

	History/PLNU World Civ II- History 1011 3.0
Spring 2025	

Meeting days: M, W

Meeting times: 1:00-2:15

Meeting location: LSCC 204A

Final Exam:

Instructor: Professor Marisea Drummond

Phone: 619-322-7040 (text anytime)

Email: mdrummon@pointloma.edu

Office location and hours: online or onsite by appointment

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Foundational Explorations Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

COURSE DESCRIPTION

A survey of world societies from the era of European voyages of discovery to the formation of a global civilization in the late 20th century. Offered every fall and spring.

COURSE LEARNING OUTCOMES

Upon completion of the World Civilizations course, you will:

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

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. Required Textbooks:

Connections: A World History, Volume 2 (3rd Edition) 3rd Edition or 4th Edition

by [Edward H. Judge](#) (Author), [John W. Langdon](#) (Author)

2. There will be additional online reading resources listed in the calendar.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3.0 unit class delivered over 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

ASSESSMENT AND GRADING

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

- **Discussions (100 total course points).** you will complete discussions open to the whole class. Before participating in the discussion, you should ensure that you have completed

all the readings and viewings for the week so that you can provide an informed initial post. You will then respond to other peers as indicated in the discussion prompt.

- **Group Activities (125 total course points).** you will complete activities with a partner or a small group. Before participating in the activity, you should ensure that you have completed all the readings and viewings for the week.
- **One Review- 25 points**
- **Presentation (100 total course points).** During the eighth week of the course, you will create a presentation for your peers about a historical topic.
- **Final Exam (100 points).** During the last week of the course, you will take a final exam with online proctoring that will test your proficiency with knowledge gained throughout the entire course.
- **Attendance and participation (75 total course points)**

Total: 525

Sample Standard Grade Scale Based on Percentages

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

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances. Late Assignments are accepted for partial credit and start at 75%.

PLNU COPYRIGHT POLICY

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

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Each student is allowed three unexcused absences per semester. Outside of this, I will mark you down and points will be removed from the attendance grade. If there is a medical reason to miss, I will follow school policy on this matter.

I will take attendance at the start of class. After this time, if you are not marked present then you will be marked late. You will not get attendance credit for being more than 30 minutes late for class.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#).

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact student-tech-request@pointloma.edu.

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

ASSIGNMENTS AT-A-GLANCE

In the 2024-2025 academic year, the content of the course schedule and assignments will be posted in Canvas. This schedule may change as I do my best to try to predict the layout of the semester.

Daily Schedule:

Week One:

January 13- 19

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

Syllabus

- Begin *Connections* Chapter 19

Week Two: Global Exploration, Global Empires, and Global Expansion

January 20-26

January 20th- No School

- Finish *Connections* Chapter 19
- Read [Columbus to Rulers of Spain \(Links to an external site.\)](#)
- Read [Columbus Journal \(Links to an external site.\)](#).
- Read Columbus
- Read Destruction of the Indies
- **Columbus Debate due on Canvas January 23rd**

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

January 27- February 2

- Read *Connections* Chapter 20

Week Four: The Search for Stability in East Asia

Southern Asia and the Global Shift in Wealth and Power

February 3-9

- Read *Connections* Chapter 21
- Read *Connections* Chapter 22

• **Will Adams's trip to Japan, (on Canvas) Due February 9th**

“Will Adams was the first Englishman to make his home in Japan. His knowledge of shipbuilding made him so useful to the emperor that, although he was treated with honors and liberality, he was not allowed to leave the country. The Japanese of the street in Yedo which was named for him still hold an annual celebration in his memory. The letter from which the following extracts are taken was written in 1611. It begins with his departure from the coast of Peru.”

In a 250-word Review, using the primary source listed above and drawing from your readings, what does the account of Will Adams tell us about the European and Japanese mindset at this time as well as the inter cultural exchange of the East and West. Does the fate of Adams bring up any ethical questions for you on the concept of personal freedom vs the State's best interest?

Week Five: Africa and the Atlantic Slave Trade

February 10-16

- Read *Connections* Chapter 23
- Read *Connections* Chapter 24
- **Slave Trade Assignment Due February 16 (See Canvas)**

**Week Six: Absolutism and Enlightenment
Russia's Eurasian Empire**

February 17-23

- Read *Connections* Chapter 24
- Read *Connections* Chapter 25
- Read excerpts from Rousseau; Emile <https://history.hanover.edu/courses/excerpts/165roussem.html>

Due February 23rd

“*Emile* is a novel in which the narrator supervises Emile's education from infancy to adulthood, but the narration is really only the frame for long passages that describe ideals for education. The first four books concern Emile's infancy, childhood, and adolescence. The fifth book, which includes Emile's marriage and expectation of fatherhood, discusses women's education in the context of introducing Emile's wife-to-be, Sophie.”

In a 250-word Review, what are your initial thoughts on what Rousseau is saying about a woman's education, position, and role in society? Do you find this at odds with his views and other Enlightenment thinkers' views on the equality of mankind?

Week Seven:

February 24- March 2

- Finish chapter 25
- Begin *Connections* Chapter 26

Week Eight: The North Atlantic Revolutions

March 3- 9

- Read *Connections* Chapter 26
- [Read the Declaration of Independence](#)
- **Declaration Discussion due in Canvas March 9**

In a 250-word review, reflect on the Textbook and Primary Sources (Declarations) to form a comparison between the American and French Revolutions. What led to these Revolutions and how did they impact society and the world around them?

Week Nine: Spring Break

Week Ten: Industrial Revolution

March 17-23

- Read *Connections* Chapter 27
- Read “[The White Man's Burden.](#)”

- Read [“The Brown Man’s Burden”](#)

Burdens of Imperialism Due March 23rd

Published in the February 1899 issue of McClure’s Magazine, British novelist and poet Rudyard Kipling wrote a poem entitled “The White Man’s Burden: The United States and The Philippine Islands.” In this poem, Kipling urged the U.S. to take up the “burden” of empire and shift to Imperialism. In response,

Henry Labouchère's "The Brown Man's Burden" shifts the emphasis of Kipling's notorious poem, offering a view of imperialism from the perspective of those who were most directly affected by the expansionist policies of nations like Britain and the United States.

In a 250- word review, Explain the different perspectives of Imperialism. In reading both poems, which perspective seems more accurate to you and why?

- March 17- Presentation of Chapter 28
- March 19- Presentation of Chapter 29

Week Eleven: WWI

March 24-30

- Read *Connections* Chapter 31
- [Read Wilson’s Fourteen Points](#)
- **Great War Discussion Due March 30th**

WWI has been called the “Great War” and the “War to end all wars.” Do you agree with these quotations?

Read the Textbook and the Primary source listed above (14 points.) In a 250- word Review explain how Wilson’s Fourteen Points was a hope for a lasting peace. What points strike you as ones where if followed could have meant a firmly established peace among nations of the world?

- March 24- Presentation Chapter 30

Week Twelve: Interwar Year

March 31- April 6

- Read *Connections* Chapter 32

Week Thirteen: WWII and the Holocaust

April 7-13

- Read *Connections* Chapter 33
- April 7- Presentation- Chapter 35 (India and Pakistan, Japan, China, Korea)
- April 9- Presentation: Chapter 35 (Vietnam, Cambodia, Indonesia, US /France relations Changes in Asian Society (758-765))
- **Read the Treaty of Versailles**

Lead up to WWII April 10th

Read excerpts from the Treaty of Versailles and the textbook. Many historians argue that the Treaty of Versailles made another World War inevitable. In a 250-word review, participate in this debate and explain how it did or did not lead to war.

Week Fourteen:

April 14-20

- Finish Chapter 33
- Start Chapter 34
- April 14- Presentations Chapter 36 Latin America- Cuba and Argentina (768-779)

Week Fifteen: Cold War

April 21- 27

April 21- No Class

- April 23- Presentations Chapter 37 - Africa: Decolonization, Autonomy, nationalism, (792-802)
- April 23- Chapter 37: South Africa: Apartheid to Freedom, challenges (802-805)
- Continue Chapter 24

Class Activity: Atom Bomb Debate Due April 24th
See Canvas for this assignment

Week Sixteen:

April 28- May 4

- Finish Chapter 34
- April 28- Presentations - Middle East (Israel, Arab Wars, Nationalism) 806-810
- April 30- Presentations- Chapter 37 - Conflict: Gulf Wars, Fundamentalism, Terrorism (9/11) (810-815)
- Final Exam Prep- April 30th
- Read [Evil Empire Speech](#)

Due May 1st

“Reagan gave the address to the National Association of Evangelicals, an increasingly important segment of the Republican Party’s conservative base. The first half of the speech was intended to boost support by focusing on the domestic issues of abortion and school prayer. This strategy allowed Reagan to link morality on domestic issues to the Cold War, culminating in a call for spiritual renewal in America against “evil” forces at home and abroad.”

In a 250-word review, read the textbook and the speech and consider the following questions. Do you think this tactic supported Reagan’s claim that the American system of government and Judeo-Christian values (peace, liberty, and freedom,) were inextricably tied together? Why did Reagan wish to show the Cold War as a spiritual threat instead of an Ideological one? Was this speech effective?

Review and Study!

Final Exam-