



**SUFFOLK**  
**UNIVERSITY**  
MADRID CAMPUS

**HST 149 M1 - EMPIRES AND GLOBALIZATION IN WORLD HISTORY I**

**Instructor Information:**

**Instructor:** Héctor Santiago Cazull

**Email:** [hcazull@suffolk.es](mailto:hcazull@suffolk.es)

**Homepage:** [www.suffolk.edu/madrid-campus/academics/faculty](http://www.suffolk.edu/madrid-campus/academics/faculty)

**Course Information:**

**Catalog Description:** This is the first half of the two-semester course, Empires and Globalization in World History. The course discusses the origins and development of globalization and capitalism from the perspective of economic history. Major issues include the formation of the medieval trade system, the development of finance and capitalism in the early modern ages and economic changes prior to the Industrial Revolution. The specific topics may change every year due to new academic developments and publications.

**Instructor's Additional Course Description:** A survey of transcendental developments in ancient World History, focusing on events and themes that have been moved by global forces, or that have had great impact on the collective history of mankind, i.e., the development of sociopolitical, economic and trade systems in the Middle East, Europe, Asia, Africa and America. Emphasis will be given to the birth of the great early civilizations, the formation and evolution of the world's great empires and the relationship between empire-building, the diverse peoples and societies of the world and the different processes of social and economic globalization, from the dawn of civilization to the late Renaissance.

**Prerequisites:** None

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

To complete this course, students will need to dedicate, at a minimum, the following amount of time to the listed activities:

<b>Assignment/Activity</b>	<b>Engagement Estimate</b>	<b>Engagement Hours</b>
Reading assignments	480 pages X 5 min/page	40 hours
Short presentations on theme in readings	2 presentations X 1 hour	2 hours
Meetings with instructor	2 meetings X 30 min/meeting	1 hour
Phased research-related progress assignments	3 assignments X 2 hrs/assignment	6 hours
Research for Term Paper	4 hours/week X 15 weeks	60 hours
Research Proposal	1 X 8 hours	8 hours
Presentation of Research	1 X 4 hours	4 hours
Final Term Paper (writing, formatting, proofreading)	1 X 10 hours	10 hours
Analysis of historical content of films viewed	3 X 30 min./film	1.5 hours
Mid-term Exam Study	1 X 8 hours	8 hours
Final Exam Study	1 X 10 hours	10 hours
Class hours	3 hours X 15 weeks	45 hours
<b>TOTAL</b>		<b>195.5 hours</b>

**Textbook/Course Materials:**

Hacker, Diana. A Pocket Style Manual, 7<sup>th</sup> Edition (Bedford/St. Martin’s, 2015).

Stearns, Peter, et al. World Civilization: The Global Experience, Volume 1, 7<sup>th</sup> Edition (Pearson-Longman, 2015). ISBN13: 9780205988600

*Additional readings of primary source material will be available through links on the Blackboard page.*

**Social and Intellectual History Goals and Learning Objectives:**

<b>GOALS</b>	<b>OBJECTIVES</b>	<b>ASSESSMENTS</b>
1. Students will explain the origins and significance of cultural and historical phenomena.	1. Students will be able to explain the causes and effects of at least one phenomenon. 2. Students will be able to analyze the phenomenon in its cultural and historical contexts. 3. Students will be able to evaluate the significance of the phenomenon from multiple perspectives. 4. Students will be able to understand that historical developments result from the confluence of changing cultural and historical factors.	Assessment of the student’s participation in class discussion  2 short presentations on relevant historical themes or phenomena  Essay questions in both the Mid-term and Final exams, designed to test the student’s analysis of particular phenomena, across historical periods and contexts and from diverse perspectives.

<b>GOALS</b>	<b>OBJECTIVES</b>	<b>ASSESSMENTS</b>
2. Students will develop the ability to read primary and secondary sources critically.	<ol style="list-style-type: none"> <li>1. Students will be able to define and distinguish among primary and secondary sources.</li> <li>2. Students will be able to comprehend and summarize the author's central ideas and themes.</li> <li>3. Students will be able to identify the author's purposes and audience.</li> <li>4. Students will be able to situate texts in their historical and cultural contexts.</li> <li>5. Students will be able to detect and discuss the values, assumptions, and biases that inform a text.</li> <li>6. Students will be able to assess the similarities and dissimilarities among related sources.</li> </ol>	<p>Class discussion of assigned readings from both primary and secondary sources</p> <p>Three unannounced spot-quizzes on the content and analysis of assigned readings</p> <p>Development of a historiographical 'Review and Discussion of Sources' section, in both the Research Proposal and the phased, instructor-monitored Research Paper.</p>
3. Students will understand how ideas evolve and how they reflect and are produced by human meaning-making (including their own thoughts and actions).	<ol style="list-style-type: none"> <li>1. Students will be able to identify and describe the distinguishing features of one or more schools of thought.</li> <li>2. Students will be able to explain relationships among ideas, conditions, and events.</li> <li>3. Students will be able to analyze how ideas illuminate or argue for the purpose or significance of human experience.</li> </ol>	<p>Assessment of participation in in-class discussion of texts</p> <p>Obligatory meetings with instructor</p> <p>Phased and instructor-monitored research paper</p> <p>Mid-term exam essays</p> <p>Final exam essays</p>
4. Students will understand how learning and experiences inside and outside the classroom are connected and interdependent.		<p>One short presentation of a current socio-political phenomenon, and an analysis of its relationship to events and themes in world history, covered in class.</p>

### **HST 149 Course Goals & Learning Objectives:**

<b>Upon successful completion of this course, students will know/understand:</b>	<b>Upon successful completion of this course, students will be able to:</b>	<b>How the student will be assessed on these learning outcomes</b>
<ul style="list-style-type: none"> <li>• Know basic world geography.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the geographic location and basic characteristics of the diverse regions of the globe associated with the world's early civilizations and the great empires of the Ancient, Classical and Post-Classical periods.</li> <li>• Associate the historical events occurring in similar periods across diverse regions of the globe.</li> <li>• Assess the importance of geography in the history of the world's empires.</li> </ul>	<ul style="list-style-type: none"> <li>• In-class discussion and analysis of historical maps and timelines</li> <li>• In-class participation and discussion of readings</li> <li>• In-class analysis and discussion of historic documents</li> <li>• Viewing and discussion of relevant films and film segments</li> <li>• Spot quizzes and exams</li> </ul>
<ul style="list-style-type: none"> <li>• Understand the broad history of world civilizations and empires, from the dawn of man to the Renaissance.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify key periods, events and figures in world history.</li> <li>• Compare and contextualize historical events across diverse chronological, geographical, social and historical contexts.</li> <li>• Assess the global importance of events and themes of world history.</li> </ul>	

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"> <li>Know the historical evolution of different social, political and economic structures and understand their relation to global diversity.</li> </ul>	<ul style="list-style-type: none"> <li>Empathize with the diverse human societies of today, based on a comparative understanding of their diverse historical experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Comparative analyses in exams and essays</li> </ul>
<ul style="list-style-type: none"> <li>Understand the origins and causes behind the rise and fall of Ancient, Classical and Post-Classical empires.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the causation and impact of historical events important to world history.</li> </ul>	<ul style="list-style-type: none"> <li>Student presentations of case-studies described in reading assignments</li> <li>Student research into academic sources for world history and written essay assignments</li> </ul>
<ul style="list-style-type: none"> <li>Understand the relationship between empire-building and globalization.</li> </ul>	<ul style="list-style-type: none"> <li>Interpret and understand the processes of globalization, as part of broader historical processes.</li> </ul>	
<ul style="list-style-type: none"> <li>Know the basic processes for researching and interpreting historical themes and events and understand the complexities involved.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out research for basic themes in world history and civilization.</li> <li>Use primary and secondary resources adequately and document them according to standard formats.</li> <li>Evaluate source material for its validity.</li> <li>Narrate their understanding of important historical events and themes.</li> </ul>	<ul style="list-style-type: none"> <li>Written essay assignments and research papers</li> <li>Student presentations of research work performed</li> </ul>

### **Course Policies:**

Class activities, assignments, exams and their respective due dates are all announced in the Course Schedule included in this syllabus. Assignment due dates are planned with respect to course content, the due dates for other assignments and the academic calendar, so all student work must be submitted in-class on the due date, unless the instructor *explicitly* announces otherwise. Late assignments will generally be rejected by the instructor and, if accepted late (with prior justification of extraordinary circumstances), will suffer a grade reduction of one step of a letter grade for each calendar day of tardiness.

### **Grading/Evaluation:**

Student performance and progress will be assessed through a combination of factors: class-participation, short written assignments, spot quizzes, presentations, a phased research paper, two exams (mid-term and non-cumulative final), and optional extra-credit opportunities. Grading components will be assigned the weights below, but special consideration will be given to the progress shown in each component over the course of the semester. Good grades on extra-credit opportunities will help compensate for weak performance in other areas.

### **Assignments/Exams/Papers/Projects:**

Most of the coursework for this class focuses on phased and monitored, objective-oriented research towards a comprehensive research paper on a topic that is to be determined in consultation with the instructor. Students are expected to carry out sufficient background exploration toward the beginning of the semester, in order to produce a well-supported research proposal, describing and justifying the principal objectives of the proposed line of investigation, the questions and thesis statement that will serve as guides toward the student's work, and the types of academic sources which will be used in the research process. Once the proposal has been graded and approved by the instructor, the student will continue to perform more in-depth research on a narrow and well-grounded set of objectives. Short assignments, related to the research work (e.g.: preliminary bibliography, review of principal sources, tentative paper outline), and meetings with the instructor will gauge the student's progress toward the final paper. Before the final paper is actually due, students will give a presentation to their fellow classmates, describing their research methodology and the results of their work. Presentations will allow students to share their experience and acquire constructive

criticism and feedback which may be useful toward their final paper (minimum 12 pages). Detailed descriptions and requirements for each course assignment will be handed out and/or discussed in class.

Short spot quizzes, designed to gauge the students' capacity to understand, and diligence to prepare the assigned readings, will be given without prior notice. These quizzes will focus on the broader, most relevant (i.e. *big*) ideas in the texts. Performance in these quizzes will be reflected in the student's 'Class participation and preparedness' grade. In addition to the quizzes, there will be two exams: a mid-term and a final. Both exams will include a combination of multiple-choice and essay questions.

Students' final grades will be calculated by taking into account their performance in the following components, as per the percentages outlined below:

Class participation and preparedness: (includes spot quizzes on readings)	10%
Phased research tasks:	10%
Research Proposal:	10%
Oral presentation:	10%
Mid-term exam:	20%
Final Research paper:	20%
Final exam:	20%

**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.*

Active and uninhibited participation in class discussion is highly encouraged. As a norm, high grades for participation will be awarded to students that come to class prepared (having done the assigned readings) and voluntarily participate in class discussion by raising relevant questions or making insightful observations regarding the themes of study. Good to fair grades will be awarded to students that are prepared but participate only sporadically or when called upon to do so. Poor participation grades will be given to students who rarely come prepared or rarely or never participate in class discussion.

Students will be held responsible for signing an attendance sheet for every class session. Not signing the attendance sheet, even if present in class, will count as an unjustified absence.

**Classroom policies:**

Students are expected to come to class having done the assigned readings and prepared to discuss the content. Preparedness, participation and paying attention are important requirements for good performance

in the class, so students are expected to display proper and respectful behaviour, avoiding any conduct that may interfere in class dynamics. Students must arrive on time and may not leave the room without first requesting permission. Arriving 10 minutes or later after the beginning of class will be counted as a half an absence in the attendance record, unless the lateness is previously announced or justified with the instructor. The use of electronic devices (computers, cell-phones, etc.) will not be allowed in class for note-taking or otherwise, unless required by the student for special needs that can be medically justified. No food or drink, other than water, will be permitted in class.

**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](http://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, around week 6, you will be given a midterm grade based on your progress to date and performance on presentations, quizzes and the midterm exam.. 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 time management or study skills, lack of effort, difficulty with the course material or with writing or language skills, 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](http://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](http://www.suffolk.edu/student-life/student-services/student-handbook/university-policies-for-student-cas-sbs/grievances-academics)

**Course Schedule:**

The following course schedule is orientational and is subject to change in order to address the specific needs of the class group and other special circumstances, and/or to ensure better student learning. Students are expected to keep track of the actual pace of the class and prepare readings accordingly.

<b>Week</b>	<b>Topic(s) to be examined</b>	<b>Readings* and Assignments Due</b>
1	Introduction; Review of Course Objectives and Requirements The Neolithic Revolution and the Birth of Civilization	Introduction to Pt. I
2	The Neolithic Revolution and the Birth of Civilization (Cont'd) Workshop: <i>Research tips – Performing online research</i>	Chapter 1; Hacker, 89-99
2	The Rise of Civilization in the Middle-East & Africa	Ch. 2
3	Early Civilizations of China and India	Ch. 3; Revisiting Pt. I <b>Last day to reserve paper topic with instructor</b>
3	<b>Film viewing: <i>Quest for Fire</i></b> (FR/Canada: Jean-Jacques Annaud, 1981)	<b>Research topic description &amp; preliminary bibliography</b>
4	Discussion: <i>Quest for Fire – Truth or Fiction?</i> Workshop: <i>Defining your Research Objectives and Thesis</i>	Hacker, pp. 88-89; 105-106 <b>Prepare for discussion of <i>Quest for Fire</i></b>
4	The Unification and Consolidation of Chinese Civilization	Intro to Part II; Ch. 4 <b>Research Objectives</b>
5	Classical Civilizations of the E. Mediterranean	Ch. 5
5	The Roman Empire Debate: <i>Ancient Rome – A New Greece, or a New Civilization?</i>	Ch. 7 <b>Prepare for debate</b>
6	The Ancient Civilizations of North and South America	Ch. 8
6	Review of themes for Mid-term exam	<b>Research Proposal</b>
7	<b>MID-TERM EXAM</b>	
7	The End of the Classical Era Debate: <i>Was Religion a major cause for the fall of Rome?</i>	Ch. 10; Retrospective Pt. II <b>Prepare for debate</b>
8	<b>Film viewing: <i>Agora</i></b> (Spain: Alejandro Amenábar, 2009)	Booth, <i>The Myth of Hypatia</i> (in Blackboard page)
8	The Early Rise and Spread of Islamic Civilization	Intro Part III, pp. 235-241; Ch. 11
9	The Abbassid Empire and its Decline African Civilizations and the Spread of Islam	Ch. 12 (only pp. 268-278) Ch. 13 (only pp. 290-300) <b>Outline for Final Paper</b>
9	<b>Documentary: <i>When the Moors Ruled in Europe</i></b> (UK: BBC, 2008)	
10	The Byzantine Empire and Orthodox Eastern Europe	Ch. 14
11	The Early Middle Ages in Western Europe Debate: <i>The Middle Ages – Recession to Darkness or Progress toward the Light?</i>	Ch. 15 <b>Prepare for debate</b>
11	The Renaissance of Chinese Civilization	Ch. 17
12	The Mongol Empire and the Nomadic Peoples of Asia	Ch. 19
12	The World in 1450: Rise of Western Civilization	Ch. 20 <b>Last day for early submittal of Final Paper</b>
13	<b>Research Project Presentations</b>	<b>Research Presentation</b>
13	<b>Research Project Presentations</b>	<b>Research Presentation</b>
14	Conclusions; Review Session for Final Exam	<b>Research Paper Due</b>
15	<b>Final Exam: 11:30 am – 1:30 pm</b>	

\* All reading assignments correspond to Chapters of the Stearns, et.al. textbook, or the Hacker Style manual. Supplementary reading assignments may be distributed in class or on the Blackboard page for this course.