

**Tompkins Cortland Community College**  
**Master Course Syllabus**

**Course Discipline and Number: HSTY 102**  
**Course Title: Development of the Western Tradition II**

**Year: 2018-2019**  
**Credit Hours: 3**

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

**Course Description**

This course surveys the major historical developments of Western civilization from 1650 to the present. Special emphasis is placed on reading, interpreting, and discussing primary sources so students can comprehend the practice of historical research. HSTY 102 fulfills the SUNY General Education Western Civilization requirement. Prerequisites: RDNG 116 if required by placement testing; prior completion or concurrent enrollment in ENGL 101; prior completion or concurrent enrollment in MATH 090 if required by placement testing. 3 Cr. (3 Lec.) Fall and spring semesters.

**Course Context/Audience**

Development of the Western Tradition II is a basic introductory survey course that should transfer to a four year college as a social science (liberal arts) elective. It is appropriate for anyone considering majoring in history, political science, or a career in teaching, especially in the social studies field. The course satisfies the SUNY General Education Western Civilization requirement. HSTY 102 requires substantial amounts of reading with gradually increasing complexity. Reading comprehension, analytical and discussion skills will be deployed. In addition, students will write several short historical essay assignments that employ introductory citation and research skills.

**Basic Skills/Entry Level Expectations**

**Writing:** WC College level writing skills are required. See course co-requisites or pre-requisites.

**Math:** M1 Taking MATH 090 (if needed) – Course requires limited use of very basic mathematical skills.

**Reading:** R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

**Course Goals**

The overarching goal of Development of the Western Tradition II is an appreciation, understanding and awareness of the major events, issues, trends, personalities and ideas that pertain to the development of early modern and modern Western civilization.

**Course Objectives/Topics**

Objective/Topic	% Course
The student will demonstrate an appreciation of the complexity of history as a discipline and an awareness of how history is written.	100%

The student should be able to demonstrate his/her ability to read historical documents and interpretations critically and analytically.	100%
The student should be able to articulate and apply historical knowledge to contemporary events and issues.	100%
The student should be able to demonstrate an appreciation of the importance of the various philosophical, political, religious and artistic underpinnings of the West in the early modern and modern periods.	30%
The student should be able to demonstrate an understanding and apply historical research methods at an introductory level.	30%
The student should be able to apply map and primary document interpretative skills at an introductory historical level.	30%
The student should be able to write several competent essays concerning historical topics and trends.	30%
Note: The sum of the percentages of course time allocated to each object exceeds 100% because student mastery of the knowledge and skills covered by some objectives overlap.	

### General Education Goals - Critical Thinking & Social/Global Awareness

<b>CRITICAL THINKING OUTCOMES</b>	<b>HOW DOES THE COURSE ADDRESS THE OUTCOMES</b> (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> <li>➤ develop meaningful questions to address problems or issues.</li> <li>➤ gather, interpret, and evaluate relevant sources of information.</li> <li>➤ reach informed conclusions and solutions.</li> <li>➤ consider analytically the viewpoints of self and others.</li> </ul>	<p>Students must read and interpret primary source documents that address issues from many eras and cultural perspectives. Class discussions reviewing the primary sources are vital to providing full context and exploration of interpretations.</p> <p>Students must read and interpret primary source documents and answer questions about them to document critical thinking skills. Students are compelled in classroom discussions to provide interpretations and understanding of the challenges faced by civilizations growing and changing over time.</p> <p>The textbook in combination with the primary source text provide context for complex debates. Student written work, group discussions, and question and answer sessions allow for a fuller comprehensive review of ideas.</p> <p>History is the process of change over time, and this course demands students review the central elements of how people build on previous civilizations to arrive at modernity. Individual and group conversations allow for significant exchange of ideas and perceptions in the context of personal experience, historical trends and modern trends.</p>
<b>SOCIAL/GLOBAL AWARENESS OUTCOMES</b>	<b>HOW DOES THE COURSE ADDRESS THE OUTCOMES</b> (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)

<ul style="list-style-type: none"> <li>➤ Students will begin to understand how their lives are shaped by the complex world in which they live.</li> <li>➤ Students will understand that their actions have social, economic and environmental consequences.</li> </ul>	<p>Historical study is essentially a review of choices made and ideas adopted or rejected on how to build a civilization. Interplay between civilizations has provided the dynamic interplay of forces that created the modern world. Classroom discussions with close review of writing assignments will allow instructors to note where students are making vital connections between historical development and the modern world in which they live.</p>
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### Instructional Methods

The course should include following instructional methods: informative organized lectures aimed at providing students with additional background context for the historical period covered; extensive directed classroom discussions; guest lecturers and appropriate use of focused videos to convey information and underline concepts.

### Methods of Assessment/Evaluation

Method	% Course Grade
At least two examinations that include both formal essays and identifications	30-60%
Discussion participation and attendance	10-20%
At least five primary source document interpretation assignments	20-40%

### Text(s)

Western Civilization: Volume II: Since 1500, 9<sup>th</sup> Edition by Jackson J. Spielvogel, Cengage Learning, 2015. ISBN:978-1-285-43655-5.

### Bibliography

Instructors are expected to make use of other texts as they see fit. Biographies, diaries, collections of primary source documents, etc. are suitable in many chapters, and far too diverse and too numerous to repeat here. The Spielvogel text provides at the end of each chapter a list of source materials for instructors, they are also able to bring in other suitable materials.

### Other Learning Resources

<p><b>Audiovisual</b> The library maintains extensive collections, with access to many electronic sources as well.</p>
<p><b>Electronic</b> Many websites are noted in the text and can be used in many smart classrooms.</p>
<p><b>Other</b> Because of the nature of this course instructors can draw on thousands of secondary and primary sources available in a variety of print, video and digital formats. The textbook lists relevant bibliographies that include books and internet sites at the end of each chapter. The instructor is strongly urged to peruse and incorporate some of these suggestions.</p>