



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>)

**Instructor Information:**

**Richard Keith Lilly, M.A. - Instructor of History**

**Office Location: Erma Byrd Center W-25**

**Office Hours: Mon. 4-7:30; Tues. 4-7:30; Wed. 4-6:45; Thurs. 4-7:30; Fri. by appointment**

**Phone: (304) 384-5615**

**Fax: (304) 256-0276**

**E-mail: [rklilly@concord.edu](mailto:rklilly@concord.edu)**

**Division of Humanities**

**<http://www.concord.edu/humanities/>**

**History 102 – History of World Civilization**

**Course CRN # 20401**

**Section 30**

**Credit Hours = 3**

**Spring 2019**

**Room Number: Erma Byrd Center E-10**

**Tues. & Thurs. – 7 PM to 9:30 PM**

**Course Management System: Moodle**

**Prerequisites: None**

**Text requirements:**

Tignor, etc. *Worlds Together, Worlds Apart: A History of the World.* (5th Ed). Vol. 2.

Online Documents

**Course Description/Rationale:**

A survey of civilizations from their origins to modern times. HIST 102 concludes in the present day.

**Concord University Educational Goal(s):**

Concord University Educational Goal(s) History of Civilization addresses several of Concord University's educational goals, but its primary emphasis is on Skills (4): "An ability to analyze, synthesize, and integrate elements, information and ideas."

**National Standards: N/A**

## **Learning Outcomes:**

Students will be able to interpret primary source material and identify major political, philosophical, and social trends in the history of world civilizations since 1500. Students will also be able to convey material effectively in a written form.

## **Course Requirements:**

Assignments - All assignments are due on the date indicated on the assignment schedule. The instructor encourages students to take notes on the readings and ask relevant questions concerning the material. The instructor expects students to be prepared to discuss the reading material in class.

Examinations - All exams are listed on the assignment schedule. Except in the event of unforeseen emergencies, no changes will be made in this schedule without previous notice. All examinations will contain objective and essay portions. Examinations are designed to evaluate the student's ability to grasp ideas and convey them in writing.

Document Based Essays - Students will complete two major writing assignments based largely on the interpretation of primary source material. Essays will be typed and 4 to 6 pages double spaced. The print should be no larger than the print of this syllabus (12 – Times New Roman). Grammar and spelling will be a part of the essay evaluation. All quotations, information or ideas used from other sources will be completely cited. The instructor suggests the use of Chicago Manual of Style. A guide to this method can be found at the following website:

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

## **Grading Policy and Scale, Make-up Policy, Late Work:**

### Grading Scale:

450-500 = A	3 Exams (100 points each)	= 300
400-449 = B	2 Essays (50 points each)	= 100
350-399 = C	<u>Final Exam</u>	= 100
300-349 = D	total	= 500 pts
0-299 = F		

### Attendance and Make-Up Policy:

Being in class is crucial to a student's success. If a student has to be absent for emergency reasons, that student is responsible for contacting the instructor. No make-up exam will be given by the instructor without prior arrangement and/or sufficient justification for absence on the part of the student. The instructor reserves the right to determine if the cause of absence was sufficient or not. Any make-up exam must be taken before or on the next class day. After the next class meeting, 10 points will be deducted immediately from any make-up exam or essay. The instructor reserves the right to drop a student from the course for irregular or non-attendance (see Academic Catalog). Three unexcused absences will be considered grounds for dismissal from the course with the grade of "W" before the ninth week or the grade of "F" after the ninth week. Habitual lateness will not be tolerated. Two instances of tardiness will be considered an unexcused absence.

**Course Time Line:**

**Tentative Schedule for all Sections of History 102  
Spring 2019**

Individual instructors may assign relevant chapters from Tignor, et al., *Worlds Together, Worlds Apart* Vol. 2 (5<sup>th</sup> ed.) and/or other assignments each week.

**Week 1: 1/14-1/18**

Introduction to class

**Week 2: 1/21-1/25**

(Mon 1/21 is MLK day, no class)

Commerce & Civilization

**Week 3: 1/28-2/1**

Trade & Exchange

**Week 4: 2/4-2/6**

Politics & Culture

**Week 5: 2/11-2/15**

Transformations

**Week 6: 2/18-2/22**

Alternate visions

**Week 7: 2/25-3/1**

Nations & Empires

**Week 8: 3/4- 3/8**

An Unsettled World

**Week 9: 3/11-3/15: Spring Break: No Class**

**Week 10: 3/18-3/22**

Visions of the Modern

**Week 11: 3/25-3/29**

World War I & Its Aftermath

**Week 12: 4/1-4/5**

World War II & Its Aftermath

**Week 13: 4/8-4/12**

The Cold War

**Week 14: 4/15-4/19**

Globalization

**Week 15: 4/22-4/26**

Challenges of the Twenty First Century

**Week 16: 4/29 -5/03**

Concluding Thoughts

**Final Exam Week: 5/6-5/10**

<b>History 102</b>			
<u>Assignment Schedule</u>			
<u>Date</u>	<u>Tignor</u>	<u>Document(s)</u>	<u>Evaluation</u>
Jan. 16 (1 <sup>st</sup> day of class)			
Jan. 23	Ch. 12	Doc. 1-2	
Jan. 30	Ch. 13	Doc. 3-4	
Feb. 6			<b>Exam #1</b>
Feb. 13	Ch. 14		
Feb. 20	Ch. 15	Doc. 7-10	
Feb. 27	Ch. 16	Doc. 11-14	<i>Essay #1</i>
Mar. 6			<b>Exam #2</b>
Mar. 13 (Spring Break – No Class)			
Mar. 20	Ch. 17	Doc. 15-16	
Mar. 27	Ch. 18	Doc. 18	

Apr. 3	Ch. 19	Doc. 19	
Apr. 10			<b>Exam #3</b>
Apr. 17	Ch. 20	Doc. 20-22	
Apr. 24	Ch. 21	Doc. 23-26	
May 1	Epilogue		<i>Essay #2</i>
May 8			<b>Final Exam</b>

#### History 102 – Primary Documents

(1) Machiavelli, *The Prince*

<http://history.hanover.edu/courses/excerpts/165mach.html>

(2) Christopher Columbus, Letter to the King and Queen of Spain

<http://www.fordham.edu/halsall/source/columbus2.html>

(3) Martin Luther, *The 95 Theses*

[http://www.reformed.org/documents/95\\_theses.html](http://www.reformed.org/documents/95_theses.html)

(4) St. Ignatius Loyola, *Spiritual Exercises*

<http://www.fordham.edu/halsall/source/loyola-spirex.html>

(5) Richard Eden, *Decades of the New World*

<http://www.historywiz.com/primarysources/decadesofthenewworld.htm>

(6) “The Lady and Her Five Suitors,” from *The Thousand and One Nights*

<http://classiclit.about.com/library/bl-etexts/arabian/bl-arabian-lady.htm>

(7) Raja Rammohan, “On the Practice of Burning Widows Alive”

[http://public.wsu.edu/~brians/world\\_civ/worldcivreader/world\\_civ\\_reader\\_2/roy.html](http://public.wsu.edu/~brians/world_civ/worldcivreader/world_civ_reader_2/roy.html)

(8) King James I, “On the Divine Right of Kings”

<http://www.wwnorton.com/college/history/ralph/workbook/ralprs20.htm>

(9) Thomas Hobbes, *Leviathan*

<http://www.wwnorton.com/college/history/ralph/workbook/ralprs20b.htm>

- (10) John Locke, *Of Civil Government*  
<http://www.wwnorton.com/college/history/ralph/workbook/ralprs23.htm>
- (11) Voltaire, *A Treatise on Toleration*  
<http://classicliberal.tripod.com/voltaire/toleration.html>
- (12) Adam Smith, "Mercantilism"  
<http://www.wwnorton.com/college/history/ralph/workbook/ralprs22a.htm>
- (13) The Declaration of Independence  
<http://www.constitution.org/usdeclar.htm>
- (14) Declaration of the Rights of Man  
<http://www.wwnorton.com/college/history/Ralph/workbook/ralprs25.htm>
- (15) Marx and Engels, *Manifesto of the Communist Party*  
<http://www.anu.edu.au/polsci/marx/classics/manifesto.html>
- (16) Charles Darwin, *The Origin of Species*  
<http://history.hanover.edu/courses/excerpts/111dar.html>
- (17) *Seneca Falls Declaration*  
<http://www.fordham.edu/halsall/mod/Senecafalls.html>
- (18) Woodrow Wilson, *The 14 Points*.  
[http://avalon.law.yale.edu/20th\\_century/wilson14.asp](http://avalon.law.yale.edu/20th_century/wilson14.asp)
- (19) Adolf Hitler, *Mein Kampf* (Chapter 11)  
<http://www.mondopolitico.com/library/meinkampf/v1c11.htm>
- (20) Mao Tse-Tung, "On the Dictatorship of the People's Democracy"  
<http://www.wwnorton.com/college/history/ralph/workbook/ralprs41.htm>
- (21) Mohandas Gandhi, "Indian Home Rule"  
<http://www.wwnorton.com/college/history/ralph/workbook/ralprs40.htm>
- (22) Universal Declaration of Human Rights  
<http://www.wwnorton.com/college/history/ralph/workbook/ralprs43.htm>
- (23) Khrushchev's Letter to President Kennedy  
<http://www.loc.gov/exhibits/archives/x2jfk.html>
- (24) Ho Chi Minh, "Vietnamese Declaration of Independence"  
<http://facultystaff.richmond.edu/~ebolt/history398/DeclarationOfIndependence-DRV.html>
- (25) Anwar Sadat, "Address to the Israeli Knesset"

<http://www.ibiblio.org/sullivan/docs/Knesset-speech.html>

(26) Barrack Obama, "West Point Address"

<http://foreignpolicy.com/2014/05/28/president-obama-at-west-point-watch-the-speech-read-the-transcript/>

## History 102

### Essay Question #1

Choose **one** of the following options and write a complete essay. The paper should be 4 to 6 pages double spaced with a separate title page and a works cited page. **In your paper, make citations of any quotations or ideas (even from the featured document) that are not your own.** Feel free to use any other credible primary or secondary sources in your papers. Grammar and spelling will be an element of evaluation in your final grade for this assignment. Be sure you have the following elements:

- Argument
- Introduction that states your argument
- Conclusion that pulls all your basic points together
- Substantiation of the argument through primary sources
- Full citation for all evidence presented
- Good organization and grammar

(A) Compose an essay on the main points of Martin Luther's *The 95 Theses*. How did Luther justify his position? Compare and contrast Luther's contentions in *The 95 Theses* with his *The Freedom of a Christian*. Given your reading of St. Ignatius' *Spiritual Exercises*, how might Luther's opponents have responded to his arguments? You can find Luther's *The Freedom of a Christian* at the following website:

[www.wsu.edu/~dee/REFORM/FREEDOM.HTM](http://www.wsu.edu/~dee/REFORM/FREEDOM.HTM)

(B) Discuss the main points of the selection by Raja Rammohan Roy. What differing arguments are forwarded by the characters for and against burning widows alive? Which viewpoint do you think the author of this imaginary dialogue favors? In formulating your essay, do some research on the practice of cremation or suttee in Indian culture in order to inform your conclusions.

- (C) Compare and contrast the main points of documents 8-10. Discuss the viewpoints each represented concerning the legitimacy of government. How might the authors of these documents have viewed *The Declaration of Independence* and *The Declaration of Rights of Man*?

## History 102

### Essay Question #2

Choose **one** of the following options and write a complete essay. The paper should be 4 to 6 pages double spaced with a separate title page and a works cited page. **In your paper, make citations of any quotations or ideas (even from the featured document) that are not your own.** Feel free to use any other credible primary or secondary sources in your papers. Grammar and spelling will be an element of evaluation in your final grade for this assignment. Be sure you have the following elements:

- Argument
- Introduction that states your argument
- Conclusion that pulls all your basic points together
- Substantiation of the argument through primary sources
- Full citation for all evidence presented
- Good organization and grammar

(A) Compose an essay on the main points of *The Manifesto of the Communist Party* by Marx and Engels. Do some background research on the authors and incorporate it in your paper for contextual purposes. What types of philosophies influenced Marx and Engels? According to Marx and Engels, what role had the bourgeoisie played in human history, which was so dominated by class conflict? How did they view the impact of the rise of the bourgeoisie and proletarians? What goals did the Communists have in 1848?

(B) Discuss the main points of *The Seneca Falls Declaration*. What factors according to the document are responsible for the status of women in the 19<sup>th</sup> Century? What measures are called for in the document? What other documents might this one emulate? Be sure to do some research on the Seneca Falls Convention and its major players. Who might primarily be responsible for writing this declaration?

- (C) Discuss Adolf Hitler's main points in the selection from *Mein Kampf*. Be sure to do some background research on Hitler and the historical context for the writing of *Mein Kampf*. What assertions did Hitler make in terms of nation and race? How did Hitler attempt to justify his contentions? How might *Mein Kampf* help explain Hitler's actions later as dictator of the Third Reich?
- (D) Discuss the main points of the *Universal Declaration of Human Rights*. Be sure to conduct some background research on the origins of the United Nations. What types of rights are proclaimed for all peoples? Given your reading of *Indian Home Rule*, how might Mohandas Gandhi respond to this list of rights? What viewpoints might critics hold of the United Nations and the *Universal Declaration of Human Rights*?

### **Accessibility/Accommodations:**

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

### **Academic Dishonesty**

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

### **Concord University Honor Code**

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

*"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."*

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

### **Class/Online Attendance Policy**

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

### **Emergency Alert System**

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

### **Emergency Information**

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:

<http://www.concord.edu/administration/office-public-safety>.

### **Inclement Weather Policy**

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

#### University Closure

No students or employees are to report.

#### Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

#### Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

*\*Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

### **Student Conduct**

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

### **Technology Services**

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail [cuhelpdesk@concord.edu](mailto:cuhelpdesk@concord.edu).

### **Syllabus Disclaimer**

**"This syllabus is subject to change based on the needs of the class. Please check it regularly."**