



SUFFOLK UNIVERSITY

MADRID CAMPUS

GVT 115 M1 - EVOLUTION OF THE GLOBAL SYSTEM

Instructor Information:

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Course Information:

Catalog Description: The goal of this course is to introduce students to the main actors, social facts and processes that have shaped the international system from the sixteenth century to present. By analyzing the spread of industrialization, the race for colonies, the thrust of imperialism, and the rapid growth of nationalism, among other elements, this course explains the contradictory and simultaneous trends of unprecedented levels of prosperity and violence in Europe and beyond. While the course examines the role of the United States in the international system, particularly in light of its dominant role since the early twentieth century, it also emphasizes the developments taking place in other regions. This will allow students to understand the global arena as a space of complex interconnections involving varieties of forms of production, national political cultures and idiosyncratic traditions. This course sets the foundations for other courses in International Relations and Regional Studies.

Credit Hours: 4

This course follows the US Federal Government's Credit Hour definition: "An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates no less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

For full up-to-date statement:

https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp111_Policy_On_Credits-And-Degrees.pdf

A more detailed breakdown of the student engagement is given below:

Assignments/Activities	Engagement Estimate	Engagement Hours
Course Readings	459 pages x 8 minutes per page	61 hours
Review Power Points	21 PP x 60 minutes per PP	21 hours
Midterm Exam	16 hours preparation	16 hours
Final Paper Research & Writing	30 hours preparation	30 hours
Final Exam	16 hours preparation	16 hours
Class Attendance	3 hours x 15 weeks	45 hours
TOTAL		189 HOURS

Textbook/Course Materials:

Merry Wiesner-Hanks, Patricia Buckley Ebrey, Roger Beck, Jerry Davila, Clare Crowston, John McKay. *A History of World Societies Since 1450, Volume 2, 10th edition*. This is available as an e-textbook.

In addition, press and publications on current news are available in the library, such as *TIME*, *The Economist*, and *El País*.

Class slides will be uploaded to Blackboard.

Human Behavior and Societies Goals and Objectives:

Goals	Objectives	Assessments
1. Upon completing this course students will understand the interaction and relationships among people, institutions and the social environment.	1. Students will be able to assess core social science ideas, arguments, analytical concepts and literature.	Class discussions, essays, oral presentations, and exams.
	2. Students will be able to identify how distinct groups, interests and/or institutions interact locally and/or globally with each other.	Class discussions, essays, oral presentations, exams, and following current events.
	3. Students will be able to analyze the political, economic and/or cultural impact of the subject matter.	Class discussions, essays, oral presentations, exams, and following current events.
	4. Students will be able to understand that the social institutions and cultures are social constructions.	Class discussions and essays.
2. Upon completing this course students will understand the role of theory and research in social science analysis.	1. Students will be able to examine the theoretical and empirical findings of the relevant social science literature.	Class discussions, essays, and oral presentations.
	2. Students will be able to assess the merits of prevailing schools of thought within a specific social science discipline.	Class discussions, essays, and oral presentations.
	3. Students will be able to identify how a specific social science discipline understands and analyzes complex social phenomena.	Class discussions, essays, oral presentations, and exams.
3. Upon completing this course students will know how to apply a social science approach to the study of the social world.	1. Students will be able to apply social science concepts to the study of a specific case or trend, local group or institution.	Class discussions, essays, oral presentations, and outside class discussions on current events.
	2. Students will be able to employ relevant social science methodology (qualitative and/or quantitative) when completing course assignments.	Class discussions, essays, oral presentations, and exams.
4. Upon completing this course students will understand how learning and experiences inside and outside the classroom are connected and interdependent.	1. Students will be able to examine how learning and experiences inside and outside the classroom are connected and interdependent.	Applying concepts learned in class to outside discussions on history and current events. Connecting in-class concepts with experiential learning outside the classroom.
	2. Students will be able to assess the merits of prevailing social science theory and research as they relate to real world challenges.	Class discussions, essays, oral presentations, and exams.

Social, Cultural, and Global Perspectives Goals and Objectives:

Goals	Objectives	Assessments
1. Students will understand the mechanisms through which social, cultural or global differences are perceived, understood and constructed.	1. Students will be able to identify the differences related to the area of study in their historical or geographical context.	Class discussions, essays, oral presentations, and exams.
	2. Students will be able to compare different standpoints and perspectives about diverse communities.	Class discussions, essays, and oral presentations.
	3. Students will be able to explain how differences are constructed or reinforced.	Class discussions, essays, and oral presentations.
2. Students will understand the relationships among conflicts, social, cultural or global differences, and power within the changing historical and cultural contexts.	1. Students will be able to understand how some specific issues involving conflict and power evolved in historical or cultural context.	Classroom discussions and out-of-class readings, research, and writing.
	2. Students will be able to explain how privilege and power play a systemic role in how culture is practiced.	Class discussions, essays, and oral presentations.
	3. Students will be able to have self-knowledge about how different perspectives are active and impactful in your (the student's) life.	Class discussions.
3. Students will analyze how convergent or conflicting perspectives of diverse communities influence change within a social, cultural or global context.	1. Students will be able to analyze concepts and constructs taught in class.	Class discussions, essays, and oral presentations.
	2. Students will be able to review and analyze implications of research in order to apply course content to real classroom/institutional scenarios.	Class discussions.

GVT 115 Course Goals & Learning Objectives:

Upon successful completion of this course, students will know/understand:	Upon successful completion of this course, students will be able to:	How the student will be assessed on these learning outcomes:
<ul style="list-style-type: none"> the major historical developments of the last two hundred years so as to put the political and international relations of world civilizations in their proper context 	<ul style="list-style-type: none"> describe the major historical developments in the relations of major civilizations during the modern period of history evaluate the consequences of colonialism and foreign interventions appraise the impact of the state system imposed on many regions after World War I 	<ul style="list-style-type: none"> demonstrated knowledge of the readings in class discussion
<ul style="list-style-type: none"> the central role of international politics in recent world history 	<ul style="list-style-type: none"> explain causes & effects in politics name principal actors & their vested interests explain events in world history in terms of these international relations 	<ul style="list-style-type: none"> active, appropriate and positive class participation
<ul style="list-style-type: none"> the essential sociopolitical and/or economic alliances in the world today 	<ul style="list-style-type: none"> name, identify, explain, compare & contrast global issues today 	<ul style="list-style-type: none"> demonstrated knowledge of the readings in class discussion; exams

Upon successful completion of this course, students will know/understand:	Upon successful completion of this course, students will be able to:	How the student will be assessed on these learning outcomes:
<ul style="list-style-type: none"> • keys to cause and effect relationships 	<ul style="list-style-type: none"> • explain cause and effect as it applies to: changes in the regional balance of power, domestic conflict & conflict between states 	<ul style="list-style-type: none"> • classroom discussions, essays, oral presentations, exams
<ul style="list-style-type: none"> • how to identify tools to grasp points of view of the various actors around the world 	<ul style="list-style-type: none"> • give a chronological account of events • describe & explain the impact of actors on world partners 	<ul style="list-style-type: none"> • classroom discussions, exams
<ul style="list-style-type: none"> • how to think critically and independently about world politics and its actors 	<ul style="list-style-type: none"> • distance yourself from the mainstream information aired by the media • distinguish reliable sources of information and data • elaborate objective arguments for discussion & debate in a changing world 	<ul style="list-style-type: none"> • classroom discussions, essays, oral presentations, exams
<ul style="list-style-type: none"> • how to approach international relations from a broad & enhanced perspective 	<ul style="list-style-type: none"> • revisit foreign policy in light of facts and data learned during the course • make founded predictions on several global issues 	<ul style="list-style-type: none"> • classroom discussions, essays, oral presentations

Assessments:

Students will be evaluated in the following areas:

- Exams: midterm and final.
- Research outline and paper.
- Oral presentation of research paper.
- Class participation.

Your research paper consists of two parts:

Part 1: Formulate a research question that relates to the content of the course. Write a one-page outline that explains your preliminary thesis and essay structure. Also, include a list of four academic sources (that is, books and/or journal articles) that you have read on the subject to date.

Part 2: Building on your outline, write a 7-9-page essay on your topic that includes at least 8 academic sources (that is, books and/or journal articles).

Your research paper outline is due on Feb 19; your oral presentation will take place on Apr 23 or 25 (presentation order TBA) and will be graded in accordance with the Oral Presentation Rubric; your essay is due on Apr 25 and will be graded in accordance with the Research Paper Rubric. Please send the former and latter in Word format to: jxidias@suffolk.es. These should be typed in Times New Roman, 12-point font and be 1.5-spaced. Your footnotes/endnotes and bibliography should be in MLA or Chicago Manual of Style. The style guides for these formats are available online. Please label your files: outline/essay_ first and last name.

Grading/Evaluation:

Class participation: 10%

Midterm exam on February 26th: 20%

Research paper outline digitally due by February 19: 5%

Research paper digitally due by April 25th: 25%

Oral presentation of paper on April 23rd or April 25th (presentation order TBA): 10%

Final exam on May 7th: 30%

Late assignments will be graded 10% down for each delayed day.

Course and Classroom Policies:

- We shall seek to make this class open, respectful and engaged. Please come prepared to participate in each class session, and help create an environment of respect for all religions, ideologies, ethnic groups and gender identities. Courtesy towards each other is expected.
- No food or drink (except water) should be brought into class.
- Please refrain from using cell phones.
- It is expected that students will remain in the classroom throughout the class meeting (except for emergencies).
- Please be on time to class; those arriving once teaching has begun will have it counted as half an absence (except for emergencies).

Participation/Attendance Policy:

The SUMC Student Handbook states the following:

Once a student is registered for a course, attendance at every meeting of every class is expected, including those held in the first week of the semester. A maximum of two unjustified absences is permitted. Each additional absence will cause the final course grade to be lowered by one-third of a letter grade, i.e., from A to A-; A- to B+; B+ to B, etc.

Excessive absences in a course will have a negative effect on the final grade. When a student is absent, the quality of his or her work in a course will deteriorate since material missed in class sessions can rarely be made up satisfactorily, even though the student remains responsible for that work.

Please note that even when a student has a justified reason for missing class, such as illness, the negative academic impact on learning will be the same as if the absence were for spurious reasons.

In this course, any absence due to illness should be justified by a note from the student's physician or other health professional confirming the day(s) on which the student was unable to attend class. A written excuse from a student's host parent or residence supervisor is also acceptable.

In the event that a class meeting is unexpectedly cancelled, students will be expected to continue with readings or other assignments as originally scheduled. Any assignments due or class activities (e.g., a quiz, exam or presentation) planned for such a cancelled class are due at the next class meeting unless other instructions are communicated.

Disability Statement:

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in my classroom.

If formal, disability-related accommodations are necessary, it is very important that you be registered with the Office of Disability Services (ODS) at the main Campus in Boston so that I am notified of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. Check the ODS web site at www.suffolk.edu/disability for information on accommodations.

Student Resources:

SUMC provides a range of student services, both academic and personal. To learn more about course-related tutorials and academic workshops, refer to the SUMC Student Handbook, Section 2 "Academic Policies and Services". Section 5, "Living in Madrid", contains information on the medical and mental health resources, including an English-speaking therapist, available to you.

Midterm Review:

At midterm, you will receive a grade based on your performance to date. Midterm grades of C- or below will be reported to the Madrid Campus Academic Standing Committee, with an explanation of what I believe has contributed to that grade: excessive absences, poor study skills, lack of effort, difficulty with the course material, etc. The Academic Standing Committee or I may contact you to suggest strategies for addressing these difficulties. I strongly encourage you to visit me during my office hours so we may discuss how you can be successful in this class.

Academic Misconduct:

www.suffolk.edu/about/mission-history/policies-procedures/academic-misconduct-policy

Suffolk University expects all students to be responsible individuals with high standards of conduct. Students are expected to practice ethical behavior in all learning environments and scenarios, including classrooms and laboratories, internships and practica, and study groups and academic teams. Cheating, plagiarism, unauthorized collaboration, use of unauthorized electronic devices, self-plagiarism, fabrication or falsification of data, and other types of academic misconduct are treated as serious offenses that initiate a formal process of inquiry, one that may lead to disciplinary sanctions.

Student work will be thoroughly examined for academic integrity and may be scanned using plagiarism detection software. A faculty member suspecting academic misconduct will contact the student using the Suffolk email address to schedule a meeting and will make all effort to do so within five business days of detecting the incident. During the meeting, the faculty member will present the documentation that led to suspected academic misconduct. Resolution of the incident will be according to the procedures outlined in the SUMC Student Handbook.

Academic Grievances Policy:

www.suffolk.edu/student-life/student-services/student-handbook/university-policies-for-student-cas-sbs/grievances-academics

Course Schedule:

The schedule, policies, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

Week	General Topic of Lesson	Readings or other Assignments Due
1.	Introductions & Course Overview	Reading: Chapter 18
2.	European Power & Expansion, 1500-1750	Reading: Chapter 18
3.	New Worldviews and Ways of Life, 1540-1790	Reading: Chapters 19
4.	Revolutions in the Atlantic World, 1775-1825	Reading: Chapter 22
5.	The Revolution in Energy and Industry, 1760-1850	Reading: Chapter 23
6.	Ideologies of Change in Europe, 1815-1914 & Midterm Review	Reading: Chapter 24 Research paper outline due digitally by the close of Feb 19
7.	MIDTERM EXAM The Age of Imperialism and Liberalism, 1800-1914	Required reading: Chapter 25 Suggested reading: Chapters 26 & 27
8.	The Age of Imperialism and Liberalism, 1800-1914 (cont.) & World War and Revolution, 1914-1929	Required reading: Chapter 28 Suggested reading: Chapters 26 & 27
9.	World War and Revolution, 1914-1929 (cont.)	Reading: Chapter 28
10.	The Great Depression and WWII, 1929-1945	Reading: Chapter 30

Week	General Topic of Lesson	Readings or other Assignments Due
11.	Decolonization, Revolution & the Cold War, 1945-1968	Reading: Chapter 31
12.	Liberalization, 1968-2000s	Reading: Chapter 32
13.	The Contemporary World in Historical Perspective & Final Review	Reading: Chapter 33
14.	Oral Presentations & Research Paper	Final paper due digitally
15.	FINAL EXAM	