



The Holy Roman Empire, c. 1550.

### HIST 105 Course Description

The History of the Early Modern World is a tale of the collision of civilizations, the persistence of ancient traditions, and the emergence of modern nation-states and new artistic, legal, religious, and scientific developments across the globe. Scholars have argued that this period witnessed the rise of the progressive West and stagnation of imperial dynasties in the East, what some call the “great divergence” of the last few centuries. Seemingly, by the beginning of the 19<sup>th</sup> century Western powers contended for control of their transoceanic colonial interests while former superpowers appear to have withdrawn from these types of endeavors and faced rebellion instead. Considering the current state of international affairs, how accurate is this depiction? What about the history of societies who lived outside of this West vs. East depiction of the past? The best way to answer questions such as these is through a deep dive into world history, the plan for this course.

World History II will introduce its students to the tools and resources historians use to navigate our understanding of the historical record. It investigates the legacies of imperialism and early-modern colonialism by presenting students with several case studies that highlight the range of human achievement, from scientific

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## HIST 105: World History II (1500-1800)

University of Oregon  
Summer 2019  
CRN 42514

#### Instructor:

Joshua Fitzgerald  
(Ph.D. History)

#### Office hours:

By appointment.

#### Email:

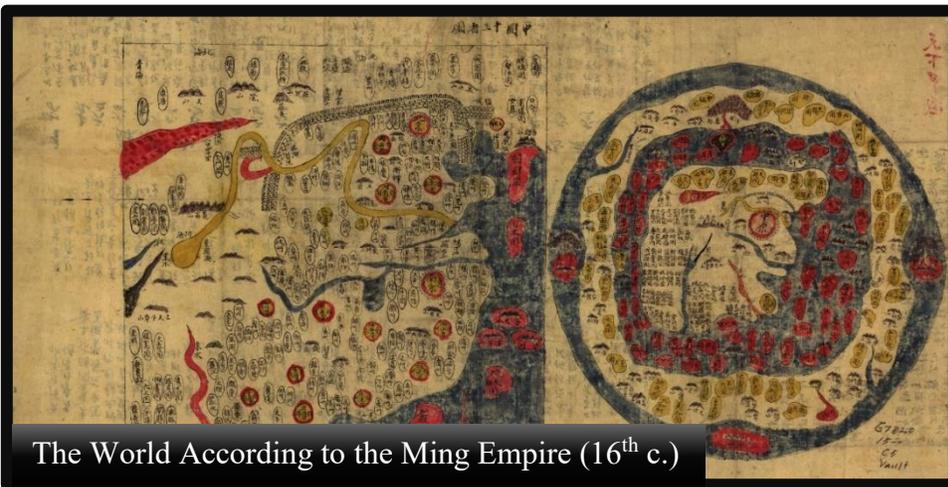
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#### Canvas site:

<https://canvas.uoregon.edu/courses/136538>



advancements to the darkest examples of religious persecution and ethnic cleansing. We will unpack the history of topics with relevance to the present day, including race, gender, migration, and cultural heritage in a variety of social and political contexts. This process will help us develop a collection of historical examples to answer significant questions about world history. The period we study (~1450 – 1850) was pivotal for many civilizations, and our study of the distinct political, social, cultural and economic traditions of world cultures and how they changed over time will shed light on the ways in which humans have learned to cope with conflict and adapt to the new global realities.



The World According to the Ming Empire (16<sup>th</sup> c.)

The structure of the course follows a basic chronology (the so-called “Age of Discover” to the Modern Period) with regional case studies of macro groupings of historical peoples (i.e. Europe, Africa, Middle East, Asia, Oceania, and the Americas). We will make an effort to explore community-level events and daily-life activities when possible, but the course will largely hinge upon the concepts of empires and imperialism and how early-modern societies began the process of globalization.

We will have a lot of material to cover in a four-week online course. Students can expect to progress through the course material using designated “Module” units, which consist of videos, lecture slides, and course readings. (See the details described below.) Students do so at their own pace, following the modular units in order and “unlocking” assignments as they move through the material. The only exceptions to this are the two scheduled examinations that have been set to the middle and end of the summer session. The workload consists of sets of key-term identifications, short-answer quizzes, two map quizzes, and a midterm and final exam. The lesser assignments (IDs and quizzes) are designed to build the students’ evidence base for the midterm and final. Students will be expected to have read all posted reading materials, completed the lectures, and

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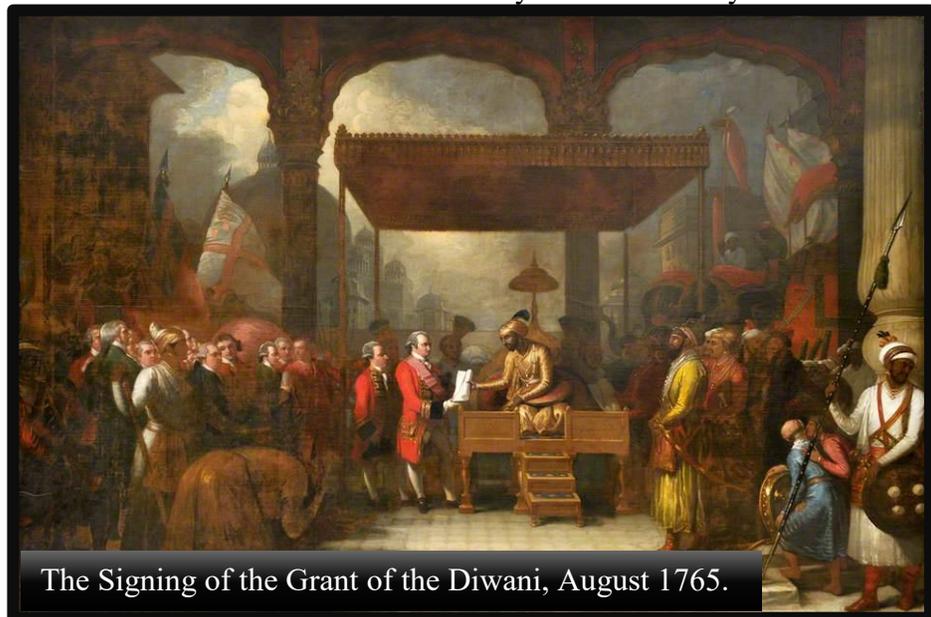
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watched the relevant video(s) leading up to the date of each assignment (all listed in the “Class Schedule” section, below).

Furthermore, over the course of the quarter, students will be encouraged to focus on a topic or theme of interest. In fact, a portion of the Final will focus on this research interest. This will be in the hopes of sparking your current and future research interests. Regardless of your major, learning how to delve into the history of a topic should be a valuable exercise. That said, in the end, this survey course might only scratch of surface of your favorite topic, time, or place. But we will do our best. Please know that Dr. Fitzgerald, the course instructor, will be available for videoconferencing and email communication, by appointment, throughout the term (08/15 – 09/19). Please contact me whenever necessary ([fitzger3@uoregon.edu](mailto:fitzger3@uoregon.edu)), if you have questions or would like to discuss details about the history that fascinates you.



The Signing of the Grant of the Diwani, August 1765.

### Course Objectives

Students taking this course will:

- Learn how Historians ask and answer questions about history
- Learn to read primary sources critically and secondary sources analytically
- Gain an increased appreciation of other cultures and geography, as well as the unique place of their own in world history
- Practice developing and writing effective, supported answers to various questions
- Engage in comparative thinking designed to stimulate an understanding of the interrelated nature of world cultures and their subsequent influence on the course of historical continuity and change

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**Required Reading:** All readings will be posted to the course's Canvas site, see each module or the "Readings" file. These consist of .pdf files and other digital content. For the most part, students can expect to read, roughly, a 30-page essay per modular unit on average. Many modules include primary sources as well. Contact the instructor with troubles accessing these files.

### **Grading**

Map Quizzes: 10% (2 @ 5%)

Quizzes: 15% (3 @ 5%)

Term IDs: 20% (5 @ 4%)

\*Midterm: 20%

\*Final Examination: 30%

**NOTE: All items marked with an \* are required assignments, and students must complete them in order to receive a passing grade.**

### **Assignment Descriptions:**

#### **Map Quizzes:**

Map Quizzes will test a student's geographic skills at the beginning and towards the end of the course. Based on maps provided in the Lecture preceding the test, students will fill in the answers for ten highlighted places on each Map Quiz. Significant places will include geographic features (oceans, mountains, rivers, forests, and/or deserts), economic exchange routes (i.e. the "Silk Road"), and socio-political cities and boundaries (empires, nation-states, areas of influence). Map Quizzes are time-sensitive, 30-minute tests. Students should prepare in advance to avoid running out of time.

#### **Quizzes:**

The three Quizzes are comprised of 2 questions related to the previous readings and lectures, and students must respond with short answers (1-2 paragraphs, **no less than 150 words each**). Better answers will include citations (author, title, pg #) from the readings and demonstrate an understanding of relevant questions discussed in the lectures, videos, and sources. Quizzes are not time-sensitive assignments, but students are encouraged to complete all modules prior to the quiz listing in the schedule.

#### **Term IDs:**

Each Term ID (five total) will consist of three listed terms that require a brief definition (2-3 sentences per term, **~50 words each**) focusing on the key concepts from the previous modules. "Terms" will include familiar concepts, phrases, and images students have studied in the course modules. Identifications must note two components: first, a sentence explaining the significant details (who, when, where, what...), and another that the historical significance (the "so what") related to the term. Students will be given a bank of six terms to select from. Students are encouraged to maintain an archive of useful examples for reference on the Midterm and Final. Term IDs are not time-

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sensitive, but students are encouraged to complete all modules prior to the Term ID listing in the schedule.

**\*Midterm:**

The Midterm will test the course's accumulated information up to the midway point of the course (Modules 2 – 13), and students will be given a window of two days to complete its three portions. These include Part I: Terminology (5%), Part II: Short Answer (5%), and Part III: Argumentative Essay (10%, ~4 - 5 paragraphs **but no less than 600 words total**). Because the test is open-note, a study guide will not be provided, and students are encouraged to refer to their responses to Quizzes and Term IDs for Parts I-II and the “Key Questions” found throughout the modules for Part III.

**\*Final:**

The course Final will become open to students at the end of the last week of class. Similar in structure to the midterm but consisting of four parts, students will be tested on material from the second half of the course (Modules 14 - 24): Part I: Terminology (5%), Part II: Short Answer (5%), Part III: Argumentative Essay (10%). For Part IV: Legacies of Colonialism, students will write a long-answer essay (10%, ~3 - 4 paragraphs **but no less than 500 words total**) in reaction to a provided prompt. Answering this prompt will require an understanding of the entirety of course modules (2 – 23), and students are advised to study for this portion by studying a key topic of their choosing throughout the quarter. This focused approach will likely result in more coherent essays about change over time. **Note:** please refer to the Topics of Choice document provided on Canvas for example topics/themes in advance of taking the final.

**Course Policies**

**Required Formatting for all assignments, unless otherwise noted:**

- **Personal Info:** please provide your name and the date on all submitted materials.
- **Length:** Where indicated, answer lengths are listed by wordcount, which must be met by the author to avoid penalties.
- **Margins:** 1” maximum top, bottom, left, right.
- **Spacing:** Double-spaced.
- **Font:** 12 pt. Times.

**Accessibility and Quality Education Note:** The University of Oregon and your instructor are there to help. We work to create inclusive learning environments and experiences. If, for any reason, you face barriers to fully participate in the course due to the design of lectures, web-based content, exam or quiz format, and/or the course schedule of events and assignments, please notify me. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

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### Module 3: The Fractured but Enduring Mongol Empire

- Video:** Khan Academy's "Ottoman, Safavid and Mughal Empires"  
**Lecture:** Turkic-Persian Empires  
**Reading:** Ogier Ghiselin de Busbecq, *The Turkish Letters*, 1555-1562

### Module 4: The Mughals

- Video:** Land and Sea Empires: Administration and Cohesion  
**Lecture:** Making Mughals into Magnates  
**Readings:** a) Rosalind Ohanlon, "Kingdom Household & Body: History, Gender, & Imperial Service under Akbar" (2007)  
b) Katrina Klaasmeyer, "Illustration from the *Akbarnama*" Khan Academy

**Term ID 1**

### Module 5: American "Empires" Before Contact

- Lecture:** Mesoamerican & Andean Empires  
**Readings:** a) "Aztec Labor, Socio-Politics, and the Economy," Bernardino de Sahagún and Native Scholars, *Florentine Codex: Book 9*, 1579, Chapter 16 – 21 (excerpt)  
b) "The Buildings and Highways of the Inca," Pedro Cieza de León (excerpt)

### Part I(b): Rising Tides of Maritime Empires

### Module 6: The Trappings of Transatlantic Conquests

- Lecture:** The Spanish Invasion & Indigenous Alliances  
**Readings:** a) Matthew Restall, *Seven Myths of the Spanish Conquest*, "The Myth of (Mis)Communication" (excerpt).  
b) Excerpt "Spanish-Indigenous Conquest of Tenochtitlan," Bernardino de Sahagún and Native Scholars, *Florentine Codex: Book 12* (1579)

### Module 7: The Ming Dynasty's Exclusive Empire

- Lecture:** Containing Empires: Ceramics, Porcelain and Internal Foodstuffs  
**Reading:** Louise Levathes, "The Strange Kingdoms of Malacca and Ceylon," *When China Ruled the Seas* (1996)

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**Term ID 2**

**Quiz 1:** Empires of the World Unite

### Module 8: Complicating Monotheistic Empires

- Video:**
- a) In the Shadow of the Crusades, At the Dawn of New Ecologies
  - b) “Impact of the Crusades,” Khan Academy (updated 2019)
  - c) CrashCourse, “Charles V and the Holy Roman Empire: Crash Course World History #219,” Youtube.com (2014)
- Lecture:**
- a) Christian and Muslim Trade and Social Networks
  - b) Holy Roman Empire: Unwholly Christendom

## Part II: The Troubled Waters of Immature Colonialism

### Module 9: Waterways of the Indian and Pacific Oceans

- Lecture:** Empires Troubling and Troubled by Waters
- Reading:** Robert Antony, “Elusive Pirates, Pervasive Smugglers: The Greater China Sea” (2010)

### Module 10: The Columbian Exchange

- Lecture:** Diseases, New Ecologies, and Adaptations
- Reading:** Marcy Norton, “Tasting Empire: Chocolate and the European Internalization of Mesoamerican Aesthetics” (2006)

**Term ID 3**

### Module 11: Imperial Exploitation and Trans-Atlantic Colonialism

- Lecture:** Silver-Linings Playbook
- Reading:**
- a) Laboring in Spain’s Silver Mines
  - b) “Nahuatl Land Sale Documents, Mexico, ca. 1610s”

### Module 12: The Atlantic Slave Trade

- Lecture:** Caught in the Fatal Triangle
- Reading:**
- a) “Scholars of Timbuktu,” Abd Al-Rahman Al-Saadi, *Tarikh al-Sudan*
  - b) “Letter to the King of Portugal,” Alfonso I (Nzinga Mbemba), June, 1526
  - c) Olaudah Equiano, *Equiano’s Travels: His Autobiography* (excerpts).

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### Module 13: Challenges to Multicultural Empires

- Lecture:** a) The High-Watermark of Aurangzeb's Empire  
b) Little Confusion under Old Confucian Culture
- Reading:** a) Muhammad Dara Shikuh, *The Mingling of Two Oceans* (excerpt), 1657  
b) *Edicts of Aurangzeb*, 1679 (excerpt)

**\*Midterm**

(opens at 6 AM, Thursday, 08/29;  
closes Sunday 09/01, 5 PM)

## Part III: Consolidation, Conscription, and Scientific Foundations

### Module 14: Europe's Religious Wars

- Lecture:** a) Cracks in Christendom and "Christianities"  
b) Internal Imperial Conformity
- Reading:** Judith Pollmann, "Countering the Reformation in France and the Netherlands, 1560-1585" (2007)

### Module 15: Tokugawa Japan and Petrine Russia

- Lecture:** a) Power in Japan: Proto-Shogunate  
b) Rise of Russia, 1650-1750
- Reading:** Anthony Anemone, "The Monsters of Peter the Great: The Culture of the St. Petersburg Kunstkamera in the Eighteenth Century" (2010)

**Term ID 4**

**Quiz 2:** Imperial Ethnocentrism and Acculturation

### Module 16: Ming to Manchu Rule

- Video** Us vs. Them: What the Other Side Gets Right, What We Get Wrong
- Lecture:** a) China Through Western Eyes  
b) Qing Accommodations and Social Distinctions
- Reading:** a) Matteo Ricci, *China in the Sixteenth Century*, ca. 1600 (excerpt)  
b) Qianlong Emperor's Letter to King George III, 1793

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**Module 17: Race and Ethnicity: Trans-Atlantic, European, and Indian**

- Lecture:** a) India's Case of Castes  
b) Jewish Families under Christian Europe
- Reading:** Glükel of Hameln, *The Memoirs of Glükel of Hameln* (excerpt)

**Part IV: Power, Knowledge, and Empires in Decline**

**Module 18: British Takeover of India**

- Lecture:** Economic Infrastructure and Collusion  
A Cutthroat Companies of India: The Rise of the V.O.C.
- Reading:** Sashi Sivramkrishna, "From merchant to merchant-ruler: A structure-conduct-performance perspective of the East India Company's history, 1600–1765" (2014)

**Module 19: The Republic of Letters and the Lettered City**

- Lecture:** a) Individuals, Institutions, and Innovation  
b) Medicine, Mechanics, and Management
- Reading:** a) Gottfried Wilhelm Leibniz, "Preface to the Novissima Sinica" (excerpt)  
b) Memorial from Xu Guangqi to the Wan-Li Emperor (excerpt)

**Quiz 3:** Literati, Autonomy, and Collusion

**Module 20: Trans-Pacific Diplomacy**

- Video:** Nationhood, Modernity, and Settler-Colonialism
- Lecture:** a) Rough Waters and European Gunboats  
b) Spain and Philippines and Oceania
- Reading:** a) "Daily Life in Late-Colonial Mexico," José Joaquín Fernández de Lizardi, *The Mangy Parrot: The Life and Times of Periquillo Sarmiento* (excerpt)  
b) Eva Maria Mehl, "Mexican Recruits and Vagrants in the Philippines: Bourbon Reforms in the Spanish Pacific World" (2014)

**Module 21: Neo-Confucianism and Qing Social Revolution**

- Lecture:** Examinations, Cultural Conformity, and New Challenges (**Map** included)
- Reading:** Benjamin Elman, *A Cultural History of Civil Examinations in Late Imperial China* (2000), "Examination Compounds and the Limits of Power" (excerpt).

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**Term ID 5**

**Map Quiz 2:** World at 1800

**Module 22:** Neocolonialism as Modernity

- Lectures:** a) Spain's Last Gasp & France's Fierce Grasp  
b) Dutch Colonial Frontiers in South Africa
- Readings:** a) Excerpt "Brazil's Kingdom and Afro-Brazilian Colonies," James Sweet, *Recreating Africa*  
b) Nigel Penn, "The Wife, Farmer and the Slaves: Frontier Farm 18th cent. Cape" (2002)

**Module 23:** The Great Divergence

- Lectures:** a) Delusions of Western Primacy  
b) Talking Crap and Urbanity: East vs. West
- Reading:** Dean Ferguson, "Nightsoil and the 'Great Divergence': Human Waste, Urban economy, and economic productivity 1500-1900" (2014)

**Module 24:** Revolutions? and Modernity

- Video:** The Black Atlantic and Reclaiming World Histories
- Lecture:** a) Class Consciousness and Classless Progress  
b) Course Conclusion
- Reading:** Patrick Manning, "Locating Africans on the World Stage: A Problem in World History" (2015)

**\*Final**

(opens at 6 AM, Wednesday, 09/10;  
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