



Course Syllabus-Spring 2015

HIST-493 Cultural Encounters 1300-1750

Credits: 3. TR 14:30-15:45.

Professor: Francisco J. García-Serrano, Ph.D.

E-mail: fgarcias@slu.edu. Office hours: TR 8:30-9:30, 12.15-13:15, 14:00-14:30, and 15:45-16:15. SIH 312.

Textbook and Reader (available in the University bookstore).

Jerry H. Bentley and Herbert F. Ziegler, *Traditions and Encounters. A Global Perspective on the Past*. Fourth Edition. McGraw-Hill.

Reader containing selected articles and primary sources available at: <http://garciaserrano.pbworks.com>

I. COURSE OBJECTIVE

In this course the students will understand the interaction between different cultures and how individuals as well as institutions respond to it. By gaining a critical view towards the study of History, the students will be able to assess the main consequences developing in the age of exploration and conquest. Current issues such as social diversity, identity and religious tolerance are all rooted in this age of great changes. The students will also gain a specific understanding of world issues with a good historical background which will help them out in the current age of globalization.

II. COURSE DESCRIPTION

This course analyzes the dynamics of discovery by which European culture was exported to other territories. We will explore the cultural interaction between Europeans and the indigenous peoples in Asian, Africa, and the Americas, from the early days of exploration through the era of colonization. Special attention will be paid to the missionary enterprise, the socio-economic impact of the European conquest, and the transformation produced in European societies. Students will gain knowledge about the diversity of the modern world, the origins of globalization and the collaboration between diverse cultures and ethnicities.

III. GRADING AND CLASS ATTENDANCE

Class attendance is compulsory during discussion sessions, more than **two** unjustified absences will lower the final grade. **Participation** in class will be highly encouraged and it will also be reflected in the final grade. Interaction among students and with the instructor is vital to the over-all success of the course as well as to receiving a good final grade. Class participation is 30 percent of the final grade. This means that anyone who is frequently absent cannot expect a passing grade. Active and prepared participation can bring a B grade up to an A, while lackluster attendance or participation can drop it to a C. One individual and one group **presentation** (about 15-20 minutes) will be also required. There will be a **midterm examination** consisting of essay questions designed to test the understanding of historical issues. The exam will be based on the lectures, textbook, required readings, and issues discussed in class. **Please follow healthy class etiquette: be on time for class: if you are systematically late you will not be allowed to enter the classroom and you will fail the course. Electronic devices are absolutely banned unless essential for class. Do not leave the classroom once we start class; respect your classmates and professor.**

Writing: Each student **must consult with the instructor** to select a suitable topic in which he/she will do additional reading and research and on which he/she will **write a term paper** (about 22 pages). These topics may be in any area of the history of the cultures and in the period covered. A serious review of a significant work is an acceptable paper but it should involve a critical interpretation of a historical problem. Papers must follow *The Chicago Manual of Style* (Chicago, 2003). Additional information from the History Department Style Sheet for Undergraduate Research Papers: http://www.slu.edu/Documents/arts_sciences/history/Style_Sheet.pdf

Late papers will drop one letter-grade for each working day they are late, except in the case of medical or family emergencies that are communicated to me before the paper is due.

The final grade will be weighted approximately as follows:

Midterm exam:	30%
Term paper:	40%
Participation and Presentations:	30%
Total:	100%
Grading Scale:	
93-100 A	73-76 C+
89-92 A-	69-72 C
85-88 B+	65-68 C-
81-84 B	60-64 D
77-80 B-	0-59 F
Dates:	
Add/Drop period ends, January 27	
Last day to choose audit (AU) or pass/no pass (P/NP) options: February 10	
Midterm exam: February 26	
Paper Topic due: March 5	
Last day to drop a class and receive a “W”, March 12	
Final paper outline due: April 23	
Final paper due: May 5	
Final day of classes: May 6	
Final Exam: May 13, 12:00-14:00. There will not be a final exam, this period is still a required class meeting; a course-enhancing academic exercise must be scheduled for the period.	

IV. COURSE OUTLINE

Week 1: Introduction. Introduction to History and the course. The ideal of cultural encounters in a global world.

Homework: Study a map of the Earth and become familiar with its main features.

Week 2: Western Europe During the High Middle Ages.

Homework: Textbook, chapter 20. Selected sources and articles from reader.

Week 3: States and Societies of Sub-Saharan Africa.

Homework: Textbook, chapter 19. Selected sources and articles from reader.

Week 4: Nomadic Empires and Eurasian Integration.

Homework: Textbook, chapter 18. Selected sources and articles from reader.

Week 5: Worlds Apart: The Americas and Oceania.

Homework: Textbook, chapter 21. Selected sources and articles from reader.

Week 6: Reaching Out: Cross-Cultural Interactions.

Homework: Textbook, chapter 22. Selected sources and articles from reader.

Midterm: February 27.

Group and individual presentations (to be scheduled after midterm exam).

Visit to the Museo de América and/or Templo de Debo to be scheduled after midterm exam.

Paper Topic due: March 6.

Week 7: Transoceanic Encounters and Global Connections.

Homework: Textbook, chapter 23. Selected sources and articles from reader.

Week 8: The Transformation of Europe.

Homework: Textbook, chapter 24. Selected sources and articles from reader.

Week 9: The New Worlds: The Americas and Oceania.

Homework: Textbook, chapter 25. Selected sources and articles from reader.

Week 10: Africa and the Atlantic World.

Homework: Textbook, chapter 26. Selected sources and articles from reader.

Week 11: Tradition and Change in East Asia.

Homework: Textbook, chapter 27. Selected sources and articles from reader.

Documentary about the age of exploration.

Final paper outline due: April 23

Final paper due: May 5

V. ASSESSMENT STATEMENT

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, we regularly assess our teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose we keep on file anonymized representative examples of student work from all courses and programs such as: assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. *Thus, copies of your work for this course, including any exams, oral presentations, assignments, and submitted papers may be kept on file for institutional research, assessment and accreditation purposes.* If you prefer that Saint Louis University-Madrid Campus does not keep your work on file, you will need to communicate your decision in writing to your professor.

VI. ACADEMIC INTEGRITY

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University's evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student's work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty.

Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University. The complete SLU Academic Honesty Policy can be found at the following link:
http://spain.slu.edu/academics/academic_advising/docs/Academic_integrity.pdf

VII. DISABILITIES ACCOMMODATION STATEMENT

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to http://spain.slu.edu/academics/learning_resources.html.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at +34 915 54 58 58, ext. 204, send an e-mail to counselingcenter-madrid@slu.edu, or to visit the Counseling Office (Padre Rubio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.