

HIS 231 WORLD CIVILIZATIONS II

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Spring 2024
Class Meetings:
MWF 9:00-9:50 Tech 160

Office Hours: MW 12:00-12:50
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

OFFICE HOURS

While I will be available in my office for face to face meetings during office hours, I am also available for virtual meetings. To take advantage of virtual office hours click on the appropriate menu button in Brightspace to reveal the Zoom link. Contact me via email if you cannot make regularly attended office hours so that we can set up an appointment.

TUTORING SERVICES

Buffalo State offers a wide variety of free tutoring services, including a Writing Center. For more information go to the [tutoring website](#).

COURSE REQUIREMENTS

Academic misconduct (including cheating, plagiarism, and the use of artificial intelligence (AI) to do your work for you) will not be tolerated. Buffalo State College policies on academic misconduct, including the possible use of textual similarity detection software, are outlined in 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. 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order to earn more than a B on the essay portion of the exams you must make use of the relevant assigned readings and historical documents.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 Brightspace or by clicking the syllabi and course materials links at <http://faculty.buffalostate.edu/oroszkj>. Help for Brightspace can be found at <https://documentation.brightspace.com/EN/learners/learners.htm>.

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.

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 economics; 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.

While there is no formal attendance policy, students will be responsible for all material covered. How you learn that material is up to you. Experience has shown, however, that students who do not regularly attend class have gaps in their knowledge and tend to earn poor grades.

At the collegiate level grades are based on mastery of content, methodology, and presentation, regardless of how hard you feel you worked on an assignment. Grades will be computed as follows:

First Exam	20%	First Paper	15%
Second Exam	20%	Second Paper	15%
Final Exam	20%	Discussion	10%

COURSE POLICIES

1. Students must complete all work on their own. There are no group projects other than the online discussions.
2. **The use of artificial intelligence (AI) is strictly forbidden and will be considered cheating since it is a computer, rather than the student, completing assignments. As with other cases of academic misconduct, the minimum penalty will be an F on the assignment.**
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.

SUBMITTING PAPERS

Submitting papers requires a 3 part process:

1. You must pass a quiz confirming that you have read and followed the directions before the Dropbox will appear. This quiz will become available under the Course Activities tab 2 weeks before the assignment is due and can be retaken as needed.
2. If you have successfully completed the quiz, then the Dropbox will appear in the Assignments section of the Course Activities tab. You must upload your paper as a word document (.doc or .docx only) to the Turnitin dropbox by **10:00 AM** on the due date.
3. You must bring a printed and stapled copy and turn it in during class time on the due date. **I will not grade any papers that have not been submitted to the dropbox and for which I do not also have a paper copy.**

Note: You may submit revisions of your paper up until the due date. Among the things you should check is the Turnitin Originality Report to help guard against plagiarism. To see the report click on the colored rectangular icon next to your submission. If the icon is gray, your report is still being processed; check back within the next 24 hours.

DISCUSSION

We will be holding several mandatory online discussions conducted through Brightspace. Discussions take place over a seven (7) day period. Each discussion will go live at 8:00 AM on a Monday (dates are listed on the syllabus). You have until the following Friday at 5:00 PM to respond to the prompt; you must return to the discussion by the next Monday 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 evidence, 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. While in Brightspace go to Activities and Select Discussion; 2) Navigate to the appropriate discussion forum and click Start a New Thread to enter and submit your initial reply. Click Post in the lower left corner when finished.

Posting Replies: 1. Click on a thread to read it and/or any existing replies. 2) Click on Reply to Thread and type in your response. Click post when finished.

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, 2 nd ed	ISBN 978-0-197-60836-4
Wiesner-Hanks et al, <u>Sources of World Societies</u> , vol. II, 12 th ed	978-1-319-30358-7
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:

Any reading listed on the syllabus that does not come from a required textbook is either a website or has been posted to Brightspace. To further help you identify them, these supplemental readings are in italics. 1) If it is a website, there will be a link to it from the electronic version of the syllabus available in Brightspace or on my web page at <http://faculty.buffalostate.edu/oroszki>. 2) Materials highlighted in blue have been uploaded to weekly folders in the Supplemental Readings section of Brightspace. If the item is a PDF, simply click on it to open and read. If it is a PowerPoint click the down arrow next to the file name and select download from the drop down menu (files are large, so do on WiFi only). Navigate to your download folder and open the file. Follow the directions on the first slide to get it to play.

CLASS SCHEDULE

January 29	Introduction
Read:	<i>Nature of History</i> ; <i>How to Write History Papers</i>
January 31	Martin Luther and the Protestant Reformation
Read:	<i>World Religions I and II</i> ; Smith pp. 720-735; Wiesner-Hanks 226-228; <i>95 Theses</i> ;
February 2	Calvin, Anabaptists and Counter Reformation
Read:	<i>Stearns, "Protestantism and Women"</i> ; <i>Hughes, "Witches, Workers and Queens;"</i>
February 5	Thirty Years War
Read:	<i>Wiesner, "Nuns, Wives and Mothers"</i> <i>Reformation in France and England</i>
February 7	Absolutism vs Constitutionalism in Europe
Read:	Smith pp. 740-749, Wiesner-Hanks 229-234 ; <i>Saint Simon on Louis XIV</i> ; <i>Leviathan</i> ; <i>Constitutionalism</i> <i>English Bill of Rights</i> ; <i>Glorious Revolution</i>
February 9	Tsarist Russia
Read:	Smith pp. 756-760; Wiesner-Hanks pp 236-240; <i>Lewitter, "Peter the Great;"</i> <i>Rise of Peter the Great</i> ; <i>Sanders, "Peter the Great of Russia;"</i>

- February 12 **Gunpowder Empires**
 Read: Smith pp. 707-720; [Ottoman Empire](#); [Hughes "Women of Ottoman Empire;"](#)
 Brightspace discussion begins
- February 14 **The Ottoman Empire**
 Read: Smith pp. 676-692; Wiesner-Hanks pp. 212-222; [Record of Two Petitions](#)
[Masson, "Succession, Deposition & Fratricide"](#) [How to Write History Papers](#)
- February 16 **Safavid Persia and Mughal India**
 Read: Wiesner Hanks 222-225; [Monserrate on Mughal India](#); [Conference of the Birds](#)
[Robinson, "Mughal Dynasties;"](#) [Iftikhar, "Cultural Contribution of Mughal Ladies"](#)
[Hughes, "Women of the Mughal Empire,"](#) [Wolf, "Elizabeth and Akbar;"](#)
- February 19 **No Class**
- February 21 **Mali, Kongo and the Swahili City States**
 Read: Smith pp. 629-652, 661-665, 670-676; Northrup Ch 1-2; Wiesner-Hanks 255-256;
[Letters of Alfonso I](#); [Leo Africanus on Timbuktu](#)
[Sanders, "Sundiata: Founder of Malian Empire"](#) [Kongo, Angola and Swahili States](#)
- February 23 **European Voyages of Discovery**
 Read: Smith pp. 534-536, 589-601; Wiesner-Hanks pp. 202-208; Northrup Ch 3-4;
[Schofield, "World in 1492;"](#) [Fernandez-Armesto, "Columbus: Hero or Villain;"](#)
 First paper due
- February 26 **Aztec and Inca**
 Read: Smith pp. 602-624; [Aztec Description of Conquistadors](#); [Grant of Rights of Trade](#);
[Devastation of the Indies](#); [Del Castillio's True History](#); [Florentine Codex](#)
- February 28 **Colonization of the Americas**
 Read: Smith pp. 791-825; Northrup Ch 5-6; Wiesner-Hanks pp. 208-211
[Nunn & Qian Columbian Exchange](#); [Lin & Smith, "As Men from Beasts,](#)
[Columbian Exchange and Colonial Society](#)
- March 1 **Exam**
- March 4 **African Slave Trade**
 Read: Smith pp. 652-661; Wiesner-Hanks pp 256-264; [Falconbridge](#); [Aboard a Slave Ship](#);
[Schomburg Center, "Slavery and World Economy"](#) [Abolition of Slave Trade](#)
- March 6 **Manchu China**
 Read: Smith pp. 753-755, 760-768; Mungello Ch 1-2; Wiesner Hanks pp. 279-281
[Coatsworth, "16th Century Chinese Trade;"](#) [Zheng He Stele](#); [Matteo Ricci on China](#)
[Huong Zangxi](#); [Chinese Rites Controversy](#); [Macartney Mission](#)
- March 8 **Tokugawa Japan**
 Read: Smith pp. 768-787; Wiesner Hanks 266-278; [Hideyoshi to his Wife](#);
[Hughes, "Neo-confucian Regimes](#); [Harding, "Jesus and Japan"](#)

March 11	East India Companies
Read:	Smith pp. 692-703; 784-787; Wiesner-Hanks 235-236, 267-268; Shah Abbas to the Dutch ; Doolan, "Dutch in Japan;" Blackboard discussion begins
March 13	Growth of European Empires in Asia
Read:	Mungello Ch 3-5; Lenman, "East India Company;" East India Company ;
March 15	Scientific Revolution and the Enlightenment
Read:	Smith pp. 736-740, 835-839, 865-868; Wiesner-Hanks pp. 241-254; Galileo, Bacon and Leibniz ; Stanhope to his Son ; McNeil, "World Population Increase" McKay, "Enlightenment and Racism"
March 18	Enlightened Absolutism
Read:	Smith pp. 839-842; Henderson, "Catherine the Great;" Catherine the Great ; Two Decrees Pugachev Manifesto Judge and Langdon, "Russia's Eurasian Society;" Frederick the Great ; Austria and Russia
March 20	American Revolution: Colonial Grievances
Read:	Smith pp. 842-847; Excerpts from Declaration of Independence
March 22	Revolution or Rebellion? Forging the United States
Read:	McFarlane, "Independence & Revolution in Americas;"
March 25	No Class
March 27	No Class
March 29	No Class
April 1	French Revolution
Read:	Smith pp. 847-854; Wiesner Hanks pp. 282-294; Wollstonecraft ; Execution Louis XVI Blackboard discussion begins
April 3	Napoleonic Europe
Read:	Broers, "Napoleon and Europe;" Godineau, "Political Culture & Female Sociability
April 5	Haitian Revolution
Read:	Smith 855-861; Wiesner-Hanks pp. 291-296 ; Haitian Declaration of Independence Toussaint l'Ouverture Lynch, "Simon Bolivar;" Latin American Revolutions
April 8	No Class Read on Industrial Revolution Eclipse starts 2:00 PM
Read:	Smith pp. 873-890, 897-907; Wisener-Hanks pp. 297-310; Malthus on Population ; Industrial Revolution: Why Europe? Industrial Revolution: Problems and Responses People's Petition ; Hufton, "Women and Work" ; London Pollution ; Women Miners ; Coatsworth, "Human Cost of Industrialization" ;
April 10	Exam
April 12	Age of Ideologies: Conservatism, Liberalism, Socialism
Read:	Wiesner-Hanks pp. 311-323

- April 15 **Age of Ideologies: Nationalism, Romanticism, Social Darwinism**
 Read: Smith pp. 861-864; [McKay, "Migration"](#)
- April 17 **Nation Building in the Americas: Mexico:**
 Read: Smith pp. 911-917, 923-925; [Monroe Doctrine](#);
- April 19 **Nation Building in the Americas: Argentina, Brazil and Chile**
 Read: Wiesner-Hanks 355-366; [Democracy in America](#); [Cherokee Nation v. Georgia](#)
[Abolitionists on Pancho Villa](#)
- April 22 **Europe from Metternich to Italian Unification**
 Read: Smith pp. 917-922; [Garibaldi to his Soldiers](#)
- April 24 **German Unification**
 Read: [McNeil, "Vitality Revolution"](#); [Coatsworth, "Everyday Life and Popular Culture"](#)
- April 26 **Nation Building in the Ottoman Empire**
 Read: Smith pp. 890-895; Wiesner-Hanks pp. 324-327; [On the Modern Citizen](#)
- April 29 **Nationalism in the East: China and Japan**
 Read: Wiesner-Hanks pp. 338-354; [Emergence of Modern China Part 1](#); [Part 2](#); [Part 3](#)
[Sanders, "Meiji Restoration"](#) [Proclamations on the Boxer Rebellion](#)
- May 1 **Nationalism in Africa: Mfecane and Southern Africa**
 Read: [Deflem, "Warfare, Political Leadership;"](#) [Sanders, "Frontier in South African History"](#)
- May 3 **Colonial Expansion: South Africa, India and Australia**
 Read: Smith pp. 925-949; Wiesner-Hanks pp. 327-337; [Naoroji on British Rule](#);
[Aborigines Protection Act](#)
 Second Paper due
- May 6 **Prelude to the New Imperialism**
 Read: [Cook, "America in Hawaii;"](#) Wiesner-Hanks pp. 264-266
 Brightspace discussion begins
- May 8 **The Scramble for Territory in Africa and Asia**
 Read: [American Imperialism in the Philippines](#); [Black Man's Burden](#)
- May 10 **Prelude to WW I**
 Read: Smith pp. 953- 968
- May 15 **Final Exam 7:40-9:30**

Guidelines for Writing Assignments

Students in this course are required to do their own original work, hence **the use of artificial intelligence (AI) constitutes cheating and is strictly forbidden** because it is a computer, rather than the student, doing the assignment. **The minimum penalty for violating this policy is an F for the assignment, but in most cases students will also receive a failing grade for the course and will be reported to the Academic Misconduct Committee for possible additional penalties.**

While your papers will be graded primarily on content and the strength of your arguments, grammatical accuracy, style, presentation and organization will also be taken into account. As with a medical diagnosis, your arguments will be stronger if you can offer second opinions, hence your papers should, wherever possible, include supporting evidence drawn from more than one source. **All papers are required to adhere to the History Style Sheet** which is available in Brightspace and on my web

site. 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.

For this class, papers must be based solely on assigned readings. If you wish to use outside materials, you must first obtain permission from me in advance. 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 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

²Buffalo State College, *Undergraduate Catalog 2022-2023*, [Academic Misconduct](#).

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 drawn from more than one source. **In a bid to police the use of AI, papers must be based exclusively on assigned course materials (lectures and readings); if you wish to use outside materials, you must first obtain written permission from me.**

First Paper Topic (due February 23)

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

Second Paper Topic (due May 3)

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).