

HIST 1103 Boyle

Boyle History 1103 Online

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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

sboyle@citytech.cuny.edu

Student Hours: Friday 10-12 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

15% discussion

5% Plagiarism exam

40% Primary source activities

40% exams

ASSIGNMENTS

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.

- 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

Grade Breakdown (all scoring is done by Blackboard)

15% discussion

5% Plagiarism exam

40% Primary source activities

40% exams

Module 1: Imperialism and the roots of WWI

Modules 1-4 May 30th-June 4th

Lecture one: Introduction to the course/ syllabus

Discussion: Introduce yourself on Blackboard by June 3rd 11:59pm

Assignment: Plagiarism exam due June 1nd 11:59pm

Link/submit via Blackboard

Lecture two: WWI in Europe

Reading on Openlab

Lecture three: WWI at war in the world and the world at war in Europe

Lecture (Link on Blackboard)

Readings on Openlab

Primary Source Activity due June 3rd 11:59pp

Link/submit via Blackboard

Discussion: on Blackboard due June 2th 11:59pm

Module 2: The Russian Revolution

Lecture one: The Russian Revolution

Lecture (Link on Blackboard)

Readings on Openlab

Module 3: The world after WWI

Lecture one: The Age of Anxiety

Lecture (Link on Blackboard)

Readings on Openlab

Lecture two: The Mandates and Nationalist movements

Readings on Openlab

Module 4: The Great Depression and the Rise of Fascism

Lecture one: The Great Depression/ Fascism

Lecture (Link on Blackboard)

Readings on Openlab

Discussion: on Blackboard due June 4th 11:59pm

Link/submit via Blackboard

Module 5: WWII in three parts

Lecture one: Overview of WWII

Lecture (Link on Blackboard)

Readings on Openlab

Module 6: The beginning of the Cold War

Lecture one: The Cold War in Europe

Lecture (Link on Blackboard)

Readings on Openlab

Lecture two: The Cold War in Asia

Lecture (Link on Blackboard)

Readings on Openlab

Discussion: on Blackboard due June 8th 11:59pm

Link/submit via Blackboard

Module 7: The Cold War in the Middle East

Lecture one: The Suez Crisis

Lecture (Link on Blackboard)

Readings on Openlab

Lecture two: Middle Eastern Regional Wars

Readings on Openlab

Module 8: The Cold War in the 1960s

Lecture one: The Cuban Missile Crisis and the Bay of Pigs

Lecture (Link on Blackboard)

Readings on Openlab

Primary Source Activity Due June 7th 11:59pm

Link/submit via Blackboard

Lecture two: Nuclear bombs and Space missions

Lecture (Link on Blackboard)

Readings on Openlab

Primary Source Assignment

Exam 1 June 11th/ Link Submit via Blackboard 11:59pm

Module 9: Social Movements

Modules 9-12 June 12th-June 18th

Lecture one: Student Movements/ Civil Rights

Lecture (Link on Blackboard)

Readings on Openlab

Lecture two: Decolonization

Readings on Openlab

Module 10: The Cold War in Asia

Lecture one: Vietnam

Lecture (Link on Blackboard)

Readings on Openlab

Lecture two: Iran/ Afghanistan

Lecture (Link on Blackboard)

Readings on Openlab

Discussion: on Blackboard due June 13th 11:59pm

Link/submit via Blackboard

Module 11: Cold War in Central America

Lecture one: Nicaragua

Lecture (Link on Blackboard)

Readings on Openlab

Lecture two: El Salvador

Readings on Openlab

Primary Source 3 activity due June 14th 11:59pm

Link/submit via Blackboard

Module 12: The 1980s

Lecture one: Reagan

Lecture (Link on Blackboard)

Readings on Openlab

Lecture two: Gorbachov

Lecture (Link on Blackboard)

Readings on Openlab

Discussion due June 18th 11:59pm

Link/submit via Blackboard

Modules 13-15 June 20th-26th

Module 13: The end of the Cold War

Lecture one: Eastern European revolutions

Lecture (Link on Blackboard)

Readings on Openlab

Lecture two: China/ India

Lecture (Link on Blackboard)

Readings on Openlab

Discussion due June 20th 11:59pm

Link/submit via Blackboard

Module 14: Global Capitalism

Lecture one: Last man standing

Lecture (Link on Blackboard)

Readings on Openlab

Lecture two: September 11th

Lecture (Link on Blackboard)

Readings on Openlab

Module 15: War on Terror and the age of Middle Eastern Revolutions

Lecture one: Iraq, Afghanistan and Isis

Lecture (Link on Blackboard)

Readings on Openlab

Lecture two: Middle Eastern/ North African Revolutions

Lecture (Link on Blackboard)

Readings on Openlab

Discussion due June 22th 11:59pm

Link/submit via Blackboard

Extra Credit due June 25th 11:59pm

Link/submit via Blackboard

Final due June 27th 11:59pm - Link/submit via Blackboard

• General Education Objectives

Content Learning Outcomes

<u>LEARNING OBJECTIVES:</u> For the successful completion of this course, students should be able to:	<u>ASSESSMENT METHOD:</u> 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.

<p><u>LEARNING OBJECTIVES:</u> For the successful completion of this course, students should be able to:</p>	<p><u>ASSESSMENT METHOD:</u> Instructional activity and evaluation methods. Students will:</p>
<p>Understand how historians utilize sources and critical analysis to draw historical conclusions.</p>	<p>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.</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 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.</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 Activity, 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 a variety of historical sources for their credibility, position, and perspective, as well as contextualize materials from the past with appropriate precision and detail.</p> <p>Assignments that examine competency are primary source analysis and primary source worksheets</p>
<p><u>Skills:</u> Understand the complex nature of the historical record and generate significant,</p>	<p>Students will demonstrate the ability to 1) Distinguish between primary and secondary</p>

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

open-ended questions about the past and devise research strategies to answer them.

ASSESSMENT METHOD: Instructional Activity, Evaluation Methods and Criteria.

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.

All written assignments in this course will build these skills

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

<p><u>LEARNING OBJECTIVES:</u> For the successful completion of this course, students should be able to:</p>	<p><u>ASSESSMENT METHOD:</u> Instructional Activity, Evaluation Methods and Criteria.</p>
	<p>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>Peer to peer, quizzes, novel and film summary essays will 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) 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.</p> <p>Peer to peer, quizzes, novel and film summary essays will develop these skills</p>