

NEW YORK CITY COLLEGE OF TECHNOLOGY
The City University of New York
School of Arts & Sciences
Department of Social Science Course Outline

Course code: HIS 1103

Course title: The Modern World Since 1900

Class hours/credits: 3 class hours, 3 credits

Prerequisite: Eligibility for ENG 1101

Pathways: World Cultures and Global Issues

Catalog Description: A chronological and thematic introduction to the history of Western interactions with the wider world from the late 1800s to the present, emphasizing the following events: the rise of nationalism in Europe and the race for empire in the late 19th century, the First World War, the interwar years, the Second World War, the Cold War, the post-Cold War world and the effects of globalization.

Suggested Texts:

(A textbook will be required reading for every section of this course. The specific text assigned will be chosen by the section's instructor)

Jerry Bentley, Herbert Ziegler and Heather Streets Salter, *Traditions & Encounters: A Brief Global History* (McGraw-Hill, 2014)

Dennis Sherman and Joyce Salisbury, *The West and the World Vol. II: From the Renaissance* (McGraw-Hill, 2014).

Course Specific Learning Outcomes and Assessment Measures

LEARNING OBJECTIVES	ASSESSMENT METHOD
Distinguish between different approaches to world history.	Read and discuss a variety of historical texts. Students will use these texts to complete written assignments and presentations.
Understand how historians utilize sources and critical analysis to draw historical conclusions.	Use primary and secondary sources to create their own historical conclusions. Students will discuss their conclusions in written quizzes and exams, as well as in oral in-class presentations.
Explain how the impact of western and non-western peoples shaped the foundation of the modern world.	Read from a variety of primary and secondary sources in history, philosophy, sociology, and economics. Students' content knowledge and critical thinking ability will be tested through in class quizzes and exams, as well as through in-class discussion and class presentations.

Pathways World Cultures and Global Issues Learning Outcomes

1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
2. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
3. Analyze the historical development of one or more non-U.S. societies.
4. Analyze the significance of one or more major movements that have shaped the world's societies.
5. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.

General Education Objectives and Assessment Methods

LEARNING OBJECTIVES	ASSESSMENT METHOD
KNOWLEDGE: Engage in historical inquiry, research, and analysis.	Students will demonstrate the ability to evaluate a variety of historical sources for their credibility, position, and perspective, as well as contextualize materials from the past with appropriate precision and detail. Students will demonstrate this competency complete written exams, quizzes, assignments, in-class discussion and presentations.
SKILLS: Understand the complex nature of the historical record and generate significant, open-ended questions about the past and devise research strategies to answer them.	Students will demonstrate the ability to 1) Distinguish between primary and secondary source materials and decide when to use each, 2) Choose among multiple tools, methods, and perspectives to investigate and interpret materials from the past, and 3) Recognize the value of conflicting narratives and evidence, 4) Generate significant, open-ended questions about the past and devise research strategies to answer them, 5) Seek a variety of sources that provide evidence to support an argument about the past, 6) Develop a methodological practice of gathering, sifting, analyzing, ordering, synthesizing, and interpreting evidence, and 7) Identify and summarize other scholars' historical arguments. Students will demonstrate this competency complete written exams, quizzes, assignments, in-class discussion and presentations.

<p><u>INTEGRATION:</u> Craft historical narrative and argument.</p>	<p>Students will demonstrate the ability to 1) Generate a historical argument that is reasoned and based on historical evidence selected, arranged, and analyzed, 2) Write effective narrative that describes and analyzes the past for its use in the present, 3) Understand that the ethics and practice of history mean recognizing and building on other scholars' work, peer review, and citation, and 4) Defend a position publicly and revise this position when new evidence requires it. Students will demonstrate this competency complete written exams, quizzes, assignments, in-class discussion and presentations.</p>
<p><u>VALUES, ETHICS, AND RELATIONSHIPS:</u> Practice historical thinking as central to engaged citizenship.</p>	<p>Students will demonstrate the ability to 1) Engage a diversity of viewpoints in a civil and constructive fashion, 2) Work cooperatively with others to develop positions that reflect deliberation and differing perspectives, and 3) Apply historical knowledge and analysis to contribute to contemporary social dialogue. Students will demonstrate this competency complete written exams, quizzes, assignments, in-class discussion and group presentations.</p>

** may vary slightly per instructor*

Suggested Course Assessments*:

- Examinations 30- 40%
- Paper Assignment: 20%
- Quizzes: 5-10%
- Attendance and Participation: 5-10%
- * Instructor Choice

All grades will be calculated according to the college grade scale:

<u>Letter Grade</u>	<u>Number Grade</u>
A	100-93
A-	92.9-90
B+	89.9-87
B	86.9-83
B-	82.9-80
C+	79.9-77
C	76.9-70
D	69.9-60

ATTENDANCE POLICY

It is the conviction of the Department of Social Science that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also latenesses, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class.

Instructors may including a reasonable “Participation” grade into their final grade calculations for this course.

ACADEMIC INTEGRITY STATEMENT

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.

STUDENT ACCESSIBILITY

City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies, and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state, and/or city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility and/or would like to seek accommodation services and/or academic adjustments, please email the [Student Accessibility Center](#).

COMMITMENT TO STUDENT DIVERSITY

The Department of Social Science complies with the college wide nondiscrimination policy and seek to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students’ ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

Sample Sequence of Weekly Topics*

<u>Week</u>	<u>Topic</u>	<u>Suggested Instructional Activities</u>
1	<p>The world at war: 1914-1918: Students will understand the origins of WWI as well as the social, political and military history of WWI. Topics to be covered include: The global flu epidemic, the Armenian Genocide and impact of war on the Western Front. Students will also learn about the end of the war and the Treaty of Versailles and its larger impact on the former colonial regions as well as Europe.</p>	<p>In class discussion based on pointed essay questions from the readings</p> <p>This activity will build students' knowledge by reinforcing material discussed during the lecture.</p>
2	<p>The Russian Revolution and its aftermath: Students will learn the origins, conduct, and aftermath of the Bolshevik Revolution in Russia as well as study opposition movements against Capitalism and Communism. Students will have a good understanding of the political landscape before and after the revolution as well as the social and cultural transformation of Russian society.</p>	<p>In class discussion based on pointed essay questions from the readings</p> <p>This activity will build students' knowledge by reinforcing material discussed during the lecture</p>
3	<p>Europe after the Great War: Students should understand the social, economic, and political history of Europe during the interwar period. Students will learn about the rise of fascism as a political ideology in Germany, Italy and Spain. Students will also have an understanding of how these ideologies affected politics in the colonized world.</p>	<p>Short writing assignment and small group discussion</p> <p>Students will write a short analysis of a primary source and discuss their findings in a small group. This activity will be repeated in order to strengthen critical thinking and writing skills</p>
4	<p>The rise of Nazi Germany and the origins of WWII: Students will learn about the Global Economic Depression and its impact on both Europe and the United States as well as the colonies. Students should be able to understand the relationship between the depression and the rise of the Nazi party as the viable political leading party in Germany in the 1930s.</p>	<p>Short paper and discussion</p> <p>This assignment will help build writing and critical thinking skills.</p>

5	<p>The world at war: 1939-1945: Students will learn about the political landscape that shaped Europe and affected the relationships between the Allies and Axis powers. Students should understand the reality of life on both the Western and Eastern Front, how the war affected the colonies (or former colonies) and the social, cultural and long term impact of the Holocaust.</p>	<p>Short writing assignment and small group discussion</p> <p>Students will write a short analysis of a primary source and discuss their findings in a small group. This activity will be repeated in order to strengthen critical thinking and writing skills</p>
6	<p>The origins of the Cold War: Students will learn about the origins of the Cold War rivalry between the United States and the Soviet Union, the Containment Doctrine; the nuclear arms race, and the Berlin Crisis.</p>	<p>In class discussion based on pointed essay questions from the readings</p> <p>This activity will build students' knowledge by reinforcing material discussed during the lecture</p>
7	<p>The nuclear arms race: Students will learn about the development of nuclear weapons and the doctrine of Massive Retaliation and Mutual Assured Destruction.</p>	<p>In class discussion based on pointed essay questions from the reading</p> <p>This activity will build students' knowledge by reinforcing material discussed during the lecture</p>
8	<p>The Cold War in Asia: Students will learn about significant conflicts and "proxy-wars fought on the continent of Asia. Topics that will be covered include The Chinese Civil War, the Korean War, The Vietnam War and the Soviet War in Afghanistan. Students should have an understanding of the idea the major events of these conflicts as well as the long term repercussions of these wars on the region and Cold War generally.</p>	<p>In class discussion based on pointed essay questions from the readings</p> <p>This activity will build students' knowledge by reinforcing material discussed during the lecture</p>
9	<p>The Cold War in the Middle East: Students will learn about the way that the United States attempted to establish a sphere of influence over the Middle East and filled a vacuum of power left by the British and the French. Students will have a good understanding of the Arab-Israeli Conflict, the role of Nasser and the tumultuous relationship with Iran before and after the Iranian Revolution.</p>	<p>Short writing assignment and small group discussion</p> <p>Students will write a short analysis of a primary source and discuss their findings in a small group. This activity will be repeated in order to strengthen critical thinking and writing skills.</p>

10	<p>The Cold War and Decolonization in the Third World: The end of the Cold War dramatically shifted the political landscape for the former colonized peoples. Students will learn about how these budding nation-states learned how to negotiate with the super powers as well as the political struggles to establish autonomy.</p>	<p>Short writing assignment and small group discussion</p> <p>Students will write a short analysis of a primary source and discuss their findings in a small group. This activity will be repeated in order to strengthen critical thinking and writing skills.</p>
11	<p>Ideology and society during the Cold War: While the Cold War was a physical struggle, it was grounded in two seemingly conflicted world views. Students will learn how to differentiate between the multiplicities of worldviews that emerged out of the initial Capitalism vs. Communism. Some topics that will be covered include: Islamic Marxism, the non-alignment movement, liberation theology and student movements.</p>	<p>Short paper and discussion-</p> <p>This assignment will help build writing and critical thinking skills</p>
12	<p>The end of the Cold War: The fall of the Berlin Wall and the solidarity movements of 1989 illustrated the dissatisfaction with communism and Russian dominance in Eastern Europe. Students will learn about the Iron Curtain, the fall of the Berlin Wall, Gorbachev and</p>	<p>In class discussion based on pointed essay questions from the readings</p> <p>This activity will build students' knowledge by reinforcing material discussed during the lecture.</p>
13	<p>The emergence of the post-Cold War world: The United States emerged as the sole super power at the end of Cold War and faced a number of challenges as a result. Students will learn about the ways that the United States asserted itself in places like the Middle East, the breakdown of Yugoslavia and the wars against Serbia.</p>	<p>Short writing assignment and small group discussion</p> <p>Students will write a short analysis of a primary source and discuss their findings in a small group. This activity will be repeated in order to strengthen critical thinking and writing skills</p>
14	<p>The emergence of a new Asia: The end of the cold war led to the emergence of China, India, and Vietnam as economic powerhouses. Students will learn about immigration patterns and the Asian "brain drain" as well as global economic impact of Asia's rise.</p>	<p>Short paper and discussion</p> <p>This assignment will help build writing and critical thinking skills.</p>

15	<p>The Global War on Terror and America's troubled moment in the Middle East: Students will learn about the origins of Islamic fundamentalism as a viable political alternative to secular leftism and its impact on global politics. Students will see the long term implications of proxy wars in the Middle East and Asia as well as how America's stronger ties with Israel affected the rise of terrorism. Students will also learn about the long term effects of September 11, the wars in Afghanistan and Iraq as well as the emergence of Isis and Arab Spring movements.</p>	<p>In class discussion based on pointed essay questions from the readings</p> <p>Video clips and social media research to illustrate the impact of the internet on these movements</p> <p>This activity will build students' knowledge by reinforcing material discussed during the lecture</p>
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**guidelines from which instructors may select or adapt*

Reviewed/revised by: Stephanie Boyle, Ph.D., Spring 2016

Revised by Peter Parides in Spring 2021