

Syllabus

History 1103: The Modern World: 1900 to the Present (online)

Syllabus

New York College of Technology

The City University of New York

History 1103

Professor Stephanie Boyle

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Student Hours: Friday 10–11 am or by appointment (via zoom)

(posted on blackboard to avoid zoombombing)

Course Description

This course is 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. It explores how the United State engaged with the Soviet Union via proxy wars and spheres of influence via third parties in Europe, Asia, Africa, Latin America and the Middle East. It shows students the cultural, social and political background and implications of this important period in history.

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Required Texts

- there are no required texts. All reading assignments can be found online here at the course's OER site: <https://openlab.citytech.cuny.edu/hist1103boyleip/>
- if you do not have an OpenLab page, please start one and follow the course, but you can find this OER with a google search (Boyle history 1103) if you don't want to start an openlab page.
- <https://openlab.citytech.cuny.edu/blog/help/openlab-help/assessment>
- rubrics can be found on blackboard and classroom website on openlab.

• Course Requirements

Assignments- all work must be typed and delivered via blackboard in .docx or.pdf format

*** no google docs and absolutely no screenshots or assignments embedded in emails**

Grade Breakdown

Two Essays 40 % (20% each)

Discussions 20% (about 1.5% each week)

Plagiarism test 5%

Primary source assignments (3 total) 25%

disinformation assignment 10%

*periodically there may be opportunities for extra credit, however you cannot have any missed assignments to be eligible for extra credit.

ASSIGNMENTS

1. Discussion board questions - every week an imagine, quotation or topic from the weekly readings will be posted on Blackboard. Please answer the question/ prompt in 3-4 sentences.

Essays

- **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. Your grade will be between 1-100. There will also be some short answers as well. Because this is essentially an open book test, I expect great detail and clarity and the following:

- 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.

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.

Grade Breakdown

93-100 A (exceptional)
92-90 A- (superior)
87-89 B+ (very good)
83-86 B (good)
80-82 B- (above average)
77-79 C+ (slightly above average)
70-76 C (average)
60-69 D (poor)
Below 59 F (fail)

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.

Also note that missing one or more assignments nearly guarantees that you will not get a score above a D. If you cannot do an assignment or attend a test, you must inform the professor **in advance** and ask for an extension.

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. You must use your Citytech email address and have access to Blackboard.
2. You should have an OpenLab account.
3. All assignments will go through an originality check and offer students a score. It picks up quoted text and questions, but neither are considered for plagiarism and cheating. Only original work submitted by student will be considered.
4. If you have taken this class before you may not resubmit work- it will result in an F.

5. You must complete the plagiarism test before you submit any work and submit your score via email. Follow the link here:
<https://www.turnitin.com/static/plagiarism-quiz/>
6. All students and the professor recognize that this class is a learning environment. Students may read perspectives that you may not agree with, may find offensive and may wholeheartedly believe are wrong. However, it is a college level class and being confronted with ideas that upset our worldview is a healthy and necessary process in a globalized world.
7. 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.
8. All reading and writing assignments are mandatory and must be turned in by 11:59 pm on the date that they are due.
9. I give extensions, but there are NO late papers.
10. Plagiarism of any kind will result in an F in the course. Cheating also results in an F in the course.
11. If you stop completing assignments then you will receive a WU, if you have poor attendance that results in missed assignments then you will receive an F.
12. 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.
13. 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.
14. 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.
15. The syllabus is the law regarding grades, policies and assignment deadlines.
16. **Paraphrased ideas from your assignments must be cited. if you read something from the internet/ sources assigned and then change or manipulate it to represent it as your own idea- this is plagiarism and will result in an F in this course. Cite all Work.**

17. Please

review <https://openlab.citytech.cuny.edu/hist1103boyleip/policies/cheating-and-plagiarism/>

- You will be expected to submit plagiarism free assignments from DAY 1. Remember ANY ideas that do not emerge from your head, must be cited. Even readings for this class for your daily assignments. Please cite all work with quotations that are direct quotations and also all paraphrased citations.

If you have any questions about citations, please come and see me. Below you will find the NYCCT academic integrity statement:

Academic Integrity at City Tech

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. The complete text of the College policy on Academic Integrity may be found in the catalog.

— NYCCT statement on academic integrity

Schedule of Readings and Assignments

Assignment reminder

Weekly schedule

Due date

Reading	Week one: 19th Century Imperialism	
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		<p>Plagiarism exam due Ja</p> <p>due dates for all assignm found here.</p> <p>Remember to do your d assignments. They are c blackboard each Tuesda</p>
Reading	Week two: Imperialism, Race and Africa	Reading questions (you do all of the readings-th just a guide to help you answers for your two pa
Reading	Week three: Imperial Russia and the Ottoman Empire	Reading questions (you do all of the readings-th just a guide to help you answers for your two pa
	Week four: WWI	Week 1-4 writing assign 24th
	Week Five	

	<u>Week six: Nationalism in Asia, Africa, Latin America</u>	
	<u>Week seven: WWII</u>	
<u>Exam one</u>	<u>Week eight: The Cold War 1940s-1960s</u>	<u>Week 5-8 writing a</u> <u>Oct 22nd 11:59pm</u> <u>Exam Due Oct 29th</u>
	<u>Week nine: The Cold War in the Middle East/ North Africa</u>	

	Week ten: The End of Empire and the Cold War in South Asia and Vietnam	
	Week eleven: The Cold War in Latin America	
	Week twelve: 1968	Reading Questions Week 9-11 writing
	Week thirteen: 1970s and 1980s	
	Week fourteen: The End of the Cold War (film)	Week 12-14 Writing due Dec 10th 11:5
Exam Due	Week fifteen: Exam	Exam Due Dec 17

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• **General Education Objectives**

Content Learning Outcomes

<p><u>LEARNING OBJECTIVES:</u> For the successful completion of this course, students should be able to:</p>	<p><u>ASSESSMENT METHOD:</u> Instructional and evaluation methods. Students will:</p>
<p>Distinguish between different approaches to world history.</p>	<p>Read and discuss a variety of historical texts. use these texts to complete written assignments and presentations.</p>
<p>Understand how historians utilize sources and critical analysis to draw historical conclusions.</p>	<p>Use primary and secondary sources to create historical conclusions. Students will discuss this in written quizzes and exams, as well as in oral presentations.</p>
<p>Explain how the impact of western and non-western peoples shaped the foundation of the modern world.</p>	<p>Read from a variety of primary and secondary history, philosophy, sociology, and economic content knowledge and critical thinking abilities through in class quizzes and exams, as well as class discussion.</p>
<p><u>LEARNING OBJECTIVES:</u> For the successful completion of this course, students should be able to:</p>	<p><u>ASSESSMENT METHOD:</u> Instructional and Evaluation Methods and Criteria.</p>
<p><u>KNOWLEDGE:</u> Engage in historical inquiry, research, and analysis.</p>	<p>Students will demonstrate the ability to evaluate historical sources for their credibility, position perspective, as well as contextualize materials with appropriate precision and detail.</p>

<p><u>LEARNING OBJECTIVES:</u> For the successful completion of this course, students should be able to:</p>	<p><u>ASSESSMENT METHOD:</u> Instructional A Evaluation Methods and Criteria.</p>
	<p>Assignments that examine competency are pr analysis and primary source worksheets</p>
<p><u>Skills:</u> 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>	<p>Students will demonstrate the ability to 1) Dis between primary and secondary source mater when to use each, 2) Choose among multiple and perspectives to investigate and interpret m the past, and 3) Recognize the value of confl and evidence, 4) Generate significant, open-e about the past and devise research strategies t 5) Seek a variety of sources that provide evid an argument about the past, 6) Develop a met practice of gathering, sifting, analyzing, order synthesizing, and interpreting evidence, and 7 summarize other scholars' historical argumen demonstrate this competency complete writte quizzes, assignments, in-class discussion and All written assignments in this course will bu</p>
<p><u>Integration:</u> Craft historical narrative and argument.</p>	<p>Students will demonstrate the ability to 1) Ge historical argument that is reasoned and basec evidence selected, arranged, and analyzed, 2) narrative that describes and analyzes the past present, 3) Understand that the ethics and pra mean recognizing and building on other scho review, and citation, and 4) Defend a position revise this position when new evidence requir will demonstrate this competency complete w quizzes, assignments, in-class discussion and Peer to peer, quizzes, novel and film summar develop these skills</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) En of viewpoints in a civil and constructive fashi cooperatively with others to develop position deliberation and differing perspectives, and 3,</p>

LEARNING OBJECTIVES: For the successful completion of this course, students should be able to:

ASSESSMENT METHOD: Instructional A
Evaluation Methods and Criteria.

historical knowledge and analysis to contribute to contemporary social dialogue.
Peer to peer, quizzes, novel and film summaries to develop these skills

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January 2023

M	T	W	T	F	S
2	3	4	5	6	7
9	10	11	12	13	14
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