

NEW YORK CITY COLLEGE OF TECHNOLOGY
The City University of New York
School of Arts & Sciences
Department of Social Science
HIS 1103
The Modern World Since 1900

Class hours/credits: 3 class hours, 3 credits

Prerequisite: CUNY Proficiency in Reading and Writing

Pathways: World Cultures and Global Issues

Professor Richard Hresko

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Catalog Description of Course:

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.

During the course, we will be developing a methodology of developing an idea into an academic paper. As stepping stones to that goal, we will consciously build material into a form that can make writing and editing your paper a very productive exercise. Your ideas deserve the best possible presentation, and we will work to accomplish that.

Course Content Learning Outcomes

Learning Outcomes	Assessment Methods
Students will be able to identify significant events and in the course of world history from its roots in the revolutions in the eighteenth and nineteenth centuries into the twenty-first century.	Class discussions, exams, and essays
Students will be able to discuss different models of interpreting historical change.	Class discussions, exams, and essays and final paper
Students will weigh various factors such as economic, religious, and other cultural technologies in the mechanisms of historical transformation	Class discussions, exams, and essays and final paper

Students will develop an understanding of, and ability to use properly, concepts and terminology in use in recent historical literature	Class discussions, exams, and essays and final paper
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General Education-Based Learning Outcomes

Learning Outcomes	Assessment Methods
Students should be able to demonstrate a broad understanding of a basic narrative of the origins and development of the modern world in terms of political, economic, social and cultural perspectives.	Class discussions, quizzes, exams, in-class questions, and essays
Students should be able to plan, organize, and conduct basic research to the point of writing essays and papers.	Essays and a final paper that use multiple sources and media that both analyze the material and synthesize a new perspective.
Students should show an understanding of issues of diversity and cross-cultural interactions and how they have shaped the development of the modern world.	Class discussions, quizzes, exams, in-class questions, and essays
Students should show ethical conduct in submitting written work based upon their research.	Preparation and submission of an original final paper that uses multiple sources that both analyze the material and synthesize a new perspective while properly citing sources.

Recommended Text:

Strayer, Robert. Ways of the World. 2nd Edition, Vol. 2. Bedford: St. Martin's, 2010.
ISBN 13: 9780312583491

How the course runs:

The class itself will be a mixture of lecture and class discussion. All lecture material and all assigned readings are fair game for exams.

Attendance is crucial to doing well! Excessive absence will impact your participation grade and make it more difficult to do well on exams.

Course and Classroom policies:

The classroom is a professional learning environment for everyone. As such, it is important that professional consideration be given to not only your instructor but to your classmates as well. Behavior that results in impairing the opportunity of others to learn is therefore not tolerated in the classroom. Such behaviors include, but are not limited to, the following:

1. Racist, sexist, classist, xenophobic, homophobic, or personal abuse of any sort will not be tolerated. There are issues that we all feel passionately about, but this is not a license to create an environment where others feel uncomfortable or unsafe.
2. Disrupting the classroom by distracting behavior such as lateness, texting, talking, or sleeping in class are not acceptable, and will result in loss of credit for participation.

The syllabus is the guiding document for this course. Consult it for due dates and other issues. If in doubt, email me *before* the problem becomes an issue.

Grading:

There will be three in-class exams during the semester, and a final. The lowest of the three in-class exams will be dropped, and the remaining two will contribute twenty percent each towards the final grade. There are no make-up exams, any missed exam counts as a zero (and is eligible for being a dropped exam). The final cannot be dropped, and counts for twenty-five percent of the final grade.

The format for all the exams will be similar: an identification of text/image section, identification of individuals, ideas, and events section, and an essay. Details will be given a week before each test.

You will be required to write a five-page *analytical* research paper with three scholarly journal article or scholarly book sources (no textbooks, no internet articles, no popular books). ***The final paper must be emailed as a Word document (not PDF) by 11:59 PM on December 9th. NO Google Docs!!!*** The points are distributed as follows: grammar/spelling/editing (5 points); spelled out thesis (5 points); organization (5 points); appropriate use of source material (5 points); overall quality of argument (5 points). The remaining points are awarded for class participation.

Assignment and Test Grade Percentage Allocations:

Exams	40%
Final	25%
Paper	25%
<u>Participation</u>	<u>10%</u>
Total	100%

Plagiarism:

Plagiarism is the presentation of work as your own that was not done by you. As such it violates the intellectual integrity policy of CUNY and will result in a failing grade in my course, and possible further action (see integrity statement below). Plagiarism includes the following situations:

1. Deliberately handing in written work that you yourself did not write. This includes papers that others have written for you, whether you paid them for the service or not. A paper purchased on the internet and handed in as the student's work is plagiarized material, by definition.
2. Re-arranging the words in a book or paper *without citing the source*. If you paraphrase the words of another then it is necessary to footnote your source. (Hint: not only is this ethical academic practice, but extensive footnoting is an indication of the effort you have put into your paper.)
3. Unless the material is common knowledge (such as the capital of France is Paris) you should research your material and cite it. If you have any questions, please ask. A good rule of thumb is: when in doubt, find a citation!

Grade Breakdown:

93-100 A (exceptional)
90-92.9 A- (superior)
87-89.9 B+ (very good)
83-86.9 B (good)
80-82.9 B- (above average)
77-79.9 C+ (slightly above average)
70-76.9 C (average)
60-69.9 D (poor)
Below 59.9 F (fail)

Please notice there are no +/- grades below C. If you are feeling that you are having difficulties with the course please contact me immediately.

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.

Class Schedule:

Reading refers to Recommended text. **All Required Readings** will be posted on Black Board in the Content section in folders labelled by class date and topic.

Date	Topic	Reading	Additional
8/28	Introduction	---	---
8/30	Intellectual Precursors: Scientific Revolution & the Enlightenment	742-50	
9/06	First Industrial Revolution	827-840	
9/13	American & French Revolutions	782-97	
9/12	Napoleonic Wars; Congress of Vienna	841-77	
9/20	-		Exam 1
9/25	Second Industrial Revolution	--	
9/27	Nationalism and Internationalism	879-906	
10/02	New Imperialism		
10/04	World War I: Causes	973-1006	
10/09	World War I: Western War	“	
10/11	World War I: Eastern Front	“	
10/12	Treaty of Versailles	“	
10/16	The Lost Generation		
10/18	-	--	Exam 2
10/23	Colonialism after WWI	1035-42	
10/25	Russian Revolution: Causes & Leninism	1069-71	
10/30	Civil War, Polish War, Stalin	1052-3, 1075-78	
11/01	The Great Depression: Causes and Effects	1003-07	
11/06	Rise of Fascism – Mussolini, Hitler, and Franco	1008-16	
11/08	Japanese militarism in the 1930s	1054-60	
11/13	Totalitarian Russia: The Great Terror	1087-1103	
11/15	--	--	Exam 3
11/20	WWII: Causes, Political Issues, Technology	--	
11/27	Cold War: Brinkmanship and Proxy Wars		
11/29	Break-up of Empires	1122-28	
12/04	Collapse of Communism	1130	
12/06	Globalization	1061-66	Paper due 12/09!!!
12/11	Crises of the Twenty-first Century	1137-68	
TBA	--	--	Final

Breakdown of Schedule:

8/29-9/28: Students will understand the ideas and concepts that shape our imagining of history, and the models and methods used by historians to interpret historical events. Students will be introduced to the concepts and trends that shaped the course of events in the twentieth century and beyond. These include the Scientific Revolution, the Enlightenment, The American and French Revolutions, and the rise of nationalist and internationalist (especially Marxist) movements. This situates the events in a context from which the student can understand why certain events were understood by the participants as they were. Students will see how some of the ideas developed earlier were used, modified, or discarded in the rush for colonies around the world. Similarities and differences between the first wave of European imperialism (fifteenth through mid-eighteenth centuries) and the New Imperialism of the nineteenth and early twentieth centuries) will be emphasized.

10/05 -10/23: Students will examine how the pressures of the ideas and technologies from the nineteenth century undermined the peace in Europe that had lasted (more or less) for one hundred years. The consequences of the Second Industrial Revolution and the creation of a popular mass culture are used as lenses to explore the march towards world war, how the war was carried out, and the sociological and psychological consequences of the cataclysm.

10/25 -11/20: Students will follow the series of events that led to the creation of the Soviet Union, primarily by using Lenin's modifications of Marxism as a way to display the interplay of ideas and events. Students will understand the events leading to the Second World War as consequences of the Treaty of Versailles as well as economic and ideological conflicts based within the models of Western thought discussed in the introductory weeks. The structure of fascism and totalitarian states and mindsets will be explored. The impact of a global war on the path taken by Western capitalism will be investigated.

11/27- 12/11: Students will explore the Cold War conflict and how it arose from tensions that preceded WWII. Students will see how the Cold War conflict contributed to globalization of political and military systems. Students will understand how all sections of the world are interdependent, for good and ill, and examine overarching problems such as global warming and water shortages need "glocal" (global and local) solutions, and why these solutions are often difficult to implement.