Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: HSTY 117 **Year: 2025-2026**

Course Title: The West in the World Since 1500 **Credit Hours: 3**

I. Course Description: This course surveys the major historical developments of world regions from 1500 CE (Common Era) to the modern era. Special emphasis is placed on reading, interpreting, and discussing primary source documents to familiarize students with the practice of historical research. HSTY 117 fulfills the SUNY General Education World History and Global Awareness Knowledge and Skills Area. Prerequisite: Prior completion of, or concurrent enrollment in, ENGL 100. Fall and spring semesters.

II. Additional Course Information:

1. This course can be used as a liberal arts or unrestricted elective
2. Some sections of this course may be offered with Open Educational Resources (OER) materials. A small fee applies.
3. Class materials and communications will be provided via the institutional Learning Management System,
4. Instructors may require significant participation and group work. Consult the class outline for information,

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Construct a broad outline of the development of the distinctive features of and among world civilizations and cultures in relation to each other.
2. Describe the structures, systems, and interrelationships of and among world civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing, sustainability, and social inequalities related to class, gender, and race.
3. Apply historical and contemporary evidence to draw, support, and verify evidence-based conclusions.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Outcomes

Tompkins Cortland ILOs

Complete this section for “service” courses only (e.g. courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:
☒ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

SLO #3 “Apply historical and contemporary evidence to draw, support, and verify evidence-based conclusions.”

☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

☒ Use information, critical thinking, and the creative process to solve problems and reach conclusions.

SLO #3 “Apply historical and contemporary evidence to draw, support, and verify evidence-based conclusions.”

☐ Use technology appropriate to their discipline.

☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes - N/A

Complete this section for program-specific courses (e.g. those that share the same 4 letter designation as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program: **Liberal Arts and Sciences-Social Science A.S.**

PLO #2: Locate, evaluate, and apply relevant information.

Course SLO:
3. Apply historical and contemporary evidence to draw, support, and verify evidence-based conclusions.

PLO #4: Use evidence to describe: (10 how privilege and inequality are socially and/or historically constructed and (2) how these shape [students’] lives.

Course SLOs:
2. Describe the structures, systems, and interrelationships of and among world civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing, sustainability, and social inequalities related to class, gender, and race.

SUNY General Education Outcomes

If this course **assesses** a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

☒ CRITICAL THINKING - Students will:

a. identify, analyze, and evaluate arguments as they occur in their own or others' work; and
b. develop well-reasoned arguments.

SLO #3. Apply historical and contemporary evidence to draw, support, and verify evidence-based conclusions.

☐ INFORMATION MANAGEMENT - Students will:

a. perform the basic operations of personal computer use;
b. understand and use basic research techniques; and
c. locate, evaluate and synthesize information from a variety of sources.

☒ GENERAL EDUCATION CATEGORY - Area(s): **World History and Global Awareness**
For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category:

SUNY SLO: Students will

- demonstrate knowledge of a broad outline of world history and/or the development of the distinctive features of at least one civilization or culture in relation to other regions of the world; and;

Course SLO

1. Construct a broad outline of the development of the distinctive features of and among world civilizations and cultures in relation to each other.

SUNY SLO: Students will

- demonstrate an understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on well-being and sustainability.

Course SLOs

2. Describe the structures, systems, and interrelationships of and among world civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing and sustainability.

3. Apply historical and contemporary evidence to draw, support, and verify evidence-based conclusions.

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Outcomes.

V. Essential Topics/Themes

1. Economic Development: land use patterns, crops, the means of exchange, trade networks, formation of hierarchies, classes, monetary units, taxation, labor systems, serfdom, exploration, inventions, urbanization, capitalism, global economics, North vs. South development, dependency theory
2. Governance: varying forms of government, legal codes, justice systems, class influences, multi-ethnic empires, military expansionism, foreign diplomacy, Colonization/De-Colonization, revolutions, Cold War influences, the United Nations, NATO, nationalism
3. Racism and Slavery: imperialism, ethnic strife, racism, inter-cultural conflict, racial chattel slavery, tolerance/intolerance, sub-class and caste formation, legacies of discrimination, reparations debates, genocides
4. Gender Roles: social, legal, economic, and religious roles of women in diverse socio-cultural circles, women's legal status, dowries, widowhood, inheritance, rise of suffrage trends, equality debates, working lives and expectations
5. Religious and Philosophical Trends: variable belief systems, spread of Buddhism, Christianity, Islam et al, emergence of alternative ideas, intolerance, 'state religions', syncretism, secular philosophies (Confucianism et al) rise and spread of secularism, intolerance and strife, new faith practices (Sikhism, Church of Latter Day Saints, etc.)
6. Health and Sustainability: pandemics, local public health crises/famines, global disease spread, population growth outstripping resources, change in land use and crops, internal and external migrations, ecosystem overuse, man-made extinctions, global warming, extreme weather events, over population, pollution

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Written assignments using primary sources from class readings and lecture material	30-50%
2. Quizzes based on lecture and reading materials	10-50%
3. Attendance/Discussion/Classroom Presentations	10-30%
4. Synchronous or Asynchronous Short Answer or Essay Examination(s)	10-40%

VII. Texts – ☐ Required ☒ Recommended ☐ Used for more than one course (list courses)

☐ Fully OER for all sections, including Concurrent Enrollment

	OER
1. *World History: Volume 2.* William Duiker et al, Ninth Edition, CENGAGE Learning, 2019.	☐
2. *Worlds Together: Worlds Apart: From the Beginnings of Humankind*. Sixth Edition, Jeremy Adelman et al, W.W. Norton, 2021.	☐
3. *Worlds Together: Worlds Apart: A Companion Reader, Volume I*. Third Edition, Elizabeth Pollard, et al, W. W. Norton, 2019.	☐

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. The Modern Middle East and North Africa, Julia Clancy-Smith, et al, Oxford University Press.
2. A Peoples History of the World, Chris Harman, 2017.
3. 1493: Uncovering the New World Columbus Created, Charles C. Mann, Vintage Books, 2011.
4. Government and Politics of the Middle East and North Africa, Sean Yom, Routledge, 2019
5. The Penguin History of the World, Sixth Edition, J. M. Roberts, Penguin Books, 2014.
6. Teaching World History Thematically: Essential Questions, Rosalie Metro, Teacher's College Press, 2020.
7. A Concise History of South Africa, Robert Ross, Cambridge University Press, 2009.
8. The Caribbean: A History of the Region and Its People, Stephan Palmie et al, University of Chicago Press, 2011.
9. Colonial America in an Atlantic World, T.H. Breen and Timothy Hall, Pearson/Longman, 2004.
10. Modern Russian History, Roxanne Easley, Cognella Academic Publishing, 2020.
11. Latin American Politics and Society: A Comparative and Historical Analysis, Gerardo L. Munck et al., Cambridge University Press, 2022.
12. China: A History, Volume II to 2009, Harold Tanner, Hackett Publishing, 2010.
13. Modern Indian History, Emily Rook-Koepsel, Association for Asian Studies, 2023.
14. The Atlantic Slave Trade: Volumes II and III, Jeremy Black, editor, Ashgate, 2006.
15. The Portuguese in West Africa, 1415-1670, Malyn Newitt, editor, Cambridge University Press, 2010.
16. A Concise History of Japan, Brett Walker, Cambridge University Press, 2015.
17. A Concise History of Russia, Paul Buskovitch, Cambridge University Press, 2011.
18. A History of Chile 1808-2002, Simon Collier et al, Cambridge University Press, 2004.
19. Afghanistan: A History from 1260 to the Present, Jonathan Lee, Reaktion Books, 2022.
20. A History of Vietnam, Anh Tran Pham, The Vietnam Foundation, 2018.
21. A History of Cambodia, David Chandler, Fourth Edition, Routledge, 2007.
22. East Africa: An Introductory Survey, Robert Maxon, West Virginia University Press, 2009.
23. The Pinochet File, Peter Kornbluh, The New Press, 2013.
24. Bitter Fruit: The Story of the US Coup in Guatemala, Stephen Schlesinger and Stephen Kinzer, Harvard University Press, 2005.

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: There is a plethora of materials in varying formats available using web access. Due to the highly variable quality and accuracy of many of these, instructors are urged to pre-view all sources to review for suitability and veracity. Many publishers develop and maintain short videos and lectures on specific topics of interest.

Electronic: There are many easily accessible and reputable sites for accessing primary source documents in context for use in classes. These include**:** **www.historians.org** The American Historical Association maintains multiple links. www.archives.gov The National Archives of the United States has a user-friendly and accessible website. www.loc.gov The Library of Congress of the USA has a diverse collection and recommendations for links. Both Oxford and Cambridge Universities have extensive electronic and print resources on the Caribbean Region, African Continent, Eurasia, North America, South America and the Pacific Region. Many world media sources print daily online in English from across the globe.

There are also multiple sites to access materials associated with the books many instructors use, for details see the ancillary materials and access guides for your particular text.

Other: Depending on the scope of your work with students, there are many regional and national historical societies/museums that could have rotating exhibits and collections of art, artifacts suitable for use. Topics revolving around migration/immigration, slavery, and global warming could be useful vehicles for instructors.

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 academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*
Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.
Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.