



SUFFOLK UNIVERSITY

MADRID CAMPUS

HST 150 M1 - EMPIRES AND GLOBALIZATION IN WORLD HISTORY II

Instructor Information:

Instructor: Héctor Santiago Cazull

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Course Information:

Catalog Description: Focuses on the relationship between empire-building and globalization. The topics include early modern globalization, the British Empire, and the formation of the Atlantic World.

Instructor's Additional Course Description: A survey of the most transcendental developments in World History since the Early Modern Age to the present, focusing on themes and events that reflect, or have been moved by, global forces (e.g.: economy, environment, technology, etc.), or that have had great impact on the collective history of mankind. Emphasis will be given to the rise and demise of the world's great modern and contemporary empires and the relationships between empire-building and the diverse processes of globalization.

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

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

Assignment/Activity	Engagement Estimate	Engagement Hours
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

Assignment/Activity	Engagement Estimate	Engagement Hours
Research Proposal	1 X 8 hours	8 hours
Presentation of Research	1 X 4 hours	4 hours
Current-events Group Presentation	1 X 4 hours	2 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
TOTAL		197.5 HOURS

Textbook/Course Materials:

- Hacker, Diana. A Pocket Style Manual, 7th Edition (Bedford/St. Martin's, 2015).
- Stearns, Peter, et al. World Civilization: The Global Experience, 7th Edition, Volume 2 (Pearson-Longman, 2015). ISBN-13: 9780205988518

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

Social and Intellectual History Goals and Learning Objectives:

GOALS	OBJECTIVES	ASSESSMENTS
1. Students will explain the origins and significance of cultural and historical phenomena.	<ol style="list-style-type: none"> 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. 	<p>Assessment of the student's participation in class discussion</p> <p>2 short presentations on relevant historical themes or phenomena</p> <p>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.</p>
2. Students will develop the ability to read primary and secondary sources critically.	<ol style="list-style-type: none"> 1. Students will be able to define and distinguish among primary and secondary sources. 2. Students will be able to comprehend and summarize the author's central ideas and themes. 3. Students will be able to identify the author's purposes and audience. 4. Students will be able to situate texts in their historical and cultural contexts. 5. Students will be able to detect and discuss the values, assumptions, and biases that inform a text. 6. Students will be able to assess the similarities and dissimilarities among related sources. 	<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>

GOALS	OBJECTIVES	ASSESSMENTS
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"> 1. Students will be able to identify and describe the distinguishing features of one or more schools of thought. 2. Students will be able to explain relationships among ideas, conditions, and events. 3. Students will be able to analyze how ideas illuminate or argue for the purpose or significance of human experience. 	<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 150 Course-Specific Goals and Learning Objectives:

GOALS	OBJECTIVES	ASSESSMENTS
1. Students will know how to read and interpret historical maps and timelines, and know the fundamentals of global political geography	<ol style="list-style-type: none"> 1. Identify the geographic location and basic geopolitical characteristics of the diverse regions of the globe associated with the great empires of the Early Modern, Modern and Contemporary periods of World History 2. Relate historical themes and events occurring in the same historical periods, across diverse regions of the globe 3. Assess the importance of geography in the evolution of empires, modern nations and other political structures in world history 	<p>Participation in the analysis and discussion of historical maps and timelines</p> <p>Participation in the discussion of reading assignments</p> <p>Participation in the analysis and discussion of primary historic documents from diverse world regions and historical periods</p>
2. Students will be able to understand the evolution of the human experience across the diverse regions of the globe, over broader historical periods	<ol style="list-style-type: none"> 1. Identify and assess the significance of key periods, events and figures in the evolution of the world's great civilizations and empires, from the Renaissance to the present day 2. Compare and contextualize historical events across diverse chronological, geographical, social and historical contexts 3. Identify and assess the global significance of localized events and phenomena 	<p>Written and oral analyses of select films and film segments with related historical content</p> <p>Regular spot quizzes and exams</p>
3. Students will know basic processes for researching and interpreting historical themes and events, and will understand the complexities involved in historical research.	<ol style="list-style-type: none"> 1. Carry out research for basic themes in world history and civilization. 2. Use primary and secondary resources adequately and document them according to standard formats. 3. Evaluate source material for its validity. 4. Narrate their understanding of important historical events and themes. 	<p>Short-essay assignments</p> <p>Obligatory meetings with the instructor, to monitor research and progress</p> <p>Workshops on research methods, documentation and source analysis</p> <p>Student presentations of research work performed</p>

Course Policies:

Class activities, assignments due, their respective due dates, and exams are all announced in the Course Schedule, below. 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 may 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 unjustified tardiness.

Grading/Evaluation:

Student performance and progress toward the course goals and objectives outlined above will be assessed through a combination of factors: class-participation, short written assignments, spot quizzes, presentations, a phased and monitored research paper, required meetings with the instructor, two exams (mid-term and non-cumulative final), and optional extra-credit opportunities. Grading components will be assigned the weights indicated below. 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:

To do well in the course, students must demonstrate serious effort in these three course pillars: 1) careful study and preparation of the assigned readings; 2) active participation in class discussion, and 3) consistent and methodical, phased and monitored, objective-oriented research towards a comprehensive research paper on a topic to be selected in consultation with the instructor. Students are expected to carry out sufficient background research at the very beginning of the semester, in order to produce a well-documented and -supported research proposal, describing and justifying the principal objectives of the proposed line of investigation, the 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 as satisfactory 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, etc.), and obligatory meetings with the instructor will gauge the student's progress toward the final paper. Before the paper is actually due, students will give a presentation 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 (12 pages). Detailed descriptions and requirements for each course assignment will be handed out and/or discussed in class.

Students will also prepare three short presentations: two based on their analysis of an important theme discussed in the readings for the assigned day's class session, and one on the analysis of a current-events issue that can be associated with historical events and phenomena discussed in class.

Short spot quizzes, designed to gauge the students' diligence to prepare and capacity to understand the assigned readings and the related themes previously covered in class, will be given without prior notice. These quizzes will focus on the broader, most relevant (i.e. *big*) ideas in the texts for the day and in the previous classes, and may take the form of multiple-choice questions or short essays. Performance in these quizzes will be reflected in the student's 'Preparedness and participation' 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:

<i>Preparedness and class participation:</i>	<i>10%</i>
<i>(includes performance on spot quizzes)</i>	
<i>Research progress meetings and phased tasks:</i>	<i>10%</i>
<i>Oral presentations:</i>	<i>10%</i>

<i>Research Proposal:</i>	10%
<i>Mid-term exam:</i>	20%
<i>Final Research paper:</i>	20%
<i>Final exam:</i>	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 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

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

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.

WEEK	Topic(s) to be examined*	Readings* and Assignments Due
1	Course Introduction: Requirements & expectations The Global Economy	Ch. 21
2	No class – Make-up session rescheduled on 31 Jan	Perform preliminary research to choose research paper topic
2	No class – Make-up session rescheduled on 24 Apr	
3	The Global Economy (Continued) Workshop: Fundamental On-line Research Methods	Ch. 21 Hacker, 92-102
3	The Early Modern West 1450-1750	Ch. 22
	Colonization & Development of Latin America 1492-1800 Film clips: <i>The Mission</i> (Roland Joffé, 1986)	Ch. 23 Deadline to reserve research topic (email)
4	Africa and the Slave Trade, 1450-1888	Ch. 24 Last day to change research topic
4	Early Modern Russia and Tsarist Expansion 1450-1800	Ch. 25 Research topic description & preliminary bibliography
5	Muslim Empires in the Mid-East and India, 1450-1800	Ch. 26
5	Asian Trade and European Expansion, 1450-1800	Ch. 27
6	Industrial Society in the West, 1750-1914	Ch. 28
6	European Imperialism in Africa and Asia 18 th & 19 th C.	Ch. 29 Discussion of Research Objectives
7	Research workshop: Narrowing down your paper topic; Formulating and supporting a thesis; MLA Formatting Standards Review for Mid-term Exam	Hacker, 91-92; 107-173
7	Mid-term Exam	
8	Spring Break	
9	European Imperialism: Film: <i>Black and White in Color</i> (Jean-Jacques Annaud, 1976)	
9	Nation-building in Latin America, 1800-1930	Ch. 30 Research Proposal
10	Decline of Islamic Empires and Qing China, 1800-1914	Ch. 31
10	Causes, Origins and Effects of World War I	Ch. 33
11	Revolution, Depression and Fascism between the Wars	Ch. 34
11	The Origins of World War II	Outline for Final Paper
12	World War II and its Aftermath	Ch. 35
12	The Cold War: Europe and the West in the Cold War Era	Ch. 36
13	Film Viewing (The Cold War): <i>Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb</i> (S. Kubrick, 1964)	

WEEK	Topic(s) to be examined*	Readings* and Assignments Due
13	Current-Events in History – Group Presentations	<i>Presentations</i>
14	The Post-Cold-War Era, Recent World History, 1990-2014	Ch. 40
14	Issues of Contemporary Globalization & Resistance	Ch. 41
15	Student Research Presentations	Presentations
15	Student Research Presentations (Make-up session)	Presentations
16	Wrap-up session; Review for Final Exam	<i>Final Paper Due</i>
16	FINAL EXAM	

* All reading assignments are from the Stearns, et.al. *World Civilizations: The Global Experience* textbook & Diana Hacker's *A Pocket Style Manual*. Supplementary reading assignments will be handed out in class or posted on the Blackboard page.