspx?bc=0&rd=a&q=Martin%20Luther&wID=107073>

and take Luther Quiz



### **Wednesday – 9/2: Dissent and Division continued**

-Class Discussion at 12:15pm: <https://pointloma.zoom.us/j/91544451845>

- Read Ignatius of Loyola, “The Spiritual Exercises” and respond to Review Questions #3 and #5
- Read Teresa of Avila, “The Life of Teresa of Jesus” and respond to Review Questions #1 and #2
- Read Doran, chpts. 5-8 and write a half-page of notes for each chpt. Upload notes as a single document to Assignments.

### **Friday – 9/4: Pause and Reflection**

-Read and take notes on the contextual information of chpt. 14 in *PP*.

-Read and reflect again on Aquinas, “Prayer Before Study.” <https://www.archspm.org/faith-and-discipleship/prayer/catholic-prayers/st-thomas-aquinas-prayer-before-study/>

What does this prayer say about human academic potential? Who is God in relation to knowledge and learning? Write down a few thoughts and upload them to Discussions. Read and respond to two of your classmates’ thoughts.

## **Week IV**

Overview: Same as last week.

Student Learning Outcomes: Same as last week.

### **Monday – 9/7: Europe in the Atlantic World, 1550-1660**

-Watch “Africa’s Great Civilizations: The Atlantic Age”

<http://pointloma.idm.oclc.org/login?url=https://fod.infobase.com/PortalPlaylists.aspx?seriesID=147146&wID=107073> and take Africa Quiz

- Read Grotius, “On the Law of War and Peace” and respond to Review Questions #2 and #3
- Read “The Religious Peace of Augsburg” and respond to Review Questions #2-#4

### **Wednesday – 9/9: European Monarchies and Absolutism, 1660-1725**

-Class Discussion at 12:15pm: <https://pointloma.zoom.us/j/91544451845>

-Take 30 minutes to think about the relationship between the titles of Units I-V and the corresponding readings in *PP*. For instance, what do “On the Law of War and Peace” and “The Religious Peace of Augsburg” tell us about Europe in the Atlantic World, 1550-1660, the title of Day 5? Or, how do readings by Ignatius of Loyola and Teresa of Avila inform The Age of Dissent and Division, 1500-1564, the title of Day 4? As you reflect on why the editors included these readings where they did, look for clues by rereading the contextual information at the beginning of each chapter.

-Read and take notes on the contextual information of chpt. 15 in *PP*.

-Watch “Shakespeare’s Parables of Power: Henry VIII”

<http://pointloma.idm.oclc.org/login?url=https://fod.infobase.com/PortalPlaylists.aspx?bc=0&rd=a&q=Henry%20VIII&wID=107073>

and take the Henry VIII Quiz

### **Friday – 9/11: European Monarchies continued**

- Read Bodin, “On Sovereignty” and respond to Review Questions #1-#4z
- Read Locke, “Two Treatises of Government” and respond to Review Questions #1, 2, and #4
- Read Catherine the Great, “Proposals for a New Law Code” and respond to Review Questions #1, #2, and #5
- Read Doran, chpts. 9-11 and write a half-page of notes for each chpt. Upload notes as a single document to Assignments.

### **Week V**

Overview: This week we will study Christianity’s role in early modern “science,” which didn’t exist before the 1600s. Prior to that, “natural philosophy” was the realm of thought devoted to studying the revealed world, using logical deduction built on theological and philosophical assumptions. We’ll also look at the Enlightenment as the analog to the Scientific Revolution. Like the Revolution, the Enlightenment also exercised faith in the power of human reason as a way of knowing (and viewed all people before the revolution as benighted, gullible, and irrational, i.e., stupid).

Student Learning Outcomes:

By completing this week's work you will ...

1. Analyze significant primary texts concerning world civilizations from the 1600s to the 1800s. [See RQ assignments]
2. Evaluate and articulate the diversity of human experience across this 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 1600.
6. Examine historical developments with a particular emphasis on values and ethical choices, in light of being global citizens.
7. GELO 2(c): Demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

### **Monday – 9/14: The New Science of the Seventeenth Century**

- Read and take notes on the contextual information of chpt. 16 in *PP*.
- Read Genesis 1, Psalm 19, John 1, and Revelation 5. How does the Bible describe the universe – as knowable or unknowable? Random and chaotic or intentional and orderly? Write down a few thoughts and upload them to Discussions. Read and respond to two of your classmates’ thoughts.
- Re-read instructions and begin drafting Queen Elizabeth essay. Email Dr. Cater with any questions. Upload essay by Day 10 at 11:59pm.

### **Wednesday – 9/16: New Science continued**

-Class Discussion at 12:15pm: <https://pointloma.zoom.us/j/91544451845>

-Read “Science owes much to both Christianity and the Middle Ages”

<http://blogs.nature.com/soapboxscience/2011/05/18/science-owes-much-to-both-christianity-and-the-middle-ages>

and take the Scientific Revolution Quiz

-Read Copernicus, “Six Books Concerning the Revolutions of the Heavenly Orbs” and respond to Review Questions #1, #2, and #4

### **Friday – 9/18: Europe During the Enlightenment**

-Read and take notes on the contextual information of chpt. 17 in *PP*.

-Read “The Enlightenment’s Dark Side”

<https://slate.com/news-and-politics/2018/06/taking-the-enlightenment-seriously-requires-talking-about-race.html>

and take the Enlightenment Quiz

## **Week VI:**

Overview: This week students will learn that in the late-seventeen hundreds, political revolutions emerged in England, North America, and France, all of which claimed to embrace Liberalism. However, if Liberalism emphasized individual rights and freedom as the highest political good, then French Revolution, it would be supported as well as challenged. How was that the case?

### **Student Learning Outcomes:**

1. Analyze significant primary texts concerning world civilizations from the 1700s to the 1820s. [See RQ assignments]
2. Evaluate and articulate the diversity of human experience across this 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 1700.
6. Examine historical developments with a particular emphasis on values and ethical choices, in light of being global citizens.
7. GELO 2(c): Demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

### **Monday – 9/21**

-Read Hume, “A Treatise of Human Nature” and respond to Review Questions #1, #2, and #3

- Read Montagu, “Letters of the Right and Honourable Lady Mary Wortley Montagu” and respond to Review Questions #1, #2, and #4
- Read Equiano, “The Interesting Narrative of Olaudah Equiano, or Gustavus Vassa, the African” and respond to Review Questions #1, #5, and #6

### **Wednesday – 9/23: The French Revolution**

-Class Discussion at 12:15pm: <https://pointloma.zoom.us/j/91544451845>

-Read and takes notes on the contextual information of chpt. 18 in *PP*.

-Watch “The French Revolution”

[https://www.youtube.com/watch?v=5R8ZBm6\\_H9A&t=49s](https://www.youtube.com/watch?v=5R8ZBm6_H9A&t=49s)

and take the French Revolution Quiz

-Watch “The Haitian Revolution”

<https://www.youtube.com/watch?v=Sn32cWUT83E>

and take the Haitian Revolution Quiz

### **Friday – 9/25: French Revolution continued**

-Read National Assembly, “Declaration of the Rights of Man and Citizen” and respond to Review Questions #2 and #4

-Read Gouges, “Declaration of the Rights of Woman” and respond to Review Questions #2 and #3

-Read Burke and Paine, “Opposing Views of the Revolution” and respond to Review Questions #1 and #2

## **Week VII**

Overview: This week we’ll study how technology supported and threatened Liberalism. Is that true today? Does Big Tech make voting easier or harder; does it concentrate or spread out capital; and does it provide us with verifiable information from which to base our decisions, or not? Take some time to think about these questions. We’ll also study how certain segments of women and men, blacks and whites, felt simultaneously attracted to and repelled by Liberalism. Did the Liberal goal of individual freedom extend to all people, or to just a select group?

### **Student Learning Outcomes:**

1. Analyze significant primary texts concerning world civilizations from the 1800s to the 1900s. [See RQ assignments]
2. Evaluate and articulate the diversity of human experience across this 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 1800.

6. Examine historical developments with a particular emphasis on values and ethical choices, in light of being global citizens.
7. GELO 2(c): Demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

### **Monday – 9/28: The Industrial Revolution and Nineteenth Century Society**

- Read and take notes on the contextual information of chpt. 19 in *PP*.
- Watch “The Industrial Revolution”  
[https://www.youtube.com/watch?v=GYIn\\_S2PVYA](https://www.youtube.com/watch?v=GYIn_S2PVYA)  
 and take the Industrial Revolution Quiz
- Read Smith, “The Wealth of Nations” and respond to Review Questions #4 and #5
- Read Marx and Engels, “Manifesto of the Communist Party” and respond to Review Questions #1, #2, #3
- Read Sanford, “Woman in Her Social and Domestic Character” and respond to Review Questions #1, #2, and #3
- Submit Queen Elizabeth essay by 11:59pm

### **Wednesday – 9/30: The Age of Ideologies: Europe in the Aftermath of Revolution, 1815-1848**

- Class Discussion at 12:15pm: <https://pointloma.zoom.us/j/91544451845>
- Take 30 minutes to think about the relationship between the titles of Units VI-X and the corresponding readings in *PP*. For instance, what does Copernicus, “Six Books Concerning the Revolutions of the Heavenly Orbs” tell us about the New Science of the Seventeenth century, the title of Day 7? Or, how do readings by Jefferson, the National Assembly, Gouges, Burke and Paine inform the French Revolution, the topic of Day 9? As you reflect on why the editors included these readings where they did, look for clues by rereading the contextual information at the beginning of each chapter.
- Read and take notes on the contextual information of chpt. 20 in *PP*.
- Watch “The Story of Elizabeth Cady Stanton and Susan B. Anthony”  
<http://pointloma.idm.oclc.org/login?url=https://fod.infobase.com/PortalPlaylists.aspx?bc=0&rd=a&q=susan%20b%20anthony&wID=107073>  
 and take the Stanton and Anthony Quiz
- Read Wollstonecraft, “A Vindication of the Rights of Women” and respond to Review Questions #1 and #3
- Read Proudhon, “What is Property?” and respond to Review Questions #1, #2, #3, and #4
- Read Bolivar, “The Jamaica Letter” and respond to Review Questions #1, #2, and #3

### **Friday – 10/2: Review**

- Make a Midterm Study Guide based on the notes you’ve taken on the contextual information, videos, and primary source readings found in Units I-XI. When you’re done, upload your guide to the Discussions tab for all to see and then read and comment on TWO of your classmates’.
- As you make your Study Guide, consider the following questions: What were the major ideas and themes explored in the first half of this class? What people and dates are worth our remembering? Why? As you reflect, consider what each of the readings and videos say about human rights and equality of persons, limited government, separation of church and state,

freedom of expression, innocence until proven guilty, industrial capitalism, and Christianity— ideas that have shaped Western society. More specifically, think about 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.

-The Midterm Exam will contain objective and subjective questions in matching, multiple choice, and essay sections. It will be open-note but students must work alone. It is not a group project.

-Dr. Cater will be available to answer questions or discuss subject matter via Zoom.

### Week VIII

Overview: After the Midterm Exam, students will explore how Liberalism – which emphasized individual rights and freedoms as the highest political values – met its match in Conservatism, which highlighted social order imposed by the top-down as the greatest virtue. If polar opposites, both Conservatism and Liberalism found expression in Nationalism, or the formation and love of one's country, especially to the detriment of others.

#### Student Learning Outcomes:

1. Analyze significant primary texts concerning world civilizations from the 1850s to the 1900s. [See RQ assignments]
2. Evaluate and articulate the diversity of human experience across this 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 1350.
6. Examine historical developments with a particular emphasis on values and ethical choices, in light of being global citizens.
7. GELO 2(c): Demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

#### **Monday – 10/5: Midterm Exam**

#### **Wednesday – 10/7: Revolutions and Nation-Building, 1848**

-Class Discussion at 12:15pm: <https://pointloma.zoom.us/j/91544451845>

-Read and take notes on the contextual information of chpt. 21 in *PP*.

-Watch “The Germans: Bismark and the German Empire”

[https://www.youtube.com/watch?v=OqcGs\\_rnqll](https://www.youtube.com/watch?v=OqcGs_rnqll)

and take the Bismark Quiz

#### **Friday – 10/9**

-Read Fichte, “Address to the German Nation” and respond to Review Questions #1 and #2

- Read Mazzini, “Duties of Man” and respond to Review Questions #1, #2, #3, #4
- Read Alexander II, “Manifesto Emancipating the Serfs” and respond to Review Questions #1, #2, and #3
- Read Renan, “What is a Nation?” and respond to Review Questions #1 and #2

### Week IX

Overview: If Western imperialism and colonialism began in the aftermath of Columbian contact in the Americas in the 1490s, the “second wave” of imperialism and colonialism began roughly four hundred years later. As we study the second wave, pay particular attention to the reasons that Westerners used to justify their actions, as well as the consequences of their actions. We will also study the social effects of the second industrial revolution, the counterpart to the first revolution in the early nineteenth century. Take time to think about the similarities and differences of the first and second industrial revolutions. And, ask yourself what revolution we’re living now – the third? Fourth? Other?

#### Student Learning Outcomes:

1. Analyze significant primary texts concerning world civilizations from the 1850s to the 1930s. [See RQ assignments]
2. Evaluate and articulate the diversity of human experience across this 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 1850.
6. Examine historical developments with a particular emphasis on values and ethical choices, in light of being global citizens.
7. GELO 2(c): Demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

#### **Monday – 10/12: Imperialism and Colonialism, 1870-1914**

- Read and takes notes on the contextual information of chpt. 22 in *PP*.
- Read Jeremiah 29; Acts 1; and Galatians 3.
- Read Kidd, “Is Jesus an Imperialist? The Problem of Missions and Empire”  
<https://www.thegospelcoalition.org/blogs/evangelical-history/jesus-imperialist-problem-missions-empire/> and write a short paragraph responding to the question, “What is the problem of missions and empire, according to Professor Kidd?” Be sure to include references to the scriptures you just read in your response. Upload your response to the Discussion tab, and then read and respond to TWO of your fellow classmates’ responses.

#### **Wednesday– 10/14: Imperialism and Colonialism continued**

- Class Discussion at 12:15pm: <https://pointloma.zoom.us/j/91544451845>

-Watch two scenes from *There Will Be Blood* (2007) <https://www.youtube.com/watch?v=AHz-zZoBnbc> and <https://www.youtube.com/watch?v=AxQEZIDws7Y>

and respond to the following questions: Who/what is colonizing the West in this movie? Who/what is being colonized? What motivates both parties? How might scripture impact our view of their thoughts and actions? Upload your response in a single document to the Assignments tab.

-Read Tse-Hsu, "Letter to Queen Victoria" and respond to Review Questions #1, #2, and #3

-Read Kipling, "The White Man's Burden" and respond to Review Questions #1, #2, and #3

-Read Lenin, "Imperialism, the Highest Stage of Capitalism" and respond to Review Questions #1 and #2

### **Friday – 10/16: Modern Industries and Mass Politics, 1870-1914**

-Read and take notes on the contextual information of chpt. 23 in *PP*.

-Watch "The Women of Hull House" Parts 1 and 2

<https://www.youtube.com/watch?v=8aFyTcXVAr8> and

[https://www.youtube.com/watch?v=C\\_LSERC74Zo](https://www.youtube.com/watch?v=C_LSERC74Zo)

and respond to the following questions: Where, particularly, in the West did Jane Addams and her contemporaries work? Besides Addams and company, who also lived there? What challenges to Western traditions of human rights and equality of persons, limited government, etc. existed? And how did Addams seek to address them? Was she and her colleagues successful – why or why not? Upload your answers in a single document to the Discussions tab, and then read and respond to TWO of your fellow classmates'.

## **Week XI**

**Overview:** This week examines the causes and consequences of the First World War – what were they? Pay careful attention to the issues we recently discussed – i.e. Liberalism, Industrial Capitalism, and Nationalism. Most historians today see the First (and Second and the Cold) War as the foreseeable result of these modern "isms." Do you agree?

### **Student Learning Outcomes:**

1. Analyze significant primary texts concerning world civilizations from the 1930s to the 1950s. [See RQ assignments]
2. Evaluate and articulate the diversity of human experience across this 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 1930.
6. Examine historical developments with a particular emphasis on values and ethical choices, in light of being global citizens.



7. GELO 2(c): Demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

### **Monday – 10/19: Modern Industries continued**

- Read Bernstein, “Evolutionary Socialism” and respond to Review Questions #1, #2, and #3
- Read Kropotkin, “Anarchism: Its Philosophy and Its Ideal” and respond to Review Questions #1, #2, and #4
- Read Pankhurst, “Why We Are Militant” and respond to Review Questions #1, #4, and #5
- Read Herzl, “The Jewish State” and respond to Review Questions #1 and #2

### **Wednesday - 10/21: The First World War**

- Class Discussion at 12:15pm: <https://pointloma.zoom.us/j/91544451845>
- Read and take notes on the contextual information of chpt. 24 in *PP*.
- Read the Sermon on the Mount (Matthew 5-7), Matthew 8:5-13, and Romans 13. Respond to the following questions: What does Scripture say about fighting, warfare, and violence? What about our relationship to the State – do we owe it qualified or unqualified allegiance? Explain. Upload your responses in a single document to the Assignment section.

### **Friday – 10/23: The War continued**

- Watch “Apocalypse WWI: Episode 1 – Fury”  
<http://pointloma.idm.oclc.org/login?url=https://fod.infobase.com/PortalPlaylists.aspx?bc=0&rd=a&q=WWI&wID=107073>
- and take the WWI Quiz
- Read Metaxas, chpts. 1-4 and write a half-page of notes for each chpt. Upload notes as a single document to Assignments.

## **Week XII**

Overview: This week we study the following question: if European nations came to blows over national political and financial ambitions, to what extent did the West exist as a unified place? When thinking about your answer, consider the Second World War which featured absolutist anti-Liberal leaders like Hitler and Mussolini and the use of atomic weapons which pit Western and non-Western civilizations against one other.

### **Student Learning Outcomes:**

1. Analyze significant primary texts concerning world civilizations from the 1930s to the 1950s. [See RQ assignments]
2. Evaluate and articulate the diversity of human experience across this 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 1930.
6. Examine historical developments with a particular emphasis on values and ethical choices, in light of being global citizens.
7. GELO 2(c): Demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

### **Monday – 10/26: Turmoil Between Wars**

-Read and take notes on the contextual information of chpt. 25 in *PP*.

-Watch “The Dark Charisma of Adolf Hitler Part 1”

<http://pointloma.idm.oclc.org/login?url=https://fod.infobase.com/PortalPlaylists.aspx?bc=0&rd=a&q=hitler&wID=107073>

and take the Hitler Quiz

-Think about the ideals that have shaped Western society (human rights and equality of persons, limited government, separation of church and state, freedom of expression, innocence until proven guilty, industrial capitalism, and Christianity) and explain which, if any, Hitler and his followers sought to uphold. Upload your response in a single document to Discussions, and then read and respond to TWO of your classmates’.

### **Wednesday – 10/28: Turmoil continued**

-Class Discussion at 12:15pm: <https://pointloma.zoom.us/j/91544451845>

-Read Sukhanov, “The Russian Revolution” and respond to Review Questions #1, #2, and #3

-Read Kollotai, “The Autobiography of a Sexually Emancipated Communist Woman” and respond to Review Questions #2 and #3

-Read Metaxas, chpts. 5-7 and write a half-page of notes for each chpt. Upload notes as a single document to Assignments.

### **Friday – 10/30: The Second World War**

-Read and take notes on the contextual information of chpt. 26 in *PP*.

-Read “The Atlantic Charter and Third World Nationalism” and respond to Review Questions #1, #2, and #4

-Read Levi, “Survival in Auschwitz” and respond to Review Questions #1, #2, and #3

-Read “Trials of War Criminals before the Nuremburg Military Tribunals” and respond to Review Questions #1 and #3

## **Week XIII**

Overview: This week students will analyze the complexities of the Cold War and post-Cold War worlds. If Western and non-Western civilizations tried to draw stark contrasts between each other’s way of life, they also rallied their colonial allies for military support. In terms of ideology and ways of life, what were the differences between post-war Western and non-Western society? What ideas and practice did they agree and disagree on?

Student Learning Outcomes:

1. Analyze significant primary texts concerning world civilizations from the 1940s to the 1960s. [See RQ assignments]
2. Evaluate and articulate the diversity of human experience across this 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 1940.
6. Examine historical developments with a particular emphasis on values and ethical choices, in light of being global citizens.
7. GELO 2(c): Demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

### **Monday – 11/2: The Second War continued**

-Read Kuribayashi, “A Child’s Experience: My Experience of the Atomic Bomb” and respond to Review Questions #1, #3, and #4

-Read Metaxas, chpts. 8-10 and write a half-page of notes for each chpt. Upload notes as a single document to Assignments.

### **Wednesday – 11/4: The Cold War**

-Class Discussion: <https://pointloma.zoom.us/j/91544451845>

-Read and take notes on the contextual information of chpt. 27 in *PP*.

-Watch “Rise and Fall of the Berlin Wall” [https://www.youtube.com/watch?v=X\\_tXxR-ET2Y](https://www.youtube.com/watch?v=X_tXxR-ET2Y)

-Read Churchill, “The Sinews of Peace” and respond to Review Questions #1, #2, #3, and #4

-Read Khrushchev, “On the Cult of Personality and Its Consequences” and respond to Review Questions #1, #2, and #3

-Read Havel, “The Power of the Powerless” and respond to Review Questions #1 and #2

### **Friday – 11/6: The Cold War continued**

-Read Gorbachev, “On Restructuring the Party’s Personnel Policy” and respond to Review Questions #1 and #3

-Read de Beauvoir, “The Second Sex” and respond to Review Questions #1, #2, and #4

-Read Metaxas, chpts. 11-Epilogue and write a half-page of notes for each chpt. Upload notes as a single document to Assignments.

## **Week XIV**

Overview: This week we study post-Cold War World. Beginning in the early 1990s, former U.S. and Soviet colonies in Africa, Asia, Latin America, and the Middle East pursued independence through nationhood, while seeking to address the legacies of Western colonialism and imperialism, especially violence, racism, and poverty. A decade later, In the wake of 9/11 and a second Iraq War, it appeared that another global clash of Western and non-Western civilizations was afoot. A renewed commitment to nationalism in the United States, Germany,

Italy, and other nations in our times, has however appeared to threaten Western unity. Does the West exist? Can it continue to exist?

Student Learning Outcomes:

1. Analyze significant primary texts concerning world civilizations from the 1950s to the 2010s. [See RQ assignments]
2. Evaluate and articulate the diversity of human experience across this 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 1950.
6. Examine historical developments with a particular emphasis on values and ethical choices, in light of being global citizens.
7. GELO 2(c): Demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

### **Monday – 11/9: A World Without Walls: Globalization and the West**

-Read and take notes on the contextual information of chpt. 28 in *PP*.

-Watch “Killing Bin Laden” <https://www.youtube.com/watch?v=UzI0GPU0vLE>

-Read Gandhi, “The Essential Writings” and respond to Review Questions #1, #2, and #3

-Read Fanon, “The Wretched of the Earth” and respond to Review Questions #1, #2, and #3

### **Wednesday – 11/11: A World Without Walls continued**

**Class Discussion:** <https://pointloma.zoom.us/j/91544451845>

-Read Roy, “Globalized Islam: The Search for a New Ummah” and respond to Review Questions #1, #2, and #3

-Read Roy, “The Greek Debt Crisis” and respond to Review Questions #1 and #2

-Re-read instructions and begin drafting Bonhoeffer essay. Email Dr. Cater with any questions. Upload essay by Day 25 at 11:59pm.

### **Friday – 11/13: Review I**

**-Class Discussion:** <https://pointloma.zoom.us/j/91544451845>

-Make a Final Exam Study Guide based on the notes you’ve taken on the contextual information, videos, and primary source readings found in Days 12-23. When you’re done, upload your guide to the Discussions tab for all to see and then read and comment on TWO of your classmates’.

-As you make your Study Guide, consider the following questions: What were the major ideas and themes explored in the second half of this class? What people and dates are worth our remembering? Why? As you reflect, consider what each of the readings and videos say about human rights and equality of persons, limited government, separation of church and state, freedom of expression, innocence until proven guilty, industrial capitalism, and Christianity—

ideas that have shaped Western society. More specifically, think about 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. What are some important differences between the first and second half of this course?

-The Final Exam will contain objective and subjective questions in matching, multiple choice, and essay sections. It will be open-note but students must work alone. It is not a group project.

-Dr. Cater will be available to answer questions or discuss subject matter via Zoom.

### Week XV

#### **Monday – 11/16: Review II**

-All Class Discussion: <https://pointloma.zoom.us/j/91544451845>

-Re-read and reflect on Aquinas, "Prayer Before Study" <https://www.archspm.org/faith-and-discipleship/prayer/catholic-prayers/st-thomas-aquinas-prayer-before-study/>

-Re-read "5 Reasons Why Christians Should Study History"

<https://www.patheos.com/blogs/anxiousbench/2017/03/5-reasons-christians-study-history/>

-Reflect on the following questions: What have you learned about the study of History in terms of the Christian faith, vocation, and life in an ever-changing complex modern world? Why do modern students often resist the idea of historical study, and what might you say to them after taking this course? Jot down a few ideas and upload to assignments.

### Final Exam Week

**-Monday – 11/23 Final Exam at 10:30am-1pm**

-Upload Bonhoeffer essay by TBA by 11:59pm