

HIS1011: World Civilizations II

Fall 2023

11-11:55am MWF

Colt Forum

Instructor: Dr. Ben Cater

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PLNU MISSION: TEACH, SHAPE, 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

This course examines the rise of the West from the late fifteenth to the early twenty-first century. While the West can be understood as a place, this course emphasizes it as a state of mind that emerged in parts of the Mediterranean, Western Europe, and the Americas to shape our modern world. If the West is a type of consciousness, it's important to note that it's never been singular, static, or internally coherent. For our purposes, however, we'll concentrate on certain ideas and norms that have shaped Western societies, including equality, freedom, and notions of human rights; the separation of church and state, limited government, popular sovereignty, and a free press; innocence until proven guilty, technological development, capitalism, and Christianity. As we study the origins and evolution of these ideas, we'll also examine notable people and events that promoted, challenged, or reformulated them. By the end of this course, students should be able to describe the various meanings of Western

Civilization; how, when, and why Western ideals emerged; and their relationship to the modern world.

COURSE LEARNING OUTCOMES

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 OUTCOMES

2C: Students will be able to demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

SIGNATURE ASSIGNMENT

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

"When you look back over this entire course, which 3 historical events (or ideas/themes) faced by diverse groups in global and/or cross-cultural contexts are the most important to not forget? Given what you learned from the readings and lectures, describe and analyze each of them and explain their global significance. Make your case for why these should always be taught in world history courses."

RECOMMENDED and REQUIRED TEXTS

Western Civilization, Brief - Volume II by Spielvogel, Jackson J. (REC)

Broken Spears: Aztec Account of the Conquest of Mexico (REQ)

Heart Of Darkness by Conrad, Joseph (REQ)

Night by Elie Wiesel (REQ)

COURSE COMMUNICATION AND DIGITAL DEVICES

Students are responsible for all communication sent by Dr. Cater to their PLNU email and Canvas accounts. Dr. Cater prefers face-to-face communication but frequently emails students to provide clarifying notes about lectures and assignments. **Cell phones,**

laptops, and tablets are prohibited in class since overwhelming evidence confirms that students are more easily distracted, unable to process and put together ideas, and retain information when they take notes digitally than when they do so with pen and paper. See the sources below for more information.

<https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-dlaptop/>Links to an external site.[Links to an external site.](#)[Links to an external site.](#)

<https://hbr.org/2015/07/what-you-miss-when-you-take-notes-on-your-laptop>Links to an external site.[Links to an external site.](#)[Links to an external site.](#)

<https://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>Links to an external site.[Links to an external site.](#)[Links to an external site.](#)

<https://www.gse.harvard.edu/news/uk/17/08/note-taking-low-tech-often-best>Links to an external site.[Links to an external site.](#)[Links to an external site.](#)

If you have an accommodation that permits the use of a cell phone, tablet, or laptop for classroom work, please contact Dr. Cater to make arrangements.

MAKE-UPS AND ACCOMMODATIONS

Make-up exams and quizzes will not be allowed without a university-approved reason that is agreed to in writing by the university Provost. In compliance with federal and state laws, students requesting academic accommodations “must file documentation with the Educational Access Center (EAC), located in the Bond Academic Center.” The EAC will then contact the student’s instructor and “provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student.” For more information, see “Academic Accommodations” in the Undergraduate Catalog.

ASSESSMENT AND GRADING

10%	Participation
20%	Quizzes and Assignments
35%	Midterm
35%	Final

This course revolves around conversational lectures. Lectures are intended to communicate information about main themes, with frequent pauses in class to ask/answer questions that help clarify understanding. Participation in class conversations forms the bulk of participation credit in this course. In addition, quizzes, assignments, and exams form the basis of final grades. Quizzes and written assignments help assess students' understanding of primary sources, secondary readings, and lecture information. Written assignments should include evidence of having read/watched the document, clear organization, and college-level grammar. Specific details about written assignments will be communicated in class. Midterm and final exams will be unit-specific and feature a combination of objective and essay questions based on readings and

lectures. Dr. Cater typically provides study guides and hosts review sessions outside of class meeting times. However, it's highly recommended that students begin preparing well in advance of the exam dates by reviewing class notes on a weekly basis and creating a list of historically significant terms discussed in class.

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. 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_Honesty

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.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language

also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

*You may report an incident(s) using the Bias Incident Reporting Form located here: https://www.pointloma.edu/bias?market_source=vp

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

SCHEDULE

Below is an approximate schedule of units, topics, assignments, and assessments. Dr. Cater reserves the right to make adjustments if necessary.

Week 1

Aug 28 – The West in the World

Aug 30 – Geography Matters

Sept 1 – Culture Matters

Reading and Quiz: Chris Gehrz, "Why Should a Christian Study History?" <https://www.patheos.com/blogs/anxiousbench/2017/03/5-reasons-christians-study-history/>Links to an external site.Links to an external site.

Week 2

Sept 4 – **NO CLASS**

Sept 6 – The Renaissance

Sept 8 – The Renaissance

Reading and Quiz: Petrarch, "The Ascent of Mount Ventoux"

<https://history.hanover.edu/texts/petrarch/pet17.html>Links to an external site.Links to an external site.

Week 3

Sept 11 – New World/Old World

Sept 13 – New World/Old World

Sept 15 – Quiz and Discussion: *Broken Spears*

Week 4

Sept 18 – The Reformation

Sept 20 – The Reformation

Sept 22 – Reading and Quiz: St. Theresa of Avila, "Visions of Sacred Humanity, and of the Glorified Body" <https://www.gutenberg.org/files/8120/8120-h/8120-h.htm#l28.0>Links to an external site.

St. Ignatius of Loyola, *Spiritual Exercises* <https://www.sacred-texts.com/chr/seil/index.html>Links to an external site.

(read the 5 exercises of Week 1)

Week 5

Sept 25 – Scientific Revolution

Sept 27 – Scientific Revolution

Sept 29 – Reading and

Quiz: <https://blogs.nature.com/soapboxscience/2011/05/18/science-owes-much-to-both-christianity-and-the-middle-ages>Links to an external site.

James Hannam, "What Science Owes to Both Christianity and the Middle Ages"

Week 6

Oct 2 – Scientific and Rational Revolutions

Oct 4 – Absolutism and Constitutionalism

Oct 6 – Absolutism and Constitutionalism

Reading and Quiz: <https://www.csus.edu/indiv/s/simpson/hist162/locke.pdf>Links to an external site.

(read chpt. 2 John Locke, "Of the State of Nature" 4-8)

Week 7

Oct 9 – Enlightenment and Despotism

Oct 11 – Enlightenment and Despotism

Oct 13 – Era of Revolution

Reading and Quiz: <https://wp.stu.ca/worldhistory/wp-content/uploads/sites/4/2015/07/Haitian-Declaration-of-Independence.pdf>Links to an external site.

The Haitian Declaration of Independence

Week 8

Oct 16 – Era of Revolution

Oct 18 – **MIDTERM**

Oct 20 – **NO CLASS**

Week 9

Oct 23 - American Revolution

Oct 25 - American Revolution

Oct 27 - French Revolution

Reading and Quiz: <https://www.jstor.org/stable/j.ctt19b9jvh.24?seq=1>Links to an external site.

Olympe de Gouges, "The Declaration of the Rights of Man and Citizen, 1789"

Week 10

Oct 30 - French Revolution

Nov 1 - Industrial Revolution

Nov 3 - Market Revolution

Reading and Quiz: https://resources.osv.org/explore_learn/document_viewer.php?DocID=40Links to an external site.

"Letters from Susan"

Week 11

Nov 6 - Age of Ideology

Nov 8 - Age of Ideology

Nov 10 - Intellectual Ferment

Film and Quiz: "Darwin's Struggle"

https://www.youtube.com/watch?v=1cPpHlcj_O4&t=44sLinks to an external site.



) (25 points)

Week 12

Nov 13 - Intellectual Ferment

Nov 15 - International Rivalry

Nov 17 - Written Assignment and Discussion: *Heart of Darkness* (50 points)

Week 13

Nov 20 - International Rivalry

Nov 22 - **NO CLASS**

Nov 24 - **NO CLASS**

Week 14

Nov 27 - Nation-Building

Nov 29 - The First War

Dec 1 - The Second War

Week 15

Dec 4 - The Cold War

Reading, Quiz, and Discussion: *Night* (25 points)

Dec 6 - The 1990s to 9/11

Dec 8 - Wrap-Up

Week 16

Dec 15 - FINAL EXAM 10:30am-1pm

Writing Assignment (50 pts)

Write a short essay on a character, event, or passage in the *Heart of Darkness* (1899) that portrays the novel as a critique of Western imperialism. In which people, scenes, or sections can we observe Conrad's evaluation of the greed, racism, or other folly at the heart of European efforts to dominate the globe? Your essay should be 3-5 pages, demonstrate college-level grammar, contain a clear thesis, and evidence (quotations, page numbers, etc.) in support of your argument. Students are encouraged (though not required) to discuss their paper proposals before submitting them to Dr. Cater.