

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: HSTY 101
Course Title: Development of the Western Tradition I

Year: 2023-2024
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 the pre-historic era to 1650. Special emphasis is placed on reading, interpreting, and discussing primary sources so students can comprehend the practice of historical research. HSTY 101 fulfills the SUNY General Education Western Civilization 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

Development of the Western Tradition I 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. HSTY 101 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 the Development of the Western Tradition I is an appreciation, understanding and awareness of the major events, issues, trends, personalities and ideas that pertain to the development of early western civilization.

Course Objectives/Topics

Objective/Topic	% Course
The student will demonstrate an appreciation of the complexity of history as a discipline and an understanding of how history is written.	100%
The student will be able to articulate and apply historical knowledge to contemporary events and issues.	100%

The student will be able to articulate and appreciate the importance of the various philosophical, political and religious underpinnings up to 1650 CE.	100%
The student will be able to understand and apply historical research methods at an introductory level.	30%
The student will be able to apply map and primary document interpretive skills at an introductory historical level.	30%
The student will be able to appreciate the complexity of history as a discipline and understand how history is written.	30%
The student will be able to write brief directed essays concerning historical topics.	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

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>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>
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>Historical study is essentially a review of choice 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>

Instructional Methods

This course should include the 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 5 primary source document interpretation assignments	20-40%
Pop quizzes to assess reading	10-20%

Text(s) These are required use for all sections of HSTY 101 at TC3

Sources of the Making of the West: Peoples and Cultures, Volume I, Katharine J. Lualdi, 3rd edition, © 2009 Bedford/St. Martin's Press.

The Making of the West: Peoples and Cultures, Volume I, Lynn Hunt and Thomas R. Martin and Barbara H. Rosenwein and R. Po-chia Hsia and Bonnie G. Smith, 3rd edition, © 2009 Bedford/St. Martin's Press.

Bibliography

Note: Individual instructors are encouraged to supplement the mandatory texts to include relevant historical novels, diaries, biographies or articles as they see fit. Emphasis in this partial list is on using primary source works, many of them suggested as sources in the bibliography for each chapter. The list here is meant only as a partial one.

Hesiod, Theogony: Works and Days

Homer, The Iliad

Herodotus, The Histories

Plato, The Republic

Arrian, The Campaigns of Alexander

Cicero, On Duties

Caesar, The Civil War

Virgil, The Aeneid

Procopius, Buildings

Gregory of Tours, The History of the Franks

Einhard, Two Lives of Charlemagne

Other Learning Resources

Audiovisual

The TC3 library collection should be checked for materials; the collection is constantly expanding electronic access.

Electronic

Websites are suggested for each chapter, and smart classrooms are suitable for projection of supplemental materials.

Other

Because of the inclusive nature of this course, instructors may draw on thousands of secondary and primary sources available in a variety of print and digital formats. The Making of the West appends extremely useful bibliographies that include both books and internet sites at the end of each chapter. The instructor is strongly urged to survey and make use of these suggestions.