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HIST 102: Origins of the Modern World: 1500-present

CUNY School of Professional Studies

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CUNY School of Professional Studies

HIST 102: Origins of the Modern World: 1500-present

General Education

Flexible Core A – World Cultures & Global Issues

No pre- or co-requisites

COURSE DESCRIPTION

Analyzes global relationships in the contemporary world stemming from interactions between civilizations that began half a millennium ago. Introduces students to selected topics which illuminate these patterns and allow us to perceive our own world more clearly.

FLEXIBLE CORE LEARNING OUTCOMES A – WORLD CULTURES & GLOBAL ISSUES

Students will:

1. Gather, interpret, and assess information from a variety of sources and points of view.
2. Evaluate evidence and arguments critically or analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
4. 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.
5. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
6. Analyze the historical development of one or more non-U.S. societies.
7. Analyze the significance of one or more major movements that have shaped the world's societies.
8. 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.
9. Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

This course will address Learning Outcomes A 1,2,3,4, 5, 6, 7

DISCIPLINE-SPECIFIC LEARNING OBJECTIVES

Students will:

- Improve Information and Quantitative Literacy skills by retrieving, evaluating, and interpreting written and numeric information from a variety of sources and points of view.
- Analyze the historical development of global history from 1500 CE to the present.
- Analyze the significance of globalization, revolution, imperialism, and nationalism on the present.
- Identify and discuss the role that the historical attitudes toward race, ethnicity, class, gender, and religious belief have played in shaping the present day.
- Distinguish between primary and secondary source

REQUIRED TEXTS

This is a Zero Textbook Cost (ZTC) course. All required readings will be provided free of charge through the course site.

PROFESSIONAL CONNECTIONS

This course includes assignments designed to support your continued career development through a focus on competencies identified as key to career success by the National Association of Colleges and Employers (NACE). In particular, this course emphasizes **Digital Technology**. Read more about these and other competencies on the [NACE website](#).

GRADE PERCENTAGES

| Assignment | Grade Percentage | Grade Breakdown |
|-------------------|------------------|--|
| Discussion Boards | 42% | 15 at 3% each, lowest grade dropped |
| Literacy Blogs | 32% | 8 at 4% each |
| Final Project | 26% | <ul style="list-style-type: none"> • Topic: 1% • Reporting Sources: 4% • 1st Draft: 5% • Final Draft: 15% • Reflection: 1% |

GRADING DISTRIBUTION

| Grade | Point Range |
|-------|-------------|
| A | 93-100 |
| A- | 90-92.9 |
| B+ | 87-89.9 |
| B | 83-86.9 |
| B- | 80-82.9 |
| C+ | 77-79.9 |
| C | 73-76.9 |
| C- | 70-72.9 |
| D | 60-69.9 |
| F | Below 60 |

COURSE THEMES

As you can imagine, cramming 500 years of history into a single semester will not allow us to go into great detail about all of the events of this period. Instead, we will focus on looking at the development of certain themes relevant to the modern world. The most significant of these themes is globalization, the bringing together of parts of this planet which previously had not had much contact with each other. We will also focus on the development of the major ideologies of the modern world, especially liberalism and nationalism and imperialism. Certainly we will be looking at events as well: the discovery

of the “New World,” the American and French Revolutions, the World Wars of the 20th Century. These events will be analyzed to see what light they can shed on our main themes.

ASSIGNMENTS

Weekly Topic Discussion (42%)

Discussion on the weekly topics is a crucial part of our work in this class. Each week, you will post a response to the question(s) I've posed for the topic we are covering. Everyone must contribute to the discussion a minimum of three times each week. One contribution will be your response to the question I've posed (250 words) and the other two will be responses to other students' posts. The greater the number and quality of these online contributions, the higher the grade you will receive for that assignment. Weekly topic discussion work will also be the "building blocks" for the final project that everyone will write. *Addresses LOs 1,2,3,4,5,6,7.*

Information and Quantitative Literacy Blogs (32%)

During the first 9 weeks of the course, you will contribute to either an information or a quantitative literacy blog. The blogs will therefore be evaluative and analytical assignments in which you will either (1) analyze the worth of a website in better understanding history, or (2) evaluate quantitative data to reach conclusions on historical events. All together, your contributions will build up a collective database of information covering the main themes on Modern World History presented in this course. *Addresses LOs 1,2,3,4,5,6,7.*

Final Project (26%)

Your semester project will build on the work you contribute each week to the Weekly Discussions and Literacy Blogs. The Final Project will build on all this work by examining a specific topic of your own choosing in greater depth. The final paper will be the equivalent of 5-8 pages in length and will draw upon research you conduct after you have identified your topic and, if possible, work you have done already. For example, you may want to build your final paper upon a Course Blog entry or expand upon an exchange on the Weekly Discussion.

Similarly, you may discover a topic and sources to use while browsing the web for a weekly assignment. *Addresses LOs 1,2,3,4,5,6,7.*

COMMUNICATION

The discussion board will be the main form of communication in this course. Any questions related to the subject matter should first be addressed within the discussion board posts for that subject. Please try to help each other with issues. There is no better way to learn something than to explain it to someone else. The Open Questions forum can be for subject matter, but it's really for problems with assignments. This is public to the class. Please look around there to see if someone else has answered your question, and please answer questions from other people there as well. This area will be checked regularly.

If you have technical problems, please contact the SPS helpdesk at 212-652-2888 or helpdesk@sps.cuny.edu. They know hardware and software issues and may get back to you faster than your instructor. They also have a great [website](#) with tutorials.

PLAGIARISM

See the Academic Integrity section below. I take plagiarism extremely seriously. I do not hesitate to fail students for the least occurrence of plagiarism, and for blatant plagiarism I will suggest the student be expelled. The whole enterprise of education, and particularly online education, relies on the honesty and clarity of students about which words they wrote and which they did not. You must make it abundantly clear if you post something that is not your words, for example by putting quote marks "" on both ends of it. If you have any questions about this, ask me, contact the SPS Writing Fellow, or ask your advisor where you can get other help.

ACCESSIBILITY AND ACCOMMODATIONS

The CUNY School of Professional Studies is firmly committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University. Early planning is essential for many of the resources and accommodations provided. For more information, please see: [Disability Services on the CUNY SPS Website](#).

ONLINE ETIQUETTE AND ANTI-HARASSMENT POLICY

The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University's policies. Please see: ["Netiquette in an Online Academic Setting: A Guide for CUNY School of Professional Studies Students."](#)

ACADEMIC INTEGRITY

Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students' personal and intellectual growth. Please see: [Academic Integrity on the CUNY SPS Website](#).

TUTORING

CUNY SPS offers all students a variety of tutoring services, free of charge, both online and in person. Please see: [Tutoring](#).

HELP DESK

For assistance with access to CUNY SPS and CUNY computing resources, please see the [Help Desk](#) website for contact details and semester hours.

STUDENT SUPPORT SERVICES

If you need any additional help, please visit [Student Support Services](#)