New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Proposal_Classification_Chart.pdf) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

|  |  |
| --- | --- |
| **Title of Proposal** | **Minor Modifications to HIS 1102 (The Foundations of Modern Western Civilization & HIS 1103 (Modern Western Civilization)** |
| **Date** | **Original submission on January 31, 2015**  **Revised version submitted on March 7, 2015**  **2nd revised version submitted on March 12, 2015** |
| **Major or Minor** | **Minor** |
| **Proposer’s Name** | **Stephanie Boyle/Peter Parides** |
| **Department** | **Social Science** |
| **Date of Departmental Meeting in which proposal was approved** | **February 5, 2015** |
| **Department Chair Name** | **Jean Kubeck Hillstrom** |
| **Department Chair Signature and Date** | **February 13, 2015** |
| **Academic Dean Name** | **Karl Botchway** |
| **Academic Dean Signature and Date** | **Feb 17th, 2015** |
| **Brief Description of Proposal**  (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | **The course name, course description, and weekly outline of topics for HIS 1102 and HIS 1103 are being changed to reflect a shift in emphasis from the history of western civilization to a more global perspective emphasizing the interaction between the “West” and the world.** |
| **Brief Rationale for Proposal**  (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | **In today’s highly globalized society, students of history, especially at City Tech - a college with such a diverse student body whose opportunity to take multiple history classes is few - it is important intellectually and pedagogically to offer world history courses that focus on the role of the west’s interaction with and connection to the wider world.** |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | **New submission.** |

Please include all appropriate documentation as indicated in the Curriculum Modification Checklist.

For each new course, please also complete the New Course Proposal and submit in this document.

Please submit this document as a single .doc or .rtf format. If some documents are unable to be converted to .doc, then please provide all documents archived into a single .zip file

**ALL PROPOSAL CHECK LIST**

|  |  |
| --- | --- |
| Completed CURRICULUM MODIFICATION FORM including: |  |
| * Brief description of proposal | X |
| * Rationale for proposal | X |
| * Date of department meeting approving the modification | X |
| * Chair’s Signature | X |
| * Dean’s Signature | X |
| Evidence of consultation with affected departments  List of the programs that use this course as required or elective, and courses that use this as a prerequisite. | N/A |
| Documentation of Advisory Commission views (if applicable). | N/A |
| Completed [Chancellor’s Report Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Chancellor_Report_Quick_Reference_Guide1.doc). | X |

**EXISTING PROGRAM MODIFICATION PROPOSALS**

|  |  |
| --- | --- |
| Documentation indicating core curriculum requirements have been met for new programs/options or program changes. | N/A |
| Detailed rationale for each modification (this includes minor modifications) | N/A |

**NEW YORK CITY COLLEGE OF TECHNOLOGY THE CITY UNIVERSITY OF NEW YORK**

**SOCIAL SCIENCE DEPARTMENT**

**COURSE OUTLINE**

**HIS 1102-Foundations of the Modern World, 1400-1900 (3 class hours, 3 credits)**

**Prerequisite: CUNY proficiency in Reading and Writing**

**Course Catalog Description:**

A chronological and thematic introduction to the history of European interaction with the wider world from the 1400s to the end of the 1800s. The course focuses on the central themes of global interconnectivity and discussions of nationalism, capitalism, colonialism, slavery and trade.

**Required Reading:**

1. One textbook will be required reading for every section of this course. The specific text assigned will be chosen the by the section’s instructor. These are two suggested textbooks from which a section instructor may choose:

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)

1. Students will also read a number of short primary historical texts. Some of these readings are contained in the textbook while others are available online.

**Content Learning Outcomes and Assessment Measures**

| **LEARNING OBJECTIVES: For the successful completion of this course, students should be able to:** | **ASSESSMENT METHOD: Instructional activity and evaluation methods. Students will:** |
| --- | --- |
| 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. |

**General Education Objectives and Assessment Methods**

| **LEARNING OBJECTIVES: For the successful completion of this course, students should be able to:** | **ASSESSMENT METHOD: Instructional Activity, Evaluation Methods and Criteria.** |
| --- | --- |
| **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. |
| **Integration:** Craft historical narrative and argument. | 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. |
| **Values, Ethics, and Relationships:** Practice historical thinking as central to engaged citizenship. | 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. |

**Suggested Course Grade Scale:**

Examinations 30- 40%

Paper Assignment: 20%

Quizzes: 5-10%

Attendance and Participation: 5-10%

**Writing Intensive Designation**

Based on the amount and type of reading and writing assignments that students will be required to do in HIS 1102, this course meets the criteria for designation as a Writing Intensive 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.

**College Policy on Attendance/Lateness**

A student may be absent without penalty for 10% of the number of scheduled class meetings during the semester as follows:

|  |  |
| --- | --- |
| **Class Meets** | **Allowable Absence** |
| **1 time/week** | 2 classes |
| **2 times/week** | 3 classes |
| **3 times/week** | 4 classes |

Each department and program may specify in writing a different attendance policy for courses with laboratory, clinical or field work.

If the department does not have a written attendance policy concerning courses with laboratory, clinical or field work, the College policy shall govern.

It is the responsibility of the instructor to keep accurate records of every student’s attendance and to inform each class orally and in writing of the applicable attendance policy during the first two weeks of class meetings each semester.

1. Excessive Absence

If a student’s class absences exceed the limit established for a given course or component, the instructor will alert the student that a grade of “WU” may be assigned. If the student remains officially registered for a course and never attends that course, a final grade of “WN” (failure) must be assigned by the instructor.

If the student withdraws officially from the course, he/she will be assigned a grade in accordance with the existing withdrawal policy of the College.

2. Appeals

A student wishing to appeal the excessive absence status and the impending grade should request a meeting with the chairperson of the department in which the course is offered. The chairperson will consult with the instructor to render a decision. A student wishing to appeal a “WU” or “WN” grade may do so through the Committee on Course and Standards.

3. Lateness

Each department will establish a policy regarding student lateness in its courses. Lateness policies are to be announced and distributed to the faculty by the department chairperson. It is the responsibility of the instructor to keep a record of lateness and to inform each class orally and in writing of the lateness policy during the first two weeks of class meetings of each semester.

**Sample Sequence of Weekly Topics**

| Week | Topic | Suggested Instructional Activities |
| --- | --- | --- |
| 1 | **The State of the World in the 1400s: Renaissance, the Fall of Constantinople and Global Trade:**   * The student should understand the causes and consequences of the Renaissance as it spread outward from the Italian city-states to Europe. Students should grasp the meaning of humanism, the revival of classical culture and styles, and the renewed appreciation for the role of the human being in this world. Students should also understand the global context and the state of the world following the fall of the Mongol Empires and the emergence of the Turkish empires and how relationships between Europe and their Eurasian neighbors changed. | * In-class discussion of primary source/primary source analysis   This activity will develop students’ skills that help them understand the difference between primary and secondary sources and develop critical thinking skills. |
| 2 | **Reformation, Religious War and the Global Spread of Christianity:**   * Students should be able to explain the causes of the Protestant Reformation. Students should also grasp the main features of Martin Luther's critique of the Catholic Church and the major differences between the Catholic and Protestant churches and the subsequent religious warfare of the period. Students will also learn how Protestants and Catholics engaged in a global missionary battle for souls in the Americas, Africa and Asia. | * In class discussion based on pointed essay questions from the readings.   This activity will build students’ knowledge by reinforcing material discussed during the lecture. |
| 3 | **Transatlantic Encounters:**   * Students will be able to explain the European quest for new trading routes to the East. Student will learn about the creation of an Atlantic World beginning with Spanish and Portuguese exploration. The conquest of native peoples and the development of European settler colonies in the America will also be discussed. | * Short writing assignment and small group discussion   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. |
| 4 | **Absolutism and Constitutionalism in Europe and Asia:**   * Students will learn about the establishment of absolute monarchy by Louis XIV of France. Student will compare the absolutism of France to England’s constitutional monarchy. The global implications of the English Civil War and the Glorious Revolution will also be discussed. Students will compare these ideas to how Absolutism existed under the “Mandate of Heaven” in China. | * In-class discussion of primary source/primary source analysis   This activity will develop students’ skills that help them understand the difference between primary and secondary sources and develop critical thinking skills. |
| 5 | **Slavery and the Atlantic World:**   * Students will learn about the cultural, political and demographic impact of slavery in the Atlantic World. Students will learn about the developing relationships between African kingdoms and European slave traders. They will be able to speak critically about the “triangle trade” and the creation African American cultures throughout the Americas. | * Short paper and discussion- Students will write a two page argumentative essay based on a monograph. Students will discuss the institution of slavery and the experience of the slave   This assignment will help build writing and critical thinking skills. |
| 6 & 7 | **East Asia and the Global Market:**   * Students will learn about China’s role in the Global Market and its impact on European trade. Students will also learn about the significance of Chinese traders as well as transforming relationships between Europe and China as well as the development of “spheres of influence.” | Exam  Examinations will be in essay format and may include short answers and/or multiple choice and/or True/False questions. |
| 8 | **The Enlightenment and the Scientific Revolution:**   * Students will be able to identify the major ideas and figures of the Enlightenment and appreciate the contributions of the philosophes to the intellectual and political history of the west. Students will recognize the impact of the scientific revolution on Enlightenment thinkers and will understand the meaning and importance of "reason," the secular nature of Enlightenment thought, and the tension between the rejection of traditional authority and the church. | * In class discussion based on pointed essay questions from the readings.   This activity will build students’ knowledge by reinforcing material discussed during the lecture. |
| 9 | **Social class and status in Europe and the Americas:**   * Students will study and discuss how social classes developed and changed in the Americas and Europe. They will explore how immigration, slavery and relationship with the native peoples affected society in the Americas. They will also explore racial, gender and political hierarchies that developed as a result of newly formed societies in the Americas and Europe. | * Short writing assignment and small group discussion   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. |
| 10 | **The Atlantic Revolutions:**   * Student will examine the causes of the French Revolution, including the reasons for the crisis of the old regime: the bankruptcy of the state, the overbearing aristocracy and the despotic monarchy. Students will trace the French Revolution in all its several phases, including the impact of the Revolution in the French Caribbean colonies. Students will identify the main characters and events and the reasons for the rise of Napoleon, as well as the salient aspects of his reign, and the reasons for his ultimate downfall. Student will learn about the changes in Europe that took place as a result Napoleon’s downfall. Student will be able to discuss the significance of the Restoration of the Old Regime monarchs and the Congress of Vienna. | * In-class discussion of primary source/primary source analysis   This activity will develop students’ skills that help them understand the difference between primary and secondary sources and develop critical thinking skills. |
| 11 | **The Islamic Empires:**   * Students will be able to discuss the difference and similarities between the Mughal, Ottoman and Safavid Empires. They will be able to identify the political and social structures of these empires and their impact on the global market. | * In-class discussion of primary source/primary source analysis   This activity will develop students’ skills that help them understand the difference between primary and secondary sources and develop critical thinking skills. |
| 12 | **The Industrial Revolution:**   * Student will be able to discuss the causes of the Revolutions of 1848. Attention will be given to France, Germany, and Italy. Students should be able to identify the reasons for discontent in each country, as well as the course of the Revolutions themselves and the results of these revolutions, both temporary and long term. | * Short writing assignment and small group discussion   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. |
| 13 | **Immigration:**   * Students should appreciate how profoundly the rise of capitalism and the industrial revolution together reshaped the economy and the society of the west, leading to monumental changes in the nature of the political economy, work, daily life, cities, the standard of living and class structure. They should also be able to discuss the social and political implications of the industrial revolution and the many conflicts that arose between capitalists and labor. | * Short paper and discussion- Students will write a two page argumentative essay based on a monograph that discusses immigration and the experience of the immigrant.   This assignment will help build writing and critical thinking skills. |
| 14 | **The Rise of the Nation-State:**   * Student will become familiar with the rise of the nation-state during the middle of the 19th century. They should be able to identify political, social, economic and cultural features of major Western nation-states. They also should be able to discuss the competition among the major powers over the acquisition of overseas colonies. | * In class discussion based on pointed essay questions from the readings   This activity will build students’ knowledge by reinforcing material discussed during the lecture. |
| 15 | **Review for Final Exam & Final Exam** | Exam  Examinations will be in essay format and may include short answers and/or multiple choice and/or True/False questions. |

**Bibliography**

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**NEW YORK CITY COLLEGE OF TECHNOLOGY THE CITY UNIVERSITY OF NEW YORK**

**SOCIAL SCIENCE DEPARTMENT**

**COURSE OUTLINE**

**HIS 1103: The Modern World, Since 1900 (3 class hours, 3 credits)**

**Prerequisite: CUNY proficiency in Reading and Writing**

**Course Description:**

A chronological and thematic introduction to the history of Western interactions with the wider world from the late 1800s to the present. The course focuses on the central themes of global interconnectivity and discussions of nationalism, war, ideological conflict, and globalization.

**Required Reading:**

1. One textbook will be required reading for every section of this course. The specific text assigned will be chosen the by the section’s instructor. These are two suggested textbooks from which a section instructor may choose:

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).

1. Students will also read a number of short primary historical texts. Some of these readings are contained in the textbook while others are available online.

**Content Learning Outcomes and Assessment Measures**

| **LEARNING OBJECTIVES: For the successful completion of this course, students should be able to:** | **ASSESSMENT METHOD: Instructional activity and evaluation methods. Students will:** |
| --- | --- |
| 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. |

**General Education Objectives and Assessment Methods**

| **LEARNING OBJECTIVES: For the successful completion of this course, students should be able to:** | **ASSESSMENT METHOD: Instructional Activity, Evaluation Methods and Criteria.** |
| --- | --- |
| **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. |
| **Integration:** Craft historical narrative and argument. | 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. |
| **Values, Ethics, and Relationships:** Practice historical thinking as central to engaged citizenship. | 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. |

**Suggested Course Grade Scale:**

Examinations 30- 40%

Paper Assignment: 20%

Quizzes: 5-10%

Attendance and Participation: 5-10%

**Writing Intensive Designation**

Based on the amount and type of reading and writing assignments that students will be required to do in HIS 1102, this course meets the criteria for designation as a Writing Intensive Course.

**Academic Integrity Statement**

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**College Policy on Attendance/Lateness**

A student may be absent without penalty for 10% of the number of scheduled class meetings during the semester as follows:

|  |  |
| --- | --- |
| **Class Meets** | **Allowable Absence** |
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If the student withdraws officially from the course, he/she will be assigned a grade in accordance with the existing withdrawal policy of the College.

2. Appeals

A student wishing to appeal the excessive absence status and the impending grade should request a meeting with the chairperson of the department in which the course is offered. The chairperson will consult with the instructor to render a decision. A student wishing to appeal a “WU” or “WN” grade may do so through the Committee on Course and Standards.

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**Sample Sequence of Weekly Topics**

| Week | Topic | Suggested Instructional Activities |
| --- | --- | --- |
| 1 | **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. | * In class discussion based on pointed essay questions from the readings   This activity will build students’ knowledge by reinforcing material discussed during the lecture. |
| 2 | **The Russian Revolution and its aftermath:** Students will study 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. | * In class discussion based on pointed essay questions from the readings   This activity will build students’ knowledge by reinforcing material discussed during the lecture |
| 3 | **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. | * Short writing assignment and small group discussion   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 |
| 4 | **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. | * Short paper and discussion   This assignment will help build writing and critical thinking skills. |
| 5 | **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. | * Short writing assignment and small group discussion   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 |
| 6 | **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. | * In class discussion based on pointed essay questions from the readings   This activity will build students’ knowledge by reinforcing material discussed during the lecture |
| 7 | **The nuclear arms race:**  Students will learn about the development of nuclear weapons and the doctrine of Massive Retaliation and Mutual Assured Destruction. | * In class discussion based on pointed essay questions from the reading   This activity will build students’ knowledge by reinforcing material discussed during the lecture |
| 8 | **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. | * In class discussion based on pointed essay questions from the readings   This activity will build students’ knowledge by reinforcing material discussed during the lecture |
| 9 | **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. | * Short writing assignment and small group discussion   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. |
| 10 | **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. | * Short writing assignment and small group discussion   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. |
| 11 | **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. | * Short paper and discussion   This assignment will help build writing and critical thinking skills |
| 12 | **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 | * Short paper and discussion   This assignment will help build writing and critical thinking skills |
| 13 | **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. | * In class discussion based on pointed essay questions from the readings   This activity will build students’ knowledge by reinforcing material discussed during the lecture. |
| 14 | **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. | * Short paper and discussion   This assignment will help build writing and critical thinking skills. |
| 15 | **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 11th, the wars in Afghanistan and Iraq as well as the emergence of Isis and Arab Spring movements. | * In class discussion based on pointed essay questions from the readings * Video clips and social media research to illustrate the impact of the internet on these movements   This activity will build students’ knowledge by reinforcing material discussed during the lecture  Exam  Examinations will be in essay format and may include short answers and/or multiple choice and/or True/False questions. |

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**Section AV: Changes in Existing Courses**

**Changes to be offered in the Social Science department**

|  |  |  |  |
| --- | --- | --- | --- |
| **CUNYFirst Course ID** | 39240 |  |  |
| **FROM:** |  | **TO:** |  |
| **Department(s)** |  | **Department(s)** |  |
| **Course** | ~~The Foundations of Modern Western Civilization~~ | **Course** | Foundations of the Modern World, 1400-1900 |
| **Prerequisite** |  | **Prerequisite** |  |
| **Corequisite** |  | **Corequisite** |  |
| **Pre- or corequisite** |  | **Pre- or corequisite** |  |
| **Hours** |  | **Hours** |  |
| **Credits** |  | **Credits** |  |
| **Description** | ~~A survey of Western civilization from the Renaissance to the mid-19th century, emphasizing the following events: the Renaissance, the Reformation, the Counter-Reformation and ensuing religious wars; the Scientific Revolution and Enlightenment; European colonization of the New World; the Industrial Revolution, the French Revolution, and post-Napoleonic Europe.~~ | **Description** | A chronological and thematic introduction to the history of European interaction with the wider world from the 1400s to the end of the 1800s. The course focuses on the central themes of global interconnectivity and discussions of nationalism, capitalism, colonialism, slavery and trade. |
| **Requirement Designation** |  | **Requirement Designation** |  |
| **Liberal Arts** | [ ] Yes [ ] No | **Liberal Arts** | [ ] Yes [ ] No |
| **Course Attribute (e.g. Writing Intensive, Honors, etc** |  | **Course Attribute (e.g. Writing Intensive, Honors, etc** |  |
| **Course Applicability** | [ ] Major  [ ] Gen Ed Required  [ ] English Composition  [ ] Mathematics  [ ] Science  [ ] Gen Ed - Flexible  [ ] World Cultures  [ ] US Experience in its Diversity  [ ] Creative Expression  [ ] Individual and Society  [ ] Scientific World  [ ] Gen Ed - College Option  [ ] Speech  [ ] Interdisciplinary  [ ] Advanced Liberal Arts | **Course Applicability** | [ ] Major  [ ] Gen Ed Required  [ ] English Composition  [ ] Mathematics  [ ] Science  [ ] Gen Ed - Flexible  [ ] World Cultures  [ ] US Experience in its Diversity  [ ] Creative Expression  [ ] Individual and Society  [ ] Scientific World  [ ] Gen Ed - College Option  [ ] Speech  [ ] Interdisciplinary  [ ] Advanced Liberal Arts |
| **Effective Term** |  | **Effective Term** |  |

**Rationale:**

**In today’s highly globalized society, students of history, especially at City Tech - a college with such a diverse student body whose opportunity to take multiple history classes is few – it is important intellectually and pedagogically to offer world history courses that focus on the role of the west’s interaction with and connection to the wider world.**

**Section AV: Changes in Existing Courses**

**Changes to be offered in the Social Science department**

|  |  |  |  |
| --- | --- | --- | --- |
| **CUNYFirst Course ID** | 39241 |  |  |
| **FROM:** |  | **TO:** |  |
| **Department(s)** |  | **Department(s)** |  |
| **Course** | ~~Modern Western Civilization~~ | **Course** | The Modern World, Since 1900 |
| **Prerequisite** |  | **Prerequisite** |  |
| **Corequisite** |  | **Corequisite** |  |
| **Pre- or corequisite** |  | **Pre- or corequisite** |  |
| **Hours** |  | **Hours** |  |
| **Credits** |  | **Credits** |  |
| **Description** | ~~A survey of Western civilization from the mid-19th century 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.~~ | **Description** | A chronological and thematic introduction to the history of Western interactions with the wider world from the late 1800s to the present,The course focuses on the central themes of global interconnectivity and discussions of nationalism, war, ideological conflict, and globalization. |
| **Requirement Designation** |  | **Requirement Designation** |  |
| **Liberal Arts** | [ ] Yes [ ] No | **Liberal Arts** | [ ] Yes [ ] No |
| **Course Attribute (e.g. Writing Intensive, Honors, etc** |  | **Course Attribute (e.g. Writing Intensive, Honors, etc** |  |
| **Course Applicability** | [ ] Major  [ ] Gen Ed Required  [ ] English Composition  [ ] Mathematics  [ ] Science  [ ] Gen Ed - Flexible  [ ] World Cultures  [ ] US Experience in its Diversity  [ ] Creative Expression  [ ] Individual and Society  [ ] Scientific World  [ ] Gen Ed - College Option  [ ] Speech  [ ] Interdisciplinary  [ ] Advanced Liberal Arts | **Course Applicability** | [ ] Major  [ ] Gen Ed Required  [ ] English Composition  [ ] Mathematics  [ ] Science  [ ] Gen Ed - Flexible  [ ] World Cultures  [ ] US Experience in its Diversity  [ ] Creative Expression  [ ] Individual and Society  [ ] Scientific World  [ ] Gen Ed - College Option  [ ] Speech  [ ] Interdisciplinary  [ ] Advanced Liberal Arts |
| **Effective Term** |  | **Effective Term** |  |

**Rationale:**

**In today’s highly globalized society, students of history, especially at City Tech - a college with such a diverse student body whose opportunity to take multiple history classes is few – it is important intellectually and pedagogically to offer world history courses that focus on the role of the west’s interaction with and connection to the wider world.**