

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: HSTY 110
Course Title: World History to 1500

Year: 2020-2021
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 before 1500 and uses a chronological, regional, and intercultural approach. Students study social, political, religious, and economic changes that have created the complex modern world. Focus is given to areas of Europe, the Americas, Africa, the Middle East, and Asia. HSTY 110 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 Before 1500 is an introductory survey course that should be accepted for transfer to four year colleges as a liberal arts or humanities elective. It is also appropriate for students majoring in social science disciplines and those interested in becoming a teacher. In addition to satisfying the SUNY General Education Other World Civilizations requirement, the course supports mastery of TC3 general education goals. The course requires substantial amounts of reading. Students will be expected to write at least one historical essay to demonstrate their comprehension of the course material in the last half of the semester. Critical thinking and research skills will be utilized during class sessions 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

To understand the modern global world, students must be knowledgeable of the cultural and societal foundations of the modern world upon which that world is built. Tribal societies and civilizations on all continents have flourished and come into contact in various ways. The purpose of this course is to teach how peoples in Africa, Asia, the Middle East, the Americas and Europe have developed, interacted, learned from, and influenced each other's histories until the advent of the pre-modern world around 1500.

Course Objectives/Topics

Objective/Topic	% Course
The student should be able to demonstrate an understanding of the process of historical change in different cultural regions over time; the central theme of this course will focus on analyzing the histories and cultures of Africa, Asia, the Middle East, the Americas, and Europe.	100%
The student should be able to demonstrate an appreciation of the diversity of historical experiences and viewpoints created by humanity across time until the 1500s. 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 be able to write a competent college-level essay using historical sources.	20%
The student should be able to use information gathering 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"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>Discuss historical methodology and utilize critical analysis of documents for bias. Students will be involved in regular debates and write comparative intercultural paragraphs/essays.</p> <p>From text book readings, etc., students will engage in historical and intercultural comparisons that form the basis of the pre-modern world. Students will analyze maps, charts, graphs, and consult the internet and other sources available at the library. This will be useful in composing annotated bibliographies.</p> <p>This will be accomplished via discussions, in-class debates, and critical paragraphs/essays. Students will be required to support their own opinions, in writing and in debate, and to defend their position and demonstrate knowledge of historical relevance.</p> <p>Students will develop the ability to analyze primary and secondary sources. Students will be required to research various aspects of pre-modern cultures.</p>

SOCIAL/GLOBAL AWARENESS 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)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>The mindsets of the pre-modern world will be made relevant to students as the foundation of modern world mindsets.</p> <p>Students will understand that many of their social and cultural ideas are derived from pre-modern thought.</p> <p>Students will understand that many of their economic choices are derived from pre-modern thought.</p> <p>Students will understand that modern environmental consequences are derived in part from social, economic, and personal choices made in the past that affects one's quality of life today. Students will be involved in regular debates and write comparative intercultural paragraphs/essays.</p>

Instructional Methods

Lectures should be 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. In addition, collaborative classroom sessions on cross-cultural interactions should be utilized to allow students to practice doing historical investigation in hands-on/role –playing exercises. Guest lectures, oral presentations, and/or DVD's should be used to supplement the course materials. Using the textbook as the structural guide for the course along with other supplemental materials, instructors should present topics such as: encounters between different societies from prehistory to the ancient civilizations of the Middle East, China, Mesoamerica, Greece, Rome, and the tribal civilizations of North America, Africa, and the emerging medieval civilizations of Islam, Japan, China, India, and Europe.

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(s)

William J. Duiker, Jackson J Spielvogel, World History to 1500, 6TH edition, Pennsylvania State University, ISBN 10: 049

Bibliography

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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.

Electronic

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

www.hartford-hwp.com/archives/index.html

www.fordham.edu/halsall

Other

No resources specified