

YORK COLLEGE CUNY
History 100WI Section D
Modern World History, 1815-Present
Fall 2024
Mondays and Wednesdays 12:30-1:45 in AC 2A06

Instructor: Adjunct Professor Hugo Lane
Office: Academic Core Building 3D06
Phone: (718) 262-2635 Messages only
vlane@york.cuny.edu

Office Hours: Mondays 2:00-3:00 PM and 4:45-5:45 and by appointment

Course Description:

History 100 Studies the development of the Western World from the end of the Napoleonic Age to the present within the context of global history; considers the concurrent rise of the Americas, Asia, and Africa.

About This Course: The past two centuries have been marked by unprecedentedly rapid change along with the increasing global interconnectedness. This course offers a framework for understanding that development by focusing on transition from comparatively stable agrarian societies to modern industrialized global societies. In the process, it will also expose students to how foci shape how we understand history. The course starts by exploring what the world was like before the Industrial Revolution and from there it looks at the the Industrial Revolution as a primarily English and European event. Second, it will focus on how the Industrial Revolution was a product of Europe's relationship with the rest of the world that lead to European domination of much of the planet into the twentieth century. Finally, the last part of the course will shift to a wide angle lens to make sense of the global meaning of two world wars and the challenges posed as the Industrial Revolution became global.

This is also a Writing Intensive Course and has a prerequisite of ENG125 This course will fulfill one of the Writing Intensive requirements for York College Arts and Sciences students. It will appear on your transcript as "HIST 100WI". Over the course students are expected to complete a variety of writing assignments. Some are low stakes, meaning the grade of an individual assignment will have minimal effect on your overall grade. These might include responding to a question in class or a prompt on Blackboard. (Note that while individually the grades for an assignment will not matter much, they will add up, and failure to complete several of these assignments will affect your grade). The writing assignments that are listed below with a percentage of the final grade are high stakes. Not only must these be completed to pass the class, there is a revision requirement, meaning that rough drafts must be handed in for comments, but not graded, before the final submission, which will be graded. These are longer Increased attention to the process of writing will enable students to develop important skills of written communication and critical thinking. This will contribute to a better understanding and retention of the subject matter of this course.

This course fulfills the flexible core for World Cultures and Global Issues.

Flexible Common Core Objectives:

At the end of this course, students will be able to:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary approaches historians use to analyze and explore world cultures or global issues
- Analyze culture, globalization or global cultural diversity, and describe an event from more than one point of view. identify the three global eras and explain their distinguishing characteristics.
- Analyze the historical development of one or more non-U.S. societies.
- Analyze the significance of one or more major movements that have shaped the world's societies.

Course Specific Objectives: At the end of this course students will:

- Be able to identify and explain the differences between agrarian society and modern industrial society.
- Be able to explain the Industrial Revolution as a Global phenomenon.
- Be able to explain European (broadly understood) dominance in light of the transformation to industrial society.
- Demonstrate the ability to use secondary sources to reflect on issues
- Identify how primary source material is used to support or challenge theses in Global history
- Recognize how different time and geographic scales affect the historical narrative
- Express ideas and facts clearly in a variety of written forms.
- Have learned to apply research to understand their place in history.

Required Texts: All the books listed below are required. Failure to have these books readily available will affect your grade.

These can be purchased with this link:

Boahen, A. Adu. African Perspectives on European Colonialism. New York: Diasporic Africa Press, 2011. (ISBN 9780966020144)

Dickinson, Edward Ross. The World in the Long Twentieth Century: An Interpretive History. Oakland, CA: University of California Press, 2018. (ISBN 9780520285545)

Other readings will be available online with URLs provided or on BrS if follows the reading.

Other Class Necessities:

- This course is an in person class. Physical attendance is required.
- Brightspace is essential to succeed in this class. Assignments are to be submitted there. Be sure to download the Brightspace App if you don't have regular access to a desktop computer, but I highly recommend using a desk or laptop computer to submit assignments.
- A notebook (preferably 8.5"x11") for handwritten notes is required (unless an IEP specifies note-taking on a digital device). Spiral or Loose-leaf binder is fine, but you will need to have paper, and you can expect to use some

Class Requirements and Policies:

- This course is an in person class. Physical attendance is required.
- Reading and viewing materials listed in the schedule before the class it is scheduled for is essential for full participation in the course.
- All major assignments must be completed to pass the class. Work submitted for Assignments are to be submitted as Word or pdf files. **No Google Docs!** Discussion threads should be written in the text box. While you are welcome to cut and paste discussion thread submissions please do not upload files for Discussion threads.
- Unless otherwise specified, assignments will be due at 11:59 on Sunday evening.
- Assignments turned in within a week of the Due Date will be accepted without question. After that it is up to my discretion whether to accept an assignment.
- Adherence to the course norms agreed on at the beginning of the semester is expected.
- Absences: Missing more than five hours of class will effect your grade negatively. If there is an event that will get in the way of attending class, please notify me ahead of time.
- Emergencies and Life changing events. Stay in touch, let me know at the soonest possibility. It is not weakness to tell me you are having difficulties even if the problem is unrelated to class.
- College policy requires that the grade of “Absent” or Incomplete” can only be given if there is written documentation of emergency situations.
- This syllabus including assignments and point allocations are subject to change.

Plagiarism and cheating: Academic dishonesty will not be tolerated. A first instance will lead to an automatic failure of the assignment. Any repeated instance will lead to automatic failure of the whole class. **This includes using ChatGTP or other AI assisted writing resource.**

Using AI: Many people think AI is a handy way to avoid the struggles of writing. Unfortunately, it is plagiarism, and it will be treated as such. AI relies on masses of gathering masses of copyrighted material in order to generate relevant content without giving credit to the sources. Just like other forms of plagiarism, using AI to write robs you of the experience of thinking through writing, which is arguably the most valuable form of learning you will do while a student. If the above words are not enough to scare you away, note that assignments in this course have been designed with AI’s weaknesses in mind.

Special Accommodations: Any student needing special accommodations be sure to provide a letter from the Office for Students with Disabilities and remember to submit paperwork like exam accommodations in a timely manner. If you do not have a letter, but have a disability visit the Center for Students with Disabilities ASAP (AC 1G02)

Grading:*

Goals and End of Semester Self-Evaluation	125 Points
Weekly Quizzes	150
Low Stakes Writing	125
Group Work Projects	100
My Family and the Global Economy Narrative	150
Research Essay about an Issue Raised by your Family’s Story	200

*Note that the ongoing cumulative scores in Brightspace should be considered advisory.

Extra Credit policy: Students may watch a film and clear it by me, and then write a short 2-page essay relating the film to issues discussed in class.

Assignment Explanations:

Goals and Self-Assessment: All students are required to submit 3 learning goals focused for this class to become a more educated and better student. To set your goals review the course schedule, and if possible to books (they should be available in the library) and find three topics that you would like to understand and learn more about. In addition to naming each goal, you should provide an explanation for why each goal is an important goal and how you plan to achieve that goal. Alternatively you can select 2 topics and name a skill you wish to work on, for example improving your writing or critical thinking as your third goal. If you do that though, it is best to be as specific about what you want to improve. For example, if you decide to make improving your writing as a goal, then you might want to specify working on writing strong theses, or organizing your thoughts. Or maybe you want to be improve your critical thinking, so you might name learning to be a more analytical reader. (Note: skills are not habits, battling procrastination is not a skill, however useful it is, it is a habit.)

Setting goals is only the first part of the assignment and is worth only 25 points. Nonetheless, it is required and must be submitted in a timely manner in order to do the second half of the assignment, which is the end of semester self-assessment. The Self-Assessment is expected to be 350-500, and should focus on how well you met the goals, and what you have learned and perhaps how you will build on that in the future. Please note that you do not have to meet all your goals to get a good grade, but if you do not meet a goal you must honestly reflect on why and what you could do in the future to meet that goal. So be bold challenge yourself.

Quizzes: At the end of most weeks there will be a short online quiz to help you focus on important ideas, events, people. It is intended as a review. Default format will be short answer, but a single short essay, or some other format may show up. If you are up to date with the readings and other materials it should pose no problem. Availability will end Sunday at 11:59 before the next school week begins, but you will get a chance to see the answers once the quiz is no longer available.

Low Stakes Writing: A significant part of your grade will come from low stakes writing. This may be participation completing an entry or exit ticket handed in class or sometimes participation in discussion threads. When assigned a thread, initial comments should be **at least 250 words** and address all issues raised in the prompt, but also respond to the original thread. Response to other people should be **at least 150 words**.

4-5 Page Essay Practicing Historical Empathy: The perspective of a peasant circa 1700. Imagine you traveled back to 1700 and find yourself in a village. Drawing on your readings, especially Patricia Crone, write about the people you meet living and their experience of legal inequality. Consider the people you visit accept the hierarchy they live with. What does it mean

for them? Describe their daily life in detail. How do they interact with people of different ranks? Also reflect on how their world forces you to interact with people differently from today, where equality is presumed. For example, how might a noble react when you don't automatically bow down to them when they walk by? — Of course you can use other examples. (Note the village you visit can be anywhere, so long as you base your argument on course readings.), but feel free to use any previously acquired knowledge to make the story real. For example, if the village you visit is in Africa, you might want to talk about the fear of being seized and enslaved. If it is in South America, you might mention how the coming of the Spanish or Portuguese has affected your world. If it is in Europe, you might want to address race. Throughout your paper be sure to back up your discussion with references to relevant readings using footnotes.

6-8 Page Essay: Exploring an Issue Raised by your Family's Experience of Globalization

After completing your narrative, focus on an issue raised by your narrative and research it to better understand it and how your family's experience compares to others. This portion of the work will require you doing secondary research. There is an expectation that you locate and access at least 5 relevant scholarly works, meaning refereed books and/or articles, not newspaper articles. To help keep you on track you will be expected to hand a topic proposal with a list of the works you are using with 3-5 sentences about how each work is relevant to your research, which will be due on You may use APA or MLA format for citations

Open-book Final: The final will consist of material drawn from quizzes and discussion thread questions plus material that will be included in a study guide. While you will be free to consult your books and outside, your access to the exam will be limited to 2 hours. Students with documented special provisions should contact me well in advance to insure you get the additional time or other aids you need.

Getting the most out of this course: The vast majority of you are taking this course as a Pathways general education requirement. As such, it may be tempting to think of this course as hoop to jump through. Still there are a number of ways to get more out of this course than a Pathways check-mark. 1) Attend class regularly and engage with the discussion and take notes and review them regularly. 2) Be an active reader. If you don't recognize a word or a name, look it up. 3) Read the assignments ahead of time and take notes, including noting things you don't understand. 4) Review the readings and notes again before class. 5) Set up a study group with a couple of classmates to discuss the readings and the topics. 6) Start doing the necessary research for major assignments as soon as possible, so that two or three weeks before the due date you can start writing. Not only will this make deadlines less stressful, it will give you time to do last minute work research to fill gaps you discover when writing.

A Brief Note about Strong and Effective Writing: Textbooks are tools. They are not models for writing papers with a strong thesis and effective argumentation. A thesis needs to present something that I can be disputed, not a statement of the obvious. A strong paper makes the case for the thesis in a logical manner that leads to reader from point to point and uses evidence effectively to back up points. That does not mean ignoring evidence that runs counter to your thesis. The point in the end is to have a thesis that points to an important truth that encompasses all available evidence. Finally, as you have been told again and again a strong essay, whether it is 3 paragraphs or 30 pages or more, has a beginning (including a clearly stated thesis), a middle (where the analysis occurs) and a conclusion where the argument is restated.

COURSE SCHEDULE

Unit 1: Understanding How the Industrial Revolution Changed Everything

Week 1 Introduction

August 28: Introduction: Basic Course Requirements and Expectations

Syllabus Reconnaissance

Round Table Session: What do you like about history? What scares you about studying history?

What do you want to know about me and my aspirations for you and this course? useful to you.

September 4 : Why Study History? What do historians do?

Historical methods and “the 5 Cs” of historical thinking

Formulating Community Standards

Reading: Syllabus!!!, “I Love the Victorian Era, so I decided to live it”

<http://www.vox.com/2015/9/9/9275611/victorian-era-life; History Doesn't Repeat Itself>

<http://theculturalhistorian.blogspot.com/2009/10/history-doesnt-repeat-itself.html>

View: Slideshow and Read Notes: What is History and how to think historically?

Week 3 Understanding Pre-Industrial Society and Legal Inequality

September 9: Pre-Industrial Society and Legal Inequality

Reading: Patricia Crone, “Socio-economic Organization [of Agrarian Society]” (BrS); “The Old Regime and its Quiet Revolutions pp 457-71 Only (BrS)

View: Video “Pre Industrial Society” (NOTE: This is very Eurocentric but it is a useful elaboration of Crone’s Points)

September 11: Europe and the World before the Industrial Revolution

Read: “Susan Hanley from Everyday Things in Premodern Japan (BB); “Rumpelstiltskin” <http://pinkmonkey.com/dl/library1/story134.pdf> ; A year on the Medieval Farm <https://www.medievalists.net/2014/06/year-medieval-farm/>

View: Slideshow and Read Lecture Notes: Work before the Industrial Revolution; “Rumpelstiltskin”

Due September 15 Pre-Industrial Society Quiz Textile Manufacture Innovation

Week 4: How did the Revolution Happen?

September 16: Who were the Revolutionaries? Redefining Change and its Meaning

Reading: Stearns, *The Industrial Revolution in World History*, Ch 1 (B); Ch 2 (B)

View Slideshow and Read lecture Notes: The Industrial Revolution Begins from Cottage Industry to the Factory.

September 18: Industrialization as a New Way of Work

Reading: Stearns, *The Industrial Revolution in World History*, Ch 4 (pp. 69-88) (BrS); Duncan

Bythell, “Women in the work force”; Observations on the Loss of Woolen Spinning <http://sourcebooks.fordham.edu/mod/1794woolens.asp>; “Women Miners in English Coal Pits” <https://sourcebooks.fordham.edu/mod/1842womenminers.asp> ; Harriet Robinson, “Lowell Mill Girls”

<https://sourcebooks.fordham.edu/mod/robinson-lowell.asp>

<https://sourcebooks.fordham.edu/mod/robinson-lowell.asp>

Due September 22: Quiz 2 and Rough Draft of the Practicing Historical Empathy Essay

Week 5: The Industrial Revolution Remakes the World

September 23: Steam Trains, Steam Ships, and Remaking of Time

Reading: “The Chronometer and the Early Victorian Tea Set” *The History of the World in 100*

Objects, Chapters 91-92 (B); SS Great Britain <https://www.historic-uk.com/HistoryUK/HistoryofBritain/SS-Great-Britain/>
View Slideshow and Read Lecture Notes: The Transformation of Daily Life

September 25: Demographic Change, Urbanization, Immigration, and the Industrial Revolution
Reading: Dickinson, *The World in the Long Twentieth Century*, Chapter 1 (pp. 9-37); *Forging the Modern World*, Chapter 6 (B) Lecture Notes Demographics, Urbanization, and Intercontinental Migrations
View: Side Show-Demographics, Urbanization, and Intercontinental Migrations
Due September 29 Quiz 3 The Industrial Revolution and Globalization

Week 6: Understanding the Meaning of Industrial Revolution for Society
September 30: Robert Owen and the Possibilities of Industrialization
Reading: Robert Owen, "Address to the Inhabitants of New Lanark" (B)

October 2: No Class Rosh Hashanah

Week 7: Understanding the Global Significance of Industrial Revolution
October 7: October 2: Making Sense of *The Communist Manifesto*
Reading: John Toews Introduction to *The Communist Manifesto* (abridged) (B);
Karl Marx and Friedrich Engels *The Communist Manifesto* "Preamble" and "Bourgeoisie and Proletarians" <https://www.marxists.org/archive/marx/works/1848/communist-manifesto/ch01.htm>

October 9: Slavery, Colonies, and the Industrial Revolution
Reading: Mark Harvey "Slavery, Indenture, and the Development of British Industrial Capitalism"
Due October 13 Final Draft of the Practicing Historical Empathy Essay

Unit II: Global Implications of a European-led Industrial Revolution

Week 8: Western Dominance in the 19th C before 1870
October 14: No Class The Holiday CUNY Dare not Name.

October 16: Africa before 1870: Adapting to a Changing World
Reading: *The World in the Long Twentieth Century*, Chapter 2 (pp. 38-62); *African Perspectives on Colonialism*, Chapter 1 (pp. 1-26); Meredith, Gold, Diamonds, and War Introduction (B);
Wright, "'The Peanut Revolution' and the Peanut and Dependency" (B)
View Slideshow and Read Lecture Notes: Europe and Africa before 1870
Due October 20 Quiz 4 Global Consequences of the Industrial Revolution

Week 9: Globalization, Nations, and Empire
October 21: Nations and Modern Identity
Reading: Dickinson, *The World in the Long Twentieth Century*, Chapter 4 (pp. 98-128)
excerpts relating to German Unification www.fordham.edu/Halsall/mod/germanunification.asp
View: Slideshow and Read Lecture Notes: Nations, Imperial Cosmopolitanism and Internationalism

October 23: The Scramble for Africa
Reading: Boahen, *African Perspectives on Colonialism*, Chapter 2 (pp. 27-57)
Due October 27 Quiz 5: Nationalism and Colonialism; Discussion Thread African Responses to European Imperialism

Week 10: How Imperial Competition Turned Deadly

October 28: How World War I Happened?

Reading: Emerson, 1913 London, Paris, Berlin, Vienna, Rome, St. Petersburg

October 30: How World War I was Fought

Reading: Dickinson, *The World in the Long Twentieth Century*, Chapter 5 (pp. 129-62);

Memories of Senegalese Soldiers (B)

View: African Soldiers in the First World War

www.youtube.com/watch?v=8pRabavi2rU&list=PL_blcTLEwW7N_nGEXCQfjSyYUFfh5yp6V

View Slideshow and Read Lecture Notes: WWI How it was Fought and its Aftermath

Week 11: The Post-WWI as a Moment of Revolutions

November 4: Two Revolutions Lenin and Wilson and the Post WWI Order

Reading: Lenin, "Declaration of the Rights of the Toiling and Exploited People"

<https://www.marxists.org/archive/lenin/works/1918/jan/03.htm>

Wilson's Fourteen Points http://avalon.law.yale.edu/20th_century/wilson14.asp

Absolute last day to arrange an alternative assignment to My Family's Experience of Globalization

November 6: The Mid-Century Conflict over the Proper Organization of Modern Society

Communism, Fascism and their Common Enemy Liberal Democracy

Reading TBA

View Slideshow and Read Lecture Notes: Conflict and State Power — WW2 and the Holocaust

Due November 10 Quiz 6 The Great Explosion

Week 12: The Causes of WWII and its Genocidal Consequences

November 11: The Depression, Anti-Colonialism, and the Coming of World War 2

Writing Workshop: Turning a Family Narrative Into a History Paper

Reading: Dickinson, *The World in the Long Twentieth Century*, Chapter 6 (pp. 162-98); Boahen, *African Perspectives on Colonialism*, Chapter 3 (pp. 58-93)

November 13: The Holocaust in Context

Reading: Timothy Snyder, "Holocaust: The Ignored Reality" (B)

View: The Most Destroyed City in World History Warsaw in Ruins 1944

<http://www.youtube.com/watch?v=yy1kOwUyEsM>

Berlin 1945 http://www.youtube.com/watch?v=R5i9k7s9X_A&t=127s

Japan under American Occupation 1/3

<http://www.youtube.com/watch?v=AuPYzWnT1aA>

DUE BEFORE CLASS on November 13 !!!: HOLOCAUST WORKSHEET ON Brightspace

Due November 17 Quiz 7 From Peace to World War 2

Unit III: The Search for Stability in a Changing World: Lessons from the 20th Century

Week 13: Winning the Peace and the Beginnings of the 25 years of Prosperity

November 18: Using History to Win the Peace

Reading: Dickinson, *The World in the Long Twentieth Century*, Chapter 7 (pp. 199-235);

View Slideshow and Read Lecture Notes: Post WWII and the Cold War

November 20: Consumerism and the Promise of Stability through Universal Wealth

Reading: David Crowley, "Warsaw's Shops, Stalinism and 'the Thaw'" (B)
View: Boom Years in West Germany Chronicles by Photographer Jupp
Darchinger <http://www.youtube.com/watch?v=NYcnP-lZvRM>
Moscow Kitchen Debate <http://www.youtube.com/watch?v=IN9ENvzSPfw>
Hotel Indonesia <http://www.youtube.com/watch?v=3X14JYssfWs>
Due November 24: Rough Draft My Family's Experience of Globalization

Week 14: Youth Culture International

November 25 The 1960s Youth Cultural Explosion and Consumerism

Reading: Dickinson, *The World in the Long Twentieth Century*, Chapter 8 (pp. 236-62)

View: A Fred Perry Subculture Film: Born to be Wild
<http://www.youtube.com/watch?v=tSPloCOMExg>
Dara Puspita "Bertamasja"

<http://www.youtube.com/watch?v=WsM22uDAqbg&list=PL68BC2564CB7E6FC0&index=2>

November 27: No Class (Classes Follows a Friday schedule)

Due December 1 Quiz 8 Prosperity and New Global Concerns

Week 15: The Revolutionary Critique and Decolonization

December 2: Decolonization and the Cold War

Reading: Dickinson, *The World in the Long Twentieth Century*, Chapter 9 (pp. 263-97); Patrice Lumumba, "Interview with the Russian News agency TASS, July 1960" and "United States Summary of Congo Crisis, December 1960" (B)

View: De-Colonization, Revolution, and The Prosperity in Crisis

December 4: New National Identities, the Youth Culture International, and Gender

Reading: Ivaska, 'Anti-Mini Militants Meet Modern Misses: Urban Style, Gender, and the Politics of 'National Culture in 1960s Dar es Salaam Tanzania' (B)

Due December 8 Quiz 9 and My Family Experience of Globalization Final Draft

Week 16: Where we are in December 2024

December 9: Turning Points in History

Reading: Dickinson, *The World in the Long Twentieth Century*, Chapter 10 (pp. 297-333) Timothy Garton Ash, "1989: The Year of Truth;" (B) When the World Changed" (B)

Listen: <https://theworld.org/stories/2013-04-17/1979-and-birth-21st-century>

December 11: Our Global Challenges in Perspective

Reading: Martin Wolf, "Donald Trump Faces the Realities of Global Trade" (B); Mike Garry "Spring Crossing;" <http://godisamanc.wordpress.com/2015/04/19/spring-crossing/>

!!!Due December 13!!! Quiz 10 Democracy and Capitalism Triumphant?

Final to be Announce (Either December 16 or 18)