



History and Political Science

HIS 1010 World Civilizations I

3 Units

Spring 2025⊕

Meeting days/times (MWF 1:30am –2:25pm)⊕

Meeting location: Colt Forum

Final Exam: Wednesday, May 7, 1:30-4pm

Information	Specifics for the Course
Instructor title and name:	R. Kennedy
Phone:	619-849-2537
Email:	rkennedy@pointloma.edu
Office location and hours:	Colt 209 Mon: 9:45-11:45, 2:30-3:30 Tu-Thur by appointment Wed-Fri: 9:45-1:15

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.

General Education Mission⊕

Note: For GE courses only

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⊕

Note: Describe the course's purpose and scope; include the **verbatim text of the university catalog** description for this course. You may follow this official catalog course description with an amplified description reflecting the way this particular course is designed.

Program and Course Learning Outcomes⊕

Note: Program Learning Outcomes (PLOs) identify what students will know and be able to demonstrate in their chosen discipline upon graduation. Course Learning Outcomes (CLO's) are statements of what students are expected to know, understand and be able to do by the time they complete the course. For students it may be easier to communicate the learning outcomes in language like: "You will" instead of "the student will." CLOs are more specific learning outcomes that identify learning in an individual course. Course CLOs will be more detailed and specific than program PLOs however they should be general enough to provide flexibility and accommodate variation in specific content as the field evolves over time. CLO's for this course should be listed. If any PLO's are assessed in the course, the PLO(s) also needs to be listed with a brief description of the assessment to be used.

General Education Learning Outcomes⊕

Note for GE courses only: For any General Education Learning Outcome (GELO's) assessed in the course, be certain to list those outcomes and a brief description of the assessment to be used. Additionally include a brief statement about the type of signature assignment that will be used to measure GE learning outcomes in this course.

1. Link to GE courses and assessment plan:
<https://assessment.pointloma.edu/academic-assessment/general-education/assessment-plan/>
2. Link to GELO's: <https://pointloma-public.courseleaf.com/tug-catalog/general-education/>

3. <GE Learning Outcome(s) here>
4. <Signature Assignment(s) here>

Required Texts and Recommended Study Resources*

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

Course Credit Hour Information⊕

Note: Use the information below for Online and Hybrid courses. The credit hour information below is required for the hybrid and online modality. To calculate the “estimated total hours” for the last blank space below, please multiply the number of units times 37.5.

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a __ unit class delivered over ___ 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 ___ total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

Assessment and Grading⊕

Required Books:

Herodotus, *The Histories*, trans. Robin Waterfield (Oxford UP) 0192824252

John Wills, *Mountain of Fame*

Old Testament and New Testament (any translation)

Aristotle, *Politics* (Dover) 0486414248

The Edicts of Asoka (University of Chicago UP) 0226586111

Rick Kennedy, *Jesus, History, and Mount Darwin* (Wipf & Stock) 978-1-55635-655-2

Grading: Attendance 33%, Midterm 33%, Final 34%.

The professor, in concert with “the people” of the class, has the right to adjust and revise this syllabus during the course. Students will be notified of any changes by PLNU email.

The Deep Past—Written Evidence from West Asia and the Eastern Mediterranean

1. Course Introduction: General education courses v. major courses. “Liberal arts and professional studies” in the PLNU Mission Statement. The name “World Civilizations” rather than “World History.” Tradition of civics. Greek: *polis & politis & politiki*, Roman: *urbs & civis & civitas*. Suffixes: “ization” “ics” in “civilization,” and “politics.”

2. People, Places, Travel, Events, Covenants, and Memory devices (circumcision and tombs) on the Fertile Crescent: Babylon and Ur to Egypt. The written history of the travels and family of Abraham and Sarah. Joseph as Bureaucrat. Discuss Genesis 10-13, 16-17, 21,23, 37, 41, and 47:13-26.

3. Writing, Archives and Farsighted Laws. Alphabets, Moses’ education? Judges and the Bureaucracy of Justice. The Ark of the Testimonies/Covenants. The Problem of Property Distribution and Debt-Slavery. Discuss Exodus 1-2, 18, 25:10-22, Deuteronomy 15, Leviticus 25, Joshua 20.

4. The Distribution of Power and Problem of Concentrating Power. The notion of a “Hebrew Republic.” Deborah’s authority? Samuel and inklings of a theory of monarchy. Theseus and the beginnings of Athens. Discuss Numbers 11:16, Joshua 23-24, Judges 2:16-20, 4; I Samuel 8; and Plutarch’s “Thesus”

5. Lycurgas, Solon, and the Political Experiments at Sparta and Athens. Discuss Plutarch’s “Lycurgas” and “Solon.”

6. Babylon, Education, and the Power of Written Law: Daniel as Magi for Nebuchadnezzar then Persians. Review Discussion: Practices of Historian: Anecdotes, Examples, Situations, Role of individuals in history. “Faith” as method of knowing history for Jews, Greeks, and Romans: (πίστις/pistis and fides). Big Issues of the Traditions of Civilization: Property, Debt, Rich, Poor, Freedom, Slavery, Equality, Hierarchy. Standards for what is a “good” or “well governed” society? Discuss *Daniel* 1, 5, 6.

Herodotus and the influence of the Persian Empire

7. Jewish Monotheism and Greek High-Rationalism: Two intellectual traditions that flourish under Persian rule. Prophets and Philosophers. Amos, Hosea, Habakkuk, and Micah. Heraclitus, Pythagoras, and Zeno. Discuss *Amos* 5, *Habakkuk*, 1-2; *Job* 1 & 37-38, *Hosea* 1-3, *Micah* 4, 5:1-2, & 6:8, *Isaiah* 55

8. Cyrus, Darius, Xerxes, and Artaxerxes and the Persian model of low expectations and toleration. Tattenai, and Ezra as scholar-bureaucrats. The Book of Ezra on public policy and decision-

making. The Cyrus Cylinder. *Ezra* 1, 4-7; *Isaiah* 44:24 - 45:7, Herodotus bk. 3, section 15.

9. History: Greek Rationalism of a Lower Type. Herodotus, “The Father of History.” Eye and ear witnesses, hear-say reports, authorities. Historical inquiry into War, Peace, Freedom, Happiness, Tyranny, and Politics. Athenians and Spartans (Lacaedaemonians). Solon, Lycurgas, Pisistratus. Croesus as foolish king who becomes wise bureaucrat/advisor. Discuss *Herodotus* Bk. 1: sections 1-13, 29-33, 56-66, 86-94.

10. Herodotus: Cyrus, Deioces, Harpagus, Nitocris, Tomyris. The Conquest of Babylon and the Persian Empire. Discuss *Herodotus* Bk 1: 94-140, 177-215.

11. Herodotus: Ancient Egyptians. Psammetichus, Cheops and Mycerinus. Scribal Culture. Greek Rationalism in Egypt. The Nile and Egyptian Geography. Lybians (Africans), Ethiopians. (Note: “Fish Eaters” or *Ichthyophagi* are coast dwellers.) Pyramids and Oppression. The Twelve-Kings Experiment. Discuss Herodotus Bk 2: sections 1-37, 77, 99-110, 124-159 and Bk 3: 17, 19-20, and 114.

12. Herodotus: Cambyses, Nitetis, Otanes, Phaidime/Phaedymia, Megabysus, and Darius, revolution and re-stabilizing the Persian Empire. Magi, Greek political “science,” political categories, tendencies, characteristics: *democracy, oligarchy, aristocracy, monarchy* Κρατος / *Kratos* = strength, power; ἀριστος / *aristos* = best/noblest person, ἀρχεω / *arche* = rule δῆμος / *demos* = inhabitants of a country, Darius as “retailer” and organizer of Persian Empire. Respect for written words. Travels around Africa. Discuss *Herodotus*, Bk 3: 1-3, 21, 29-31, 36-38, 61-89, 127-134; bk 4:36-46.

13. Brutus and the Creation of the Roman Republic during the time of Darius in Persia. Questions on the influence of Iran (similar to issue of *Black Athena*). Cincinnatus. Discuss: Livy, *History of Rome*; Polybius, *The Rise of Rome* bks. 1.59-2.2, 6: 11-18.

14. Gendered Power and Wisdom in Persian History: Abigail, Bathsheba, and Esther. Attosa, Phaidime, Artemisia, and the Amazons. Discuss *Book of Esther*, 1 Samuel 25; 1 Kings 1-2, and Herodotus bk 3: 132-134; bk 4: 110-116; bk 7: 1-3 bk 8:67-70; 87-88, 93; 101-103.

15. Review. Practice Midterm Question. Bring Canvas readings notebook to class for the professor to grade.

MIDTERM: February 17

Confucius, Mencius, Ashoka, and Aristotle: Civic Happiness and Political Responsibilities

16. Confucius and Mencius. *Chun tzu (junzi)* and the relationship between monarchy and scholars. “The Mandate of Heaven (*tien*)” and the *tao (dao)* “the way.” Discuss John Wills’ *Mountain of Fame* chapters 1 & 2 and Confucius and Mencius assignment on canvas.

17. Ashoka, the model of a Buddhist Politician: Dharma Bureaucrats, Dharma Missionaries, The

Engagement of a Ruler in his Empire: Discuss *The Edicts of Asoka* (You don't have to read the intro) and video.

18. Aristotle and his *Politics*. The failures of logic, nature of humans, the politics of family, property, slavery. The Problem with Plato's and Hippodamus' Politics. Discuss: *Politics* bk 1 (pp. 24-53); bk 2 (pp. 54-69, 72-81)

19. Aristotle's *Politics*. Citizenship, Friendship, Popular Sovereignty, and the Ends of Government. Discuss: *Politics* bk 3 (pp. 100-144).

20. Aristotle's *Politics* and liberal arts education. The happy life of middleness and education. Discuss *Politics* bk. 4.11 (p. 167-171); bk. 7.1 (pp. 257-259); bk. 7.4 (pp. 265-268); bk. 8 (300-317).

"Classic" Empires and the Silk Road Connection

21. After Aristotle: Alexandria, Libraries, and Liberal Arts. Ptolomey Soter and Alexandria. The spread of Greekish/Hellenistic Education and Politics. Educating Bees: paideia (encyclopaedia), libraries, and gathering, organizing, and the hope of honey. Discuss "Educating Bees: The Craft of Humility in Classical and Christian Liberal Arts."

22. Roman Republic to Roman Empire. Cicero and Paul.

23. Civilized Values in the Roman Empire and Christianity's Church Politics. Cicero and Augustus, the "A Good Empire," "Citizenship," "Friendship," "Faith," and *Pax Romana*. Discuss from the New Testament *John* 18:28-19:16, *Acts* 18:1-17, *Acts* 19:23-41, *Acts* 20:22-29, *Acts* 23: 12-24.

24. Constantine, Eusebius, the Bible, and the Scholar-Bishop. Discuss Acts 15 and readings from Eusebius and Theodoret.

25. Qin (Chin) and Han Empires in China. The Legalism of Han Fei Zi (Han Fei Tzu) and Sima Qian. First Emperor of Qin and Emperor Wu. The "liberal" tradition in China: Discuss *Mountain of Fame* chapters 3 & 4.

26. Wang Mang and Ban Zhou. Radical and Female Confucianism in the Han Empire. Obedience, Humility, and Households. Discuss *Mountain of Fame* chapters 5 & 6. Watch this video and read also the life and household rules in New Testament's Philippians 2 and Colossians 3.

The Rise of the Three Great Civilizations: Western/Christian, Islamic, East Asian

27. Zhuge Liang, Hui Neng, and the end of the Han, Daoism, the beginnings of Buddhism in China. Discuss *Mountain of Fame* chapters 7 & 8.

28. The Latin West: Santa Catalina and Hypatia in Alexandria, Santa Paula, Jerome, and the Latin translation of scriptures. Augustine and the Lowered Expectations of Church and Higher Expectations of

State. Just War. Watch video and Discuss Bainton on Just War in the Christian Roman Empire

29. The Transition from Ancient to Medieval West, Gregory as Bishop of Rome and Charlemagne and Roman Emperor. Read selection from *Life of Charlemagne*.

30. Separation of Church and State, Elective Monarchy. Electing Popes and Holy Roman Emperors. Begin reading Kennedy's *Jesus, History, and Mt. Darwin*.

31. Liberal Arts, Universities, and Christianity. The types of Greek Rational methods at pre-modern and modern universities. Curriculum and General Education requirements. Discuss Kennedy's *Jesus, History, and Mt. Darwin*.

From St Bonaventure's "Prologue" to *The Mind's Journey into God*:

Therefore to the cry of prayer through Christ crucified, by Whose blood we are purged of the filth of vice,

do I first invite the reader, lest perchance he should believe that it suffices

to read without unction,

speculate without devotion,

investigate without wonder,

examine without exultation,

work without piety,

know without love,

understand without humility,

be zealous without divine grace,

see without wisdom divinely inspired.

32. Arabia, Muhammad, Umma, and the birth of Islamamic Civilization: Discuss "The Prophet of Islam: His Biography" and "Muhammad's Last Sermon"

33. The *Dar al Islam* and *Pax Mongolica*. Ibn Battuta's travels, education, North Africa and Mecca: Discuss *The Adventures of Ibn Battuta*

34. Baghdad, Beijing, and the Mongol Empire. The Influence of Chinggis Kahn (Qahan), Kublai Kahn, and Hulegu Kahn on East Asian and Islamic Civilizations.

35. East Asian Civilization in the Ming Dynasty, Ming Treasure Ships, Confucian contentment, and Wang Yangming. Discuss *Mountain of Fame* chapter 13 on Wang Yangming.

36. The British revival of Roman republicanism. The story of Trojan Brutus, King Arthur, and

Robin Hood. The history of Alfred, Henry II, King John and *Magna Carta*, Rise of Parliament, and Queen Elizabeth. Discuss Brutus story in Monmouth's *History of the Kings of Britain*.

37. Ethiopian Tradition and Course Review

38. Treaty of Tordesillas, Pax Hispanica, and Course Review

39. Review

Final Examination Policy⊕

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Note: This note is relevant to the following two sections: Content Warning and Trigger Warning. These sections provide suggested syllabus components for courses that may contain uncomfortable or potentially triggering content or discussions.

Content Warning*

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Trigger Warning*

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main

difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Incompletes and Late Assignments

Note: You may use, revise, or delete this section as needed for your course.

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.

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 you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

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.

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 Recording Notification⊗

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Computer and Artificial Intelligence (AI) Policy*

Computers and electronic devices are not to be used in class except special circumstance is approved by professor. No AI is to be used for any purpose in this class.

PLNU Academic Accommodations Policy⊗

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

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.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

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.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU Attendance and Participation Policy⊕

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, 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 withdrawal date or, after that date, receive an “F” grade.

Note: The information below must be included under the “PLNU Attendance and Participation Policy” Section if you are teaching an Online or Hybrid course.

PLNU Course Modality Definitions*

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
 - a. Synchronous Courses: At least one class meeting takes place at a designated time.
 - b. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

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.

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.

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: writingcenter@pointloma.edu

Assignments At-A-Glance

Note: Faculty are encouraged to post assignments in Canvas.

Lomabooks Instructions for Students Ⓢ:

Note: For courses using materials available through Lomabooks

For both digital and print materials, please add these student instructions to your syllabus and Canvas Course. Prior to the start of class, the PLNU Bookstore will also be sharing student instructions in a standalone email on how to access their content.

*This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.*

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

*For more information about **LomaBooks**, please go: [HERE](#)*