

HIS 231/HON 201 WORLD CIVILIZATIONS II

Kenneth J. Orosz
Fall 2020
Class Meetings: Online

Office Hours: Thursday 11:00-12:00
And by appointment
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COURSE DESCRIPTION:

This course is a survey of global development from the Reformation (about 1500) to the eve of World War I. Although we will of necessity be looking at regional political and social changes, emphasis will also be placed on global interactions in the arenas of culture, technological innovation, ecological change and belief systems.¹

REQUIREMENTS:

Academic misconduct (including cheating and plagiarism) will not be tolerated. Buffalo State College policies on academic misconduct, including the possible use of textual similarity detection software, are outlined on page 144 of the college catalog. **Please note that the minimum penalty for cases of academic misconduct will be an F on the assignment.**

Reading assignments are to be completed by the dates given. In addition to graded discussions, there will also be a midterm and a final examination. **Students are required to provide their own blank examination booklets (available in the bookstore) for each exam.** Please note that in order to earn more than a B on the essay portion of the exams you must make use of the relevant assigned readings and historical documents. In addition students will write two 5 page papers on assigned topics. All papers must conform to the [History Style Sheet](#). Detailed [instructions](#) on the writing assignments, including the style sheet, can be found in Blackboard or by clicking the syllabi and course materials links at <http://faculty.buffalostate.edu/oroszkj>. Go to https://help.blackboard.com/Learn/Administrator/Hosting/Watch_Videos for Blackboard help.

Please note that in order to pass this course you must make a good faith attempt to complete all components and requirements. **LATE WORK WILL NOT BE ACCEPTED WITHOUT PRIOR ARRANGEMENT.** Incompletes will be granted at the sole discretion of the instructor and require a written application outlining the rationale behind granting the incomplete, a list of outstanding assignments and a timetable for their completion. This application must be signed and, if granted, will constitute a formal contract for the completion of the course.

Grades will be computed as follows

Midterm	25%	Final	25%
First Paper	15%	Discussion	20%
Second Paper	15%		

¹ Learning Outcomes: Students will demonstrate mastery of subject matter, knowledge of historiography, appreciation of cultural patterns/behaviors, understanding of cause and effect, and influence of ideas on human behavior. Students will also be able to identify/interpret primary sources, write clearly and effectively according to the standards of the historical profession. Students will demonstrate knowledge of at least one non-western region in one or more periods, including cultures, geography, institutions, societies, politics, and economies; students will demonstrate knowledge of ways of thought over time in at least two fields of thought, knowledge of continuities/discontinuities, understanding of interrelatedness of civilizations/regions; students will respond inquisitively and critically to information/ideas from at least one non-western civilization.

BOOKS The following books are required reading and are available in the bookstore.

Smith et al, <u>World in the Making: A Global History</u> , vol. II	ISBN 978-0-190-84924-5
Ward and Gainty, <u>Sources of World Societies</u> , vol. II, 2 nd ed	978-0-312-56972-3
D. E. Mungello, <u>Great Encounter of China and the West</u> , 4 th ed.	978-1-442-21976-2
David Northrup, <u>Africa's Discovery of Europe</u> , 3 rd ed.	978-0-199-94121-6

SUPPLEMENTAL READINGS:

Supplemental readings (indicated in italics on the syllabus) can be accessed in one of 3 ways: 1) if it is a website, there will be a link to it from the electronic version of the syllabus available in Blackboard or on my web page at <http://faculty.buffalostate.edu/oroszki> 2) Journal articles listed below can be accessed via the library's Academic Search Complete or JSTOR databases; 3) highlighted readings are available in Blackboard under the Content tab.

Michael Broers, "Napoleon and Europe: The Empire Behind the Lines," History Today 48 no. 1 (January 1998): 20-26.

Mathieu Deflem, "Warfare, Political Leadership and State Formation: The Case of the Zulu Kingdom," Ethnology 38, no. 4 (Fall 1999): 371-391.

Paul Doolan, "The Dutch in Japan," History Today 50 no. 4 (April 2000): 36-42.

Felipe Fernandez-Armesto, "Columbus - Hero or Villain?" History Today 42 no. 5 (May 1992): 4-9.

Catherine Henderson, "Catherine the Great - Enlightened Empress," History Review, 51 (March 2005): 14-19.

Bruce Lenman "The East India Company and Emperor Aurangzeb," History Today 37 no. 2 (February 1987): 23-29.

L. R. Lewitter, "Peter the Great and the Making of the Modern World," History Today 34 no. 2 (February 1985): 16-23.

John Lynch, "Simon Bolivar and the Spanish Americas," History Today 33, no. 7 (July 1983): 5-11

Anthony McFarlane, "Independence and Revolution in the Americas," History Today 34 no. 3 (March 1984): 40-49.

Francis Robinson, "Mughal Dynasties," History Today 57 no. 6 (June 2007): 22-29.

Victoria Schofield, "World in 1492," History Today 42 no. 5 (May 1992): 24-29.

COURSE POLICIES

1. Students must complete all work on their own. There are no group projects other than the online discussions.
2. All documents uploaded to Blackboard must be in .doc or .dox formats only.
3. Except for cases of documented emergencies, I do not accept late work without prior arrangement. It is your responsibility to keep track of what is due each week by checking the syllabus.

LECTURES

This course will be taught in an asynchronous fashion by posting Powerpoints with embedded audio and video to the Content section of Blackboard. What that means to you, is that

you can log in, download and watch the Powerpoints at any time. Lectures have been broken into smaller, more manageable chunks of 20-30 minutes each. Please watch them in order and stay on schedule as there will be far too much to cover if you try to catch up at the last minute. Embedding audio and video means that the Powerpoint files are quite large and will quickly exhaust your data plans. I strongly recommend that you use Wifi only and that you download batches of files during off peak hours to watch later.

The lecture Powerpoints are set up to mimic the experience you would have had in class minus the ability to ask questions. When you open the Powerpoint click on the “Slide Show” tab at the top of the screen; then click on the “From the beginning” button in the upper left of your screen. The Powerpoint will then play like a video from start to finish. If you need to pause the lecture, right click on the slide and select pause from the menu. To resume, either right click or hit the Escape button on your keyboard.

If you want to slow things down further or re-watch pieces of the lecture, open the Powerpoint and place your cursor on top of the desired slide. Left click once to highlight the slide and then click on the “From Current Slide” button at the top of the screen to play the slide show from that point. You can also watch slides on an individual basis. To do that, double click on the desired slide to open a larger version and then click on the speaker icon in the lower right corner of the slide to start the audio.

DISCUSSION:

We will be holding several mandatory online discussions conducted through Blackboard. Each discussion will go live at 8:00 AM on a Thursday (dates are listed on the syllabus). You have until Monday at 5:00 PM of that week to respond to the prompt; you must return to the discussion by the following Thursday at 8:00 AM to respond to at least one post by another member of your group. Once the discussion ends it will be locked; at this point you will still be able to read the various posts, but you will not be able to add any further comments.

- The online discussions require you to post your own initial response to the question(s) before you can see those of your classmates. Naturally, if you are the first person to post in a forum there will not be anything to see until others begin working on the assignment.
- In order to receive full credit, you must come back to the discussion forum to respond at least once in a thoughtful and meaningful way to a classmate’s post. Simply stating that you agree is not enough; you must contribute to the ongoing conversation by adding additional detail or historical, providing counterpoints as needed, or tackling untouched portions of the questions.
- Keep in mind that this is a discussion and as such requires active, thoughtful and detailed participation. You must remain respectful of others’ opinions, comments and responses. Your comments must also be legible and understandable. This means full sentences, minimal abbreviations and no emoticons.

How to Post in Discussion Board: 1. Click on Discussions button in menu and then click on your group (there should be only one visible). 2. Under Tools click on discussion board. 3. Double click on discussion title to open. Click on Create Thread to enter and submit your first post.

Posting Replies: 1. Follow steps 1-3 above to open a discussion. You should now see a list of posts (threads). 2. Click on a thread to read it and/or any existing replies. Once inside a thread/post you will see some menu options above first post. Expand all makes all posts and replies visible; clicking on number of unread posts will show only those items you have not yet read. 3. When you see a post you want to respond to simply hover on it and click the reply button when it appears. For a visual example see <https://youtu.be/vNMO-4I7uBI>

OFFICE HOURS

While you are always free to email your questions/concerns, I will be holding virtual office hours every Thursday 11:00-12:00 for additional help as well as to discuss the readings. These virtual office hours are optional, open to the entire class, and will take place via Blackboard Collaborate. To access them open Blackboard Collaborate by clicking the link on the left side of the course menu, click on the “Course Room” tab and then click on “Join Session.” Additional hours for private sessions are available on request via video chat or telephone.

EXAMS

Will be conducted online via Blackboard and will become available under the Content tab at 8:00 on the assigned date. While you may take the exam at any time on the assigned date, all answers must be submitted by 11:59 PM. The exam will consist of two essay questions; you will have a total of two hours in which to complete both essays. Exceptions for additional time have already been entered for those students who qualify for learning accommodations. Once you begin the exam, the time cannot be stopped. While you can manually save and submit your answers as soon as you are finished with the exam, once time ends your answers will be automatically submitted. Please note that answers must be typed into the box on Blackboard; cutting and pasting material has been disabled. Since I have to assume that you will be using your notes when writing those essays, I will be expecting more complete and more detailed answers. If you encounter any problems let me know as soon as possible so that we can work out a solution.

CLASS SCHEDULE

September 1 **Islam, Hinduism, and Buddhism**

Read: Ward & Gainty Introduction

September 3 **Protestant Reformation**

Read: Smith pp. 691-706: [95 Theses](#); [Edict of Nantes](#)

September 8 **Effects of the Reformation**

Read: [Women and Reformation](#); [“Witches, Workers and Queens;”](#)
[“Nuns, Wives and Mothers”](#)

September 10 **Absolutism vs. Constitutionalism in Europe**

Read: Smith pp. 709-717, 723-727; Ward & Gainty p. 31-46; [Court of Louis XIV](#);
[English Bill of Rights](#); [Glorious Revolution](#)

September 15 **Tsarist Russia**

Read: Lewitter, "Peter the Great;" [Peter the Great & Russia](#);
["Peter the Great of Russia;"](#)

September 17 **Ottoman Empire**

Read: Smith pp. 679-691, 648-664; [Ottoman Empire](#); ["Women of the Ottoman Empire;"](#)
 Blackboard discussion begins

September 22 **Safavid Persia and Mughal India**

Read: Ward & Gainty pp. 99-114 & 117; Robinson, "Mughal Dynasties;"
[Safavid Empire](#);
["Women of the Mughal Empire;"](#) ["Elizabeth and Akbar;"](#) [Mughal Empire](#);

September 24 **Mali, Kongo and the Swahili City States**

Read: Smith pp. 605-627, 634-637, 641-648; Northrup Ch 1-2; Ward & Gainty pp. 79-83;
[Mali](#); [Songhai](#); [Africanus on Africa](#); ["Sundiata: Founder of Malian Empire"](#)

September 29 **European Voyages of Discovery**

Read: Smith pp. 514-517, 567-579; Ward & Gainty pp. 6-13; Northrup Ch 3-4;
 Schofield, "World in 1492;" Fernandez-Armesto, "Columbus: Hero or Villain;"

October 1 **Conquest and the American Exchange**

Read: Smith pp. 580-603; [Aztec Description of Conquistadors](#);
 First paper due

October 6 **Colonial Society in the Americas**

Read: Smith pp. 759-793; Northrup Ch 5-6; Ward & Gainty pp. 13-30

October 8 **African Slave Trade**

Read: Smith pp. 627-634; Ward & Gainty pp. 85-98; [Aboard a Slave Ship](#);
[Slavery and World Economy](#);
 Blackboard discussion begins

October 13 **Manchu China and Tokugawa Japan**

Read: Smith pp. 721-723, 728-752; Mungello Ch 1-2; Ward & Gainty pp. 1-5; 118-140;
[Chinese Trade](#); [Neo-confucian Regimes](#); [Chinese Rites Controversy](#);
[Macartney Mission](#)

October 15 **European Expansion in Asia**

Read: Smith pp. 664-675; 752-756; Mungello Ch 3-5; Ward & Gainty pp. 114-117;
 Doolan, "Dutch in Japan;" Lenman, "East India Company;"
[East India Company](#);

October 20 **Midterm**

October 22 **Scientific Revolution and the Enlightenment**

Read: Smith pp. 706-709, 803-807, 832-835; Ward & Gainty pp. 51-78;
[Scientific Revolution](#); [Enlightenment Overview](#)

- October 27 **Enlightened Absolutism**
 Read: Smith pp. 807-810; Ward & Gainty pp. 46-50; [Russia's Eurasian Society](#); Henderson, "Catherine the Great;" [Frederick the Great](#); [Catherine the Great](#);
- October 29 **French Revolution and Napoleon**
 Read: Smith pp. 810-822; Ward & Gainty pp. 142-155; Broers, "Napoleon and Europe;" [Execution Louis XVI](#); [Political Culture & Female Sociability](#)
- November 3 **Revolution or Rebellion? Forging the United States**
 Read: Smith pp. 823-829; Ward & Gainty pp. 140-142, 155-158; [Revolution or Rebellion?](#)
- November 5 **Revolutions in the Americas**
 Read: Lynch, "Simon Bolivar;" McFarlane, "Independence & Revolution in Americas;" [Toussaint l'Ouverture](#)
 Blackboard discussion begins
- November 10 **Industrial Revolution**
 Read: Smith pp. 839-855, 862-872; Ward & Gainty pp. 160-178; [Women and Work](#) [Human Cost of Industrialization](#); [London Pollution](#); [Women Miners](#);
- November 12 **Age of Ideologies**
 Read: Smith pp. 829-832; Ward & Gainty pp. 180-197; *Communist Manifesto Ch 1-4*
- November 17 **Nation Building in the Americas**
 Read: Smith pp. 875-881, 886-888; Ward & Gainty pp. 243-266; [Monroe Doctrine](#);
- November 19 **Nation Building in Europe**
 Read: Smith pp. 881-886; [Everyday Life and Popular Culture](#)
- November 24 **Nationalism in the East: Ottomans and China**
 Read: Smith pp. 855-861; Ward & Gainty pp. 198-205 and 217-236; *Emergence of Modern China* [Part 1](#); [Part 2](#); [Part 3](#)
 Second Paper due
- November 26 **No Class**
- December 1 **Nationalism in Africa: Mfecane and Southern Africa**
 Read: Deflem, "Warfare, Political Leadership;" "Frontier in South African History"
- December 3 **Colonization and Expansion: Africa and Asia**
 Read: Smith pp. 888-911; Ward & Gainty pp. 206-216; [Naoroji on British Rule](#);
 Blackboard discussion begins
- December 8 **The New Imperialism**
 Read: ["America in Hawaii;"](#) Ward & Gainty pp. 236-242; [Black Man's Burden](#)
- December 10 **Prelude to WW I**
 Read: Smith pp. 915-933
- December 15 **Final Exam**

Guidelines for Writing Assignments

While your papers will be graded primarily on content, grammatical accuracy, style, presentation and organization will also be taken into account. **All papers are required to adhere to the History Style Sheet** which is available in Blackboard and on my web site under Course Materials. Failure to follow the style sheet will result in significant penalties; these consist of at least the loss of a full letter grade for each category of violation (i.e. use of contractions will cost you a letter grade, reducing an A paper to a B). This includes paper length, non-standard fonts, margins and line spacing. Please note that a short paper is not necessarily a bad paper; I am primarily interested in what you have to say, how well you say it and if you have developed your thesis and argument sufficiently.

As you write your papers feel free to paraphrase or quote suitable passages that illustrate your points. However, if you quote or paraphrase, you must cite the relevant passage. You must also cite detailed information (e.g. statistics) or items that are not common knowledge. The only exception to this rule is material gleaned from my lectures; you may assume that this is public knowledge and requires no citation. Proper citation formats can be found in the History Style Sheet which is available in Blackboard and on my web site. **The minimum penalty for plagiarism is an F on the assignment**.² For more information on plagiarism, how to footnote, or how to write a research paper consult the relevant sections of Benjamin's *A Student's Guide to History*. If you are still unclear about when or how to cite please come see me during my office hours. That is why I am there.

Since much of what is out on the internet is of dubious quality, **the use of web pages as source material is strictly forbidden** unless authorized by me in writing. The only exceptions to this rule are the individual web sites that I have assigned as required reading material. On a similar note, **the use of encyclopedias is also forbidden**. While they may be useful reference tools or for providing an overview of a particular topic, encyclopedias - especially Wikipedia - have no place in college level work. Articles in historical encyclopedias (i.e. *The Encyclopedia of European Social History*) may be acceptable, but must first be cleared by me in writing.

I am obviously a firm believer in written assignments since they help develop your organizational, analytical and communication skills, all of which are things you will need in the workplace. Consequently, I expect you to treat all graded assignments (in this or any other class) as preparations for your future career. Turning in business reports that are filled with grammatical errors, failures in logic, poor argumentation and lack of evidence portrays a degree of incompetence, even if it is undeserved, and will probably get you fired. Get in the habit now of proofreading your work to catch typos, misspellings and nonsensical statements. Read your papers aloud to see how they sound. Better still, have a friend or roommate read your work since they are more likely to notice any problems. Most of you will be writing your papers on wordprocessors. No matter what program you use, they all have spell checkers. It is silly and self-defeating not to make use of them.

While I do not allow rewrites once papers have been graded, I will read and comment on rough drafts if I am given enough time. Alternatively, you may want to consult either the campus writing center or some of the history tutors for help or advice. Keep your notes and copies of your paper to facilitate rewrites and to safeguard against loss, computer errors, random destruction by

²Buffalo State College, *Undergraduate Catalog 2019-2020*, 144.

pets and similar catastrophes. Finally, and most importantly, if you are having any problems in this course come see me.

Paper Instructions

All students will write two 5 page (1500 words) papers on topics to be assigned. As you will discover, 5 pages provides barely enough room to introduce a topic, let alone go into much detail. Hence, your papers should have a narrowly defined thesis and must be very selective in their use and presentation of supporting evidence or examples. Since these papers are so short, keep quotations to a minimum so that you have enough room to develop your own thoughts and arguments. To strengthen your argument(s) your papers should draw upon and cite specific historical examples as well as corroborating evidence. There is ample material on which to base your papers in my lectures and your assigned readings; outside research, although always welcome, is not required.

First Paper Topic (due October 1)

What was the effect of religious controversies and structures on women's roles in society? What political roles did women fill in the early modern world and how did they navigate the pitfalls inherent in the halls of power?

Second Paper Topic (due November 24)

Using one western and at least one non-western example, explore how the various ideas and ideologies which emerged from the Enlightenment and its aftermath shaped the process of global state building in the long 19th century (i.e. 1789-1914).