

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

**Course Discipline and Number: HSTY 111**  
**Course Title: World History Since 1500**

**Year: 2019-2020**  
**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, reasonable accommodation to 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 developments in world civilizations since 1500 and uses a chronological and regional approach. Students study social, political, religious and economic changes that have created the complex modern world. Focus is given to areas of the Caribbean Basin, South America, Africa, the Middle East, Asia, and Australasia. HSTY 111 fulfills the SUNY General Education Other World Civilizations requirement. Prerequisites: RDNG 116 if required by placement testing; prior completion or concurrent enrollment in ENGL 100 and MATH 090 if required by placement testing. 3 Cr. (3 Lec.) Fall and spring semesters.

### **Course Context/Audience**

World History Since 1500 is an introductory survey course that should be accepted for transfer to four year colleges as a liberal arts elective. It is also appropriate for students majoring in social science disciplines, interested in becoming a teacher, international affairs and business. This course satisfies the SUNY General Education Other World Civilizations requirement. HSTY 111 requires substantial amounts of reading with gradually increasing complexity. Students will be expected to write historical essays to demonstrate their comprehension of the course material. Critical thinking and research skills will be utilized to examine and interpret historical documents.

### **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**

Students will gain a general appreciation and understanding of some of the major issues, events and people that have shaped the world. As the trend towards an increasingly interconnected world continues, students need to identify and comprehend the factors that drive the process of change over time in areas of the world outside of those they more often study; Europe and the United States of America.

## Course Objectives/Topics

Objective/Topic	% Course
The student should be able to demonstrate an understanding of the process of change over time in the Caribbean Basin, South America, Africa, the Middle East, Asia and Australasia.	100%
The student should be able to critically assess throughout the course the varying historical arguments presented to explain changes by using as evidence both primary and secondary sources.	100%
The student should demonstrate an appreciation of the diversity of historical experiences and viewpoints created by humanity across time, especially from the modern era.	100%
The student should be able to write competent essays using historical sources.	20%
The student should be able to use information literacy skills to interpret and understand maps, charts and graphs.	20%
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

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (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 and secondary source materials from many eras and in multiple formats. Students must read and interpret both primary and secondary sources and answer questions about them to place events in context and discern challenges to accepted ideas and practices. Reviewing information should not be an exercise in reading only what the student desires/likes.</p> <p>Students must read and interpret both primary and secondary sources and answer questions about them to place events in context and discern challenges to accepted ideas and practices. Reviewing information should not be an exercise in reading only what the student desires/likes. Students will need to provide thoughtful and engaging support for their interpretations and ideas. This can be done orally in discussion settings or through more formal written essays on assigned topic areas. Discussion of reliable versus unreliable sources should be conducted.</p> <p>The texts in combination with primary source materials chosen by the instructor or students will provide context for structured investigation and debate on current affairs as well as recent developments in world history. Written work in various forms (reaction essays, brief research papers on select topics etc.) as well as class discussions and presentations can be deployed to investigate and debate topics.</p> <p>History as the process of change over time, demands context of where “we” were and where “we” are to facilitate investigation. Our place in the world is a creation of layering years and concepts to arrive at modernity. Both individual and group discussions with extensive exchanges of ideas and perceptions will be most beneficial here. Best practice would be to have large scale discussions to exchange ideas on a large open ended scale.</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>Extensive reading and discussion of global history will include varying interpretations and understandings of world development. Careful classroom lecture emphasis and group discussions, as well as directed essays will focus on the place of each student in larger trends.</p> <p>Reading and lecture materials will make reference to many modern comparisons on how students' lives are part of a larger social fabric of humanity connected by globalization trends. Close reading of the texts, as well as formal and informal discussions will allow students to place themselves into current and recent events and document their understanding of their connection to the world.</p> <p>One key factor in the course is the investigation of the longer trend in "globalization of the economy". That trend is arguably linked to the era of voyages of discovery and linked to the modern era interconnected economy. Discussion and investigation of the global exchanges of people, ideas, animals and plants will be a useful exercise in understanding the economic interdependency wrought since the era of Columbus.</p> <p>Sustainability practices are a component of the course readings and discussions. Limits on consumerism and the impact it has had are key discussion elements. Book and other literature reviews, directed small research projects, oral presentation of findings and group discussions are all dynamic means to address the student view of their place in the economic universe of today.</p>

### Instructional Methods

Well-organized and directed lectures are intended to provide a guiding framework for the course material, to summarize ideas and trends, to highlight key factors, and to expand upon the importance of the textbook information. They should be combined with student discussion and question/answer sessions that are intended to have students offer commentary and to articulate their perception of the material presented. These discussions should emphasize the place of the student in larger trends. In addition, collaborative classroom or online chat sessions on interpreting primary source documents should be utilized to allow students to practice doing historical investigation on a constructive level. Guest lectures, field visits, oral presentations and or videos can be used to supplement the course materials. Using the textbooks as the structural guides for the course, instructors should present topics such as: encounters between different societies from the era starting circa 1500, the Columbian Exchange, trans-Atlantic slavery, the Plantation Economy, the Islamic Empires of Asia, Tokugawa Japan, Ming and Qing China, the American, French, Haitian and Latin American revolutions (1775-1825), industrialization, imperialism and colonization trends across Africa and around the Indian Ocean, the rising power of nationalism, political and economic challenges of capitalism and socialism, racism, impact of world-wide warfare, the Great Depression, de-colonization, terrorism, the birth of the United Nations, the Cold War, collapse of communist Eastern Europe, the modern world economy, tourism, sustainability, demography and globalization trends.

### Methods of Assessment/Evaluation

Method	% Course Grade
Examinations using maps, multiple choice, matching, fill-in-the-blank, short answer, and/or interpretative essay questions	40-60%
Primary source reaction/interpretation essay(s) using sources on themes from the course	10-30%
Daily attendance, classroom participation in discussions and question/answer sessions, individual and/or group oral presentations	10-30%

**Text: (texts, in addition to the main one by Tignor, should be chosen by the instructor. Several are available)**

Worlds Together, Worlds Apart, Robert Tignor, Jeremy Adelman et al, 3<sup>rd</sup> edition, © 2009 W.W. Norton & Company

**Bibliography (not meant to be comprehensive, merely representative as the topic is far too broad to adequately create a bibliography in this setting)**

Alfred W. Crosby, The Columbian Exchange, © 1972.

John E. Wills, Jr., 1688 A Global History, 1st edition, © 2001 W.W. Norton & Company

Jay Kinsbruner, Independence in Spanish America, © 1994.

Joseph Esherick, The Origins of the Boxer Uprising, © 1987.

Louise Young, Japan's Total Empire, © 1998.

Judith Brown, Gandhi: Prisoner of Hope, © 1990.

John D. Hargreaves, Decolonization in Africa, © 1996.

### **Other Learning Resources**

#### **Audiovisual**

Media coverage of world affairs offers streaming video options for class use; also available for use would be DVDs from various public collections. Traditional overhead, maps, and handouts may also be useful.

#### **Electronic**

1. There are a myriad of collegiate textbook websites available for instructor support, as well as many sponsored and hosted by colleges and universities. Many of them specialize in posting historical documents for free use, including, but not restricted to:

[www.history.college.hmco.com/instructors0](http://www.history.college.hmco.com/instructors0)

[www.hartford-hwp.com/archives/index.html](http://www.hartford-hwp.com/archives/index.html)

[www.fordham.edu/halsall](http://www.fordham.edu/halsall)

2. New historical and media websites come on line frequently, and all instructors are encouraged to use current events in the world media to analyze and put in context the historical trends and issues addressed by the course. Basic searches on the web for international media outlets (newspapers, magazines, news services, political parties, religious groups etc.) or by geographic region, specific NGO, city, province or nation should be encouraged. Instructors should carefully choose and investigate information posted on individual openly partisan sites and investigate their balance, fairness, accuracy and objectivity.

#### **Other**

Instructors can utilize the support materials for each text that are provided by the publisher. These include:

Instructor's Resource Manual

Computerized Test Bank

Map Transparencies