



**CUNY New York City College of Technology
History 1103 Spring 2024 Online**

Office: Namm 416

Office hour: Wed 2-3pm

Office hour/tutoring: via zoom by appointment

Zoom link: found on blackboard

(photo from *LIFE* magazine archive 1960s-NYers Skateboarding)

Textbook requirements: (free open access textbook)
Modern World History

Link:

<https://mlpp.pressbooks.pub/modernworldhistory>

Catalog Description: A chronological and thematic introduction to the history of Western inter- actions 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.

Grade Breakdown (all scoring is done by Blackboard)

15% discussion
5% Plagiarism exam
40% Primary source activities
40% exams

Final Grade Breakdown

A = 93-100

A- = 90-92.9

B+ = 87-89.9

B = 83-86.9

B- = 80-82.9

C+ = 77-79.9

C = 70-76.9

D = 60-69.9

F = 59.9 and below

Please note that there are no plus or minus grades below C so be mindful that if you fall below 70 there is no cushion. Keep on top of your grades and come see me during office hours if you feel like you are lagging behind.

Writing Intensive (WI)

Please note that this class is classified as Writing Intensive (WI) and as such you will be writing. As building upon successive drafts is an integral part of any successful writing process, every student will be

given two attempts at completing all writing assignments. Luckily for all of us, the Online City Tech Writing Center is open and ready to help you with all writing assignments across all disciplines. Students should simply email CityTechWritingCenter@gmail.com to ask for assistance and the Writing Center will arrange for online tutoring and support.

Course and Classroom Policies

In order to provide an atmosphere of mutual respect that fostered intellectual cooperation and free thinking the following criteria for the classroom are not negotiable. These policies are based on my experience as a professor and do not necessarily reflect you as individuals or students.

1. Racism, sexism, classism, homophobia or verbal abuse of another student or the professor is unacceptable. The classroom is a space to encourage intellectual exchange and must always be treated as such. If there are differences of opinions, they will be discussed in intellectual enriching ways. Shouting matches are not acceptable. Shame is not allowed either. Please always be respectful in the discussion board.
2. If you have any concerns or health related issues that you would like to share, in order to offer a perspective on who you are as a student, please bring them forward via email or in person at the beginning of the semester. We all have struggles and difficulties that may affect how we learn and understand material and the classroom experience. For me to be a better teacher, mediator and mentor-this information helps.
3. All reading and writing assignments are mandatory and must be turned in **via blackboard. There is a self-destruct and the link will disappear after the due date.** If a student requires an extension this must be discussed prior to the due date of the assignment.
4. I allow for revisions, I give extensions, but there are NO late papers.
5. Plagiarism of any kind will result in an F in the course. (Plagiarism and forms of plagiarism are defined below)
6. Cheating on an exam will also result in an F.
7. The use of AI and GPTchat is strictly prohibited and will result in an F in the class.
8. All interactions between students and instructor are to be respectful. All emails and conversations will be one of mutual respect in which neither party ridicules, insults or is disrespectful to the other. If there are any disagreements about perspectives between professor and student, the student recognizes that the professor's perspective comes from years of reading, learning and lecturing. The professor expects that the student comes directly to her to discuss any differences in a calm respectful manner.
9. The instructor will provide well prepared lectures, assist students at any length and answer all questions and concern with respect and courtesy.
10. I respond to emails between 9-5pm M-F- If you send me an email late at night or over the weekend, it will take me longer to get back to you then when I am at school during the week.
11. I give lots of feedback- It is meant to help you improve for your next assignment. It is never meant to hurt or insult you.
12. If you have a question about an assignment, grades or anything related to this course, please refer to this syllabus first. Most answers can be found here.
13. Physical or verbal assault as well as stalking in person or engaging in violent language will be reported to the college and will result in disciplinary action.

14. The syllabus is the law regarding grades, policies and assignment deadlines. However, it is a guide regarding pace and content. The culture of the class affects the pace.
15. This syllabus will serve as a contract between student and instructor and if at any time there is any question with regard to the policies of the classroom, this syllabus will serve as the foundation.

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 lateness, 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. For this course, attendance means participation in the discussion board.

Weekly Discussions

The grading criteria is as follows:

Discussions make up 15 percent of your grade and is really a participation and attendance grade meant to make sure that you are on track. If you complete each week it can lift your grade, but if you don't do it can lower your overall final score.

The discussion question will come from your readings and my lectures. It will include a topic, an image or a source from the weekly readings. Your job is to provide both summary and analysis. Make sure to use details and always use quotations if you pull something from the text or note a paraphrase. Not doing so is in fact plagiarism.

Remember that you want to provide as much detail as possible. The number of sentences that you can write is a range, so if you write on the lower end with minimal detail then it will lower your overall score. Please base your discussions on your views from the readings and lectures and not from the ideas of your colleagues.

Citing the lecture and readings are a requirement of the discussions. Full credit will not be awarded without citations. Furthermore, these discussions are solely based on the reading material and lectures provided. Using the internet or outside sources will not count towards the evaluation of materials for the course. A grade of zero will be given for the use of outside sources instead of the course resources.

Essay Exams

- **please submit via Blackboard in the appropriate location**

The questions will focus on the material from the readings/ lectures. Answers should provide historical evidence from the readings/ lecture to support an argument-driven essay. The exam will consist of short essay questions based solely on the lectures and readings as well as a longer essay.

- clarity-this means how well it is written
- content- how well you answer the question

- analysis/argument- how much of your voice is in the answer. I don't want historical information parroted back at me, I want you to present a thesis driven response. I mean what is your perspective about what you read.

You may not cut and paste or have another person/AI do your assignment. You must cite all answers and only use the pages provided by the OER. You may not use an aggressive grammarly revision program that changes the fundamental nature of what was written.

No sharing of work with colleagues in any way: online, mobile devices (for example) attempts to cheat will also result in an F in the course. Cheating is defined as being given a grade that was not earned based on your own work. The above-mentioned ways of cheating are just a few ways to cheat, however it is not an exhaustive list.

Primary Source Assignments

You will write four primary source assignments. They will be three paragraphs each and be argument driven. In paragraph 1, you will summarize the primary source selected and offer a thesis based on a specific theme. Paragraph 2 will offer evidence, provide quotations where appropriate and speak specifically to your thesis. Paragraph three will provide a summary that addresses how the source connects to the historical readings for the week that it is due. All primary sources can be revised for a higher grade.

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-west-ern 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
<p>KNOWLEDGE: Engage in historical inquiry, research, and analysis.</p> <hr/>	<p>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.</p>
<p>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.</p> <hr/>	<p>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>
<p>INTEGRATION: Craft historical narrative and argument.</p> <hr/>	<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>VALUES, ETHICS, AND RELATIONSHIPS: Practice historical thinking as central to engaged citizenship.</p> <hr/> <hr/>	<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>

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.

Weekly expectations

The schedule of readings is merely a guide to make sure you are able to complete all of the assigned readings. All of the work can be done at your leisure as long as it is completed by the end of the week.

The topics coincide with the readings. The lectures coincide with and support readings, but the topics covered are meant to enhance your reading. The content for the lectures and readings work together and or not identical. World History textbooks often cover the US/ EUROPE with greater detail. My lectures fill the gap by addressing that bias.

Weekly Class Schedule

Please complete all of the tasks listed for each week by the due date.

There is no late work.

Lectures, assignments and discussions are posted the Thursday before the Wednesday due date.

Discussion questions are worth 15% of your total grade. Missing multiple weeks will have a drastic impact on your grades. They cannot be made up.

Week One 1/25-1/31:

Due 1/31

Read: World History Volume 2

(Chapter one, sections 1-3)

<https://openstax.org/books/world-history-volume-2/pages/1-2-primary-sources>

Watch: Introduction to this course lecture (found on blackboard)

Lecture on Chapter one, Section 1-3

Post on Blackboard: Introduction on the discussion board.

Post on Blackboard: Primary source question

Do: Plagiarism exam (5% of your grade)

Post the screenshot of the score on blackboard.

You can take it as many times as you need but you need a score of 80% or above.

Link to the plagiarism exam

<https://www.turnitin.com/static/plagiarism-quiz/>

Week Two 2/1-2/7

Due 2/7

Read: Modern World History

Link: <https://mlpp.pressbooks.pub/modernworldhistory>

(Chapter: The Great War, sections 1-3)

This is an online resource and the pages are not numbered.

Topic: The start of WWI

Stop reading after the third green discussion box

Watch: Lecture 1 of the Great War

Topic: The causes and start of WWI

Zoom link found on Blackboard in Lectures folder

Post on Blackboard: map assignment/ discussion on blackboard

<https://www.oerproject.com/OER-Materials/OER-Media/Images/WHP-Maps/1914-layer-3>

The description of the question and assignment can be found on Blackboard under discussion week 2.

Week Three 2/8-2/14

Due 2/14

Read: Modern World history

Link: <https://mlpp.pressbooks.pub/modernworldhistory>

(Chapter: The Great War, from green discussion boxes 3-6)

Topic: US, Mexico, Banking during WWI

Stop reading after the green discussion box

Watch: Lecture 2 of the Great War

Topic: US, Mexico, Banking during WWI

Zoom link found on Blackboard in Lectures folder

Post on Blackboard: Answer this week's discussion question. The description of the question and assignment can be found on Blackboard under discussion week 3.

DO: Primary source one assignment. Instructions are found under the assignment in the context section. (10% of your final grade)

Week Four 2/15-2/21

Due 2/21

Read: Finish the chapter Great War

Topic: The Conclusion of the Great War and global implications

Link: <https://mlpp.pressbooks.pub/modernworldhistory>

Watch: Lecture 3 of the Great War

Topic: The Conclusion of the Great War and global implications

Zoom link found on Blackboard in Lectures folder

Post on Blackboard: Answer this week's discussion question. The description of the question and assignment can be found on Blackboard under discussion week 4.

*primary source 1 will be graded by 2/21. You will have 5 days from when it re-opens to resubmit.

Week Five 2/22-2/28

Due 2/28

Read: The Chapter Modern Crisis (first half) Stop when you reach the subheading “The Soviet Union”

Link: <https://mlpp.pressbooks.pub/modernworldhistory>

Topic: The Cultural production of the interwar period and the Age of Anxiety

Watch: Lecture 1 Chapter Modern Crisis

Topic: The Cultural production of the interwar period and the Age of Anxiety

Zoom link found on Blackboard in Lectures folder

Post on Blackboard: Answer this week’s discussion question. The description of the question and assignment can be found on Blackboard under discussion week 5.

Week Six 2/29-3/6

Due 3/6

Read: The chapter Modern Crisis (second half)

Link: <https://mlpp.pressbooks.pub/modernworldhistory>

Topic: The Great Depression and march towards Fascism

Watch: Lecture 2 Chapter Modern Crisis

Topic: The Great Depression and march towards Fascism

Zoom link found on Blackboard in Lectures folder

Post on Blackboard: Answer this week’s discussion question. The description of the question and assignment can be found on Blackboard under discussion week 6.

Week Seven 3/7-3/13

Due 3/13

Read: Review Chapters, “The Great War” and “The Modern Crisis”

Link: <https://mlpp.pressbooks.pub/modernworldhistory>

Watch: Review lectures from weeks 2-6

Zoom link found on Blackboard in Lectures folder

Do: Exam

Week Eight 3/14-3/20

Due 3/20

Read: Modern World History Chapter WWII until subheading 1940-1942: AXIS CONQUESTS IN EUROPE AND ASIA

Link: <https://mlpp.pressbooks.pub/modernworldhistory>

Watch: Lecture 1 WWII

Zoom link found on Blackboard in Lectures folder

Topic: The outbreak of WWII in Europe and Asia

Post on Blackboard: Answer this week's discussion question. The description of the question and assignment can be found on Blackboard under discussion week 8.

Do: Primary source 2 posted under content on Blackboard (10% of final grade)

Week Nine 3/21-3/27

Due 3/27

Read: Modern World History Chapter WWII (second section) until subheading The Conclusion.

Link: <https://mlpp.pressbooks.pub/modernworldhistory>

Topic: American involvement and the Holocaust

Watch: Lecture 2 WWII

Zoom link found on Blackboard in Lectures folder

Topic: American involvement and the Holocaust

Post on Blackboard: Answer this week's discussion question. The description of the question and assignment can be found on Blackboard under discussion week 9.

Primary source 2 will be graded by 3/27. You will have 5 days from when it re-opens to resubmit.

Week Ten 3/28-4/3

Due 4/3

Read: Modern World History Chapter WWII- the final section

Link: <https://mlpp.pressbooks.pub/modernworldhistory>

Watch: Lecture 3 WWII

Zoom link found on Blackboard in Lectures folder

Topic: The end of WWII and the start of the Cold War

Post on Blackboard: Answer this week's discussion question. The description of the question and assignment can be found on Blackboard under discussion week 10.

Week Eleven 4/4-4/10

Due 4/10

Read: Modern World History Chapter The Cold War until subheading French IndoChina

Link: <https://mlpp.pressbooks.pub/modernworldhistory>

Watch: Lecture One Decolonization

Zoom link found on Blackboard in Lectures folder

Topic: British India, Israel and Decolonization

Post on Blackboard: Answer this week's discussion question. The description of the question and assignment can be found on Blackboard under discussion week 11.

Do: Primary source 3 posted under content on Blackboard (10% of final grade)

Week Twelve 4/11-4/17

Due 4/17

Read: Modern World History second half of Decolonization

Link: <https://mlpp.pressbooks.pub/modernworldhistory>

Watch: Lecture 2 Decolonization

Topic: Indochina and Decolonization

Zoom link found on Blackboard in Lectures folder

Post on Blackboard: Answer this week's discussion question. The description of the question and assignment can be found on Blackboard under discussion week 12.

Primary source 3 will be graded by 4/17 and will be reopened for 5 days for revisions

4/24: No class Spring Break

Week Thirteen

Due 5/1:

Read: Modern World History Chapter Cold War until The Cold War in the US

Link: <https://mlpp.pressbooks.pub/modernworldhistory>

Watch: Lecture 1 Cold War

Topic: The first Cold War

Zoom link found on Blackboard in Lectures folder

Post on Blackboard: Answer this week's discussion question. The description of the question and assignment can be found on Blackboard under discussion week 13.

Do: Primary Source 4 posted under content on Blackboard (10% of final grade)

Week Fourteen

Due 5/8:

Read: Modern World History Chapter The Cold War second half of the chapter after the section The Cold War in the US

Link: <https://mlpp.pressbooks.pub/modernworldhistory>

Watch: Lecture 2 The Cold War

Topic: The Second Cold War and the end of the Cold War

Zoom link found on Blackboard in Lectures folder

Post on Blackboard: Answer this week's discussion question. The description of the question and assignment can be found on Blackboard under discussion week 14.

DO: Primary source 4 (10% of Final Grade)

Primary source 4 will be graded by 4/10 and will be reopened for 5 days for revisions

Week Fifteen

Due 5/15

Read: Review chapters, "World War II," "Decolonization," and "The Cold War"

Link: <https://mlpp.pressbooks.pub/modernworldhistory>

Watch: Review lectures from weeks 8-14

Do: Final exam (20% of Final Grade)

Revisions of Primary source 4