



**HIS 3402ID: Topics in Modern World History, 1945-Present.**  
**Section Topic: A Global History of World War II**  
**Writing Intensive Section, Zero Textbook Cost Section**

**Professor Peter Parides**  
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**Course Description:**

An interdisciplinary examination of the global history of World War II through the perspectives of diplomatic and political history, economics, philosophy/ethics, and sociology. Through the lens of these core liberal arts disciplines, students investigate the events, forces, and ideologies that contributed to the most destructive conflict in modern world history. Topics include the aftermath of World War I, the rise of fascism in Europe and Japan, the start of military conflict in Asia and Europe, the entrance of the Soviet Union and United States into the war, the Holocaust, the end of the war and the emergence of the Cold War, as well as the impact of the war on decolonization and post-war, post-colonial conflict.

**Class Modality:**

This class meets synchronously online. This means we meet every ( ) from ( ) online via this Zoom link ( ). In addition to live Zoom classes, you will complete course assignments using Brightspace. Please see the “Class Calendar” at the end of this syllabus for assignments and their due dates.

**Use of Web Camera:**

As a seminar-type course, meaningful and lively class discussion is not only encouraged but required. Students in this class must be prepared to have their web cameras turned on during class.

**Student Office Hours:**

Every \_\_\_\_\_ in Namm 626. Zoom meetings can be scheduled upon request.

**Required Readings:**

Every week, you will have a set of short readings or video from various online sources to read and watch. Links to these readings and videos are posted on Brightspace. Please see the class calendar at the end of this syllabus for assignments and their due dates (**Note: There is no textbook to acquire for this class**).

**Class Assignments/Grading:**

<u>Type of assignment</u>	<u>Total number</u>	<u>How much each assignment is worth</u>	<u>Percentage of final course grade</u>
Exams	3	17%	51%
Quizzes	8	3%	24%
Guest Lecture Response Essays	3	5%	15%
Historiographical Essay	1	5%	5%
Classroom Behavior/ Participation Grade	—	—	5%
<b>Total</b>			<b>100%</b>

**Assignments may be made up if missed, but you will need to have a good reason to explain your absence or failure to submit an assignment on time.**

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### **City Tech Grade Scale:**

<b><u>Letter Grade</u></b>	<b><u>Numerical Grade</u></b>	<b><u>Letter Grade</u></b>	<b><u>Numerical Grade</u></b>
A	93-100	C+	77-79.9
A-	90-92.9	C	70-76.9
B+	87-89.9	D	60-69.9
B	83-86.9	F	0-59.9
B-	80-82.9	WU	Unofficial Withdrawal

### **Logging into Brightspace:**

You can log into Brightspace through the [Brightspace home page](#) using your CUNYfirst username followed by @login.cuny.edu and your CUNYfirst password. If you do not have a CUNYfirst account you can set up an account [here](#). If you have forgotten your CUNYfirst password, click [here](#) to set a new one.

### **Getting Help with Brightspace:**

For help using Brightspace, please visit the [Academic Technologies and Online Learning \(AtoL\) website](#). If you need technical assistance, please email the [Technology Services Student Help Desk](#).

### **Using City Tech e-mail:**

I will use the email address listed for you in CUNYfirst and Brightspace to communicate with you outside of class. Even if your City Tech email address is not the primary address you use, you should still check it frequently for official messages from the college. If you have trouble with your student email, please contact the [Technology Services Help Desk](#), or click [here](#) for more information.

### **Student Technology Requirements:**

Because this class requires you to complete assignments on Brightspace, you must have consistent access to a computer with internet access. You should also be familiar with how to use Brightspace and how to do simple word processing.

### **Attendance:**

You are expected to attend every class session. Being marked absent will not reduce your grade because of the absence alone, but missing class means that you will miss information that will appear on the quizzes and exams. If you do not attend any classes by \_\_\_\_\_, you will receive a WN grade and you will be dropped from the class. If you stop completing assignments and you do not withdraw from the class before the semester ends you, will receive a grade of WU (unofficial withdrawal).

If extenuating circumstances arise (e.g., medical and/or family emergencies) you must inform me as soon as possible. You may be required to submit documentation pertaining to the emergency to the [Center for Student Accessibility](#).

### **Classroom Behavior Expectations:**

All students are expected to help create an environment conducive to effective teaching and learning for everyone in this class. Behavior that disrupts teaching and learning is unacceptable. Accordingly, the following behaviors are not allowed:

- unauthorized use of electronic devices (cell phone, iPod, iPad, laptop, etc.)
- arriving late without permission
- leaving early without permission
- sleeping in class
- loud and/or frequent side conversations
- dominating classroom discussions
- frequently interrupting others
- offensive comments
- aggressively challenging others
- name calling or verbally attacking a fellow student

Repeated violation of these rules will result in your losing points off your classroom behavior/participation grade.

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## Course Learning Outcomes and Assessment Measures

LEARNING OBJECTIVES	ASSESSMENT METHOD
Distinguish between different approaches to world history.	Read and discuss a variety of historical texts. Use these texts to answer short written response questions on quizzes and exams.
Understand how historians utilize sources and critical analysis to draw historical conclusions.	Write a historiographical essay, as well as answer short written response questions on quizzes and exams.
Explain how the impact of western and non-western peoples shaped the foundation of the modern world.	Read from a variety of primary and secondary sources in history, philosophy, sociology, and economics. Content knowledge and critical thinking ability is assessed through quizzes and exams, as well as through in-class discussion.

### **Pathways World Cultures and Global Issues Learning Outcomes:**

By the end of this class you will be able to:

- Identify and apply the fundamental concepts and methods of the discipline of history.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze the significance of one or more major movements that have shaped the world's societies.
- 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.

### **Student Accessibility:**

City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies, and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state, and/or city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility and/or would like to seek accommodation services and/or academic adjustments, please contact the [Center for Student Accessibility](#).

### **Diversity and Inclusive Education Syllabus Statement:**

This course welcomes students from all backgrounds, experiences and perspectives. In accordance with the City Tech and CUNY missions, this course intends to provide an atmosphere of inclusion, respect, and the mutual appreciation of differences so that together we can create an environment in which all students can flourish. It is the instructor's goal to provide materials and activities that are welcoming and accommodating of diversity in all of its forms, including race, gender identity and presentation, ethnicity, national origin, religion, cultural identity, socioeconomic background, sexuality and sexual orientation, ability, neurodivergence, age, and etc. Your instructor is committed to equity and actively seeks ways to challenge institutional racism, sexism, ableism and other forms of prejudice. Your input is encouraged and appreciated. If a dynamic that you observe or experience in the course concerns you, you may respectfully inform your instructor without fear of how your concerns will affect your grade. Let your instructor know how to improve the effectiveness of the course for you personally, or for other students or student groups. We acknowledge that NYCCT is located on the traditional homelands of the Canarsie and Lenape peoples.

### **Academic Integrity Policy:**

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.

Academic dishonesty occurs when individuals plagiarize or cheat in the course of their academic work.

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**Plagiarism** is the presenting of someone else’s ideas without proper credit or attribution. These ideas could come from:

1. Information obtained from books, journals or other printed sources.
2. The work of other students or of professors.
3. Information on the Internet.
4. Software programs or other electronic material, including artificial intelligence programs.
5. Designs produced by other students or faculty.

**Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include:

1. Copying from another student during an examination or allowing another student to copy your work.
2. Unauthorized collaboration on a take-home assignment or examination.
3. Using notes during a closed-book examination.
4. Taking an examination for another student, or asking or allowing another student to take an examination for you.
5. Changing a graded exam and returning it for more credit.
6. Submitting substantial portions of the same paper to more than one course without consulting each instructor.
7. Preparing answers or writing notes in an exam manual before an examination.
8. Allowing others to research and write assigned papers or do assigned projects, including the use of commercial term paper services.
9. Giving assistance to acts of academic misconduct/dishonesty.
10. Fabricating data (in whole or in part).
11. Falsifying data (in whole or in part).
12. Unauthorized use during an examination of electronic or wireless handheld devices, including computers or other technologies to retrieve or send information during an exam.
13. Attempting to gain an unfair advantage over other students through false pretenses.

**Class Calendar:**

<b>Week One</b>			
<b>Topic:</b> The Origins of World War II (Part 1)			
<b>Class Discussion:</b> Class Introduction; Brief review of World War I, The Treaty of Versailles and its impact on the post-war world.			
<b>Readings:</b>			
Council on Foreign Relations “Why Did World War I Happen?” April 14, 2023. <a href="https://education.cfr.org/learn/reading/why-did-world-war-i-happen">https://education.cfr.org/learn/reading/why-did-world-war-i-happen</a>	“The Treaty of Versailles.” <i>Holocaust Encyclopedia</i> . The United States Holocaust Memorial Museum. <a href="https://encyclopedia.ushmm.org/content/en/article/treaty-of-versailles">https://encyclopedia.ushmm.org/content/en/article/treaty-of-versailles</a>	Boesler, Matthew. “Weimar: The Truth about History’s Most Infamous Hyperinflation Horror Story.” September 20, 2013. <i>Business Insider</i> . <a href="https://www.businessinsider.com/weimar-germany-hyperinflation-explained-2013-9">https://www.businessinsider.com/weimar-germany-hyperinflation-explained-2013-9</a>	Mao, Grace. “How Does War Affect our Artistic Expression?” March 14, 2023. <i>The Science Survey</i> . <a href="https://thesciencesurvey.com/arts-entertainment/2023/03/14/how-does-war-affect-our-artistic-expression/">https://thesciencesurvey.com/arts-entertainment/2023/03/14/how-does-war-affect-our-artistic-expression/</a>

<b>Week Two</b>	
<b>Topic:</b> The Origins of World War II (Part 2)	
<b>Class Discussion:</b> Guest Lecture #1: “John Maynard Keynes’ warning about the Versailles Treaty” (Professor Randall Hannum, Economics, Department of Social Science, City Tech); Class discussion with Prof. Hannum following the lecture.	
<b>Reading:</b> Kirshner, Jonathan. “The Man Who Predicted Nazi Germany.” <i>The New York Times</i> . December 7, 2019. <a href="https://www.nytimes.com/2019/12/07/opinion/keynes-economic-consequences-peace.html">https://www.nytimes.com/2019/12/07/opinion/keynes-economic-consequences-peace.html</a> .	
<b>Assignments:</b>	
Quiz #1: The Origins of World War II	Guest Lecture Response Essay #1

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<b>Week Three</b>		
<b>Topic:</b> The Rise of Fascism in Japan and Europe		
<b>Class Discussion:</b> The definition and elements of fascism; How Japan's government became fascist after World War One; How Italy's and Germany's governments became fascist after World War One.		
<b>Readings:</b>		
Hammel, Erich, "Japan's Road to War." <i>WWII Quarterly</i> . Summer 2010. <a href="https://warfarehistorynetwork.com/article/japans-road-to-war/">https://warfarehistorynetwork.com/article/japans-road-to-war/</a>	Teach Democracy, "Mussolini and the Rise of Fascism." (Summer 2010). <a href="https://teachdemocracy.org/bill-of-rights-in-action-5/online-lessons/bill-of-rights-in-action/bria-25-4-b">https://teachdemocracy.org/bill-of-rights-in-action-5/online-lessons/bill-of-rights-in-action/bria-25-4-b</a>	"Fascism." <i>Holocaust Encyclopedia</i> . The United States Holocaust Memorial Museum. <a href="https://encyclopedia.ushmm.org/content/en/article/fascism-1">https://encyclopedia.ushmm.org/content/en/article/fascism-1</a>
<b>Assignment:</b>		
Quiz #2: The Rise of Fascism in Japan and Europe		

<b>Week Four</b>			
<b>Topic:</b> The War Begins			
<b>Class Discussion:</b> The start of World War Two in Asia, Europe, and North Africa.			
<b>Readings:</b>			
"Imperial Japan's quest for power and the 1937 invasion of China." <i>History Skills</i> . <a href="https://www.historyskills.com/classroom/year-10/why-japan-invaded-china-1937/">https://www.historyskills.com/classroom/year-10/why-japan-invaded-china-1937/</a>	Reed, Christopher A. "The Marco Polo Bridge Incident (1937)," July 2022. <i>Origins: Current Events in Historical Perspective</i> . <a href="https://origins.osu.edu/read/marco-polo-bridge-incident-1937?language_content_entity=en">https://origins.osu.edu/read/marco-polo-bridge-incident-1937?language_content_entity=en</a>	"Invasion of Poland, 1939." <i>Holocaust Encyclopedia</i> . United States Holocaust Memorial Museum. <a href="https://encyclopedia.ushmm.org/content/en/article/invasion-of-poland-fall-1939">https://encyclopedia.ushmm.org/content/en/article/invasion-of-poland-fall-1939</a>	Zapotoczny, Walter. "Italy's North African Misadventure: Was the Italian Army simply a poor fighting force or doomed from the start by circumstance?," (January 2010). <i>Warfare History Network</i> . <a href="https://warfarehistorynetwork.com/article/italys-north-african-misadventure/">https://warfarehistorynetwork.com/article/italys-north-african-misadventure/</a>
<b>Assignment:</b>			
Quiz #3: The start of World War II in Asia, Europe, and North Africa			

<b>Week Five</b>
<b>Exam #1: Weeks 1-4.</b>

<b>Week Six</b>		
<b>Topic:</b> The Soviet Union and United States Enter the War		
<b>Class Discussion:</b> The external and internal circumstances under which the United States and Soviet Union entered World War II.		
<b>Readings:</b>		
"The Path to Pearl Harbor." The National WWII Museum. <a href="https://www.nationalww2museum.org/war/articles/path-pearl-harbor">https://www.nationalww2museum.org/war/articles/path-pearl-harbor</a>	"Operation Barbarossa: The Biggest of All Time." June 18, 2021. The National WWII Museum. <a href="https://www.nationalww2museum.org/war/articles/operation-barbarossa">https://www.nationalww2museum.org/war/articles/operation-barbarossa</a>	"Operation Barbarossa Explained: Why Hitler failed to defeat Russia." Imperial War Museums. (Text and video) <a href="https://www.iwm.org.uk/history/operation-barbarossa-explained-why-hitler-failed-to-defeat-russia">https://www.iwm.org.uk/history/operation-barbarossa-explained-why-hitler-failed-to-defeat-russia</a>
<b>Assignments:</b>		
Quiz #4: The Soviet Union and United States Enter the War		

<b>Week Seven</b>		
<b>Topic:</b> The Holocaust (Part 1)		
<b>Class Discussion:</b> The origins, conduct, and impact of the Holocaust.		
<b>Readings:</b>		
<p>“Introduction to the Holocaust.” <i>Holocaust Encyclopedia</i>. United States Holocaust Memorial Museum. <a href="https://encyclopedia.ushmm.org/content/en/article/introduction-to-the-holocaust">https://encyclopedia.ushmm.org/content/en/article/introduction-to-the-holocaust</a></p>	<p>“Liberation of Nazi Camps.” <i>Holocaust Encyclopedia</i>. United States Holocaust Memorial Museum. <a href="https://encyclopedia.ushmm.org/content/en/article/liberation-of-nazi-camps?series=89">https://encyclopedia.ushmm.org/content/en/article/liberation-of-nazi-camps?series=89</a></p>	<p>“The Aftermath of the Holocaust: Effects on Survivors.” <i>Holocaust Encyclopedia</i>. United States Holocaust Memorial Museum. <a href="https://encyclopedia.ushmm.org/content/en/article/the-aftermath-of-the-holocaust?series=89">https://encyclopedia.ushmm.org/content/en/article/the-aftermath-of-the-holocaust?series=89</a></p>

<b>Week Eight</b>	
<b>Topic:</b> The Holocaust (Part 2)	
<b>Class Discussion:</b> Guest Lecture #2: “Nazi war crimes and the nature of law.” (Professor Robert MacDougall, Philosophy, Department of Social Science, City Tech); Class discussion with Prof. MacDougall following the lecture.	
<b>Readings:</b>	
<p>“Nuremberg Trials.” <i>Holocaust Encyclopedia</i>. United States Holocaust Memorial Museum. <a href="https://encyclopedia.ushmm.org/content/en/article/the-nuremberg-trials">https://encyclopedia.ushmm.org/content/en/article/the-nuremberg-trials</a></p>	
<b>Assignments:</b>	
Quiz #5: The Holocaust	Guest Lecture Response Essay #2

<b>Week Nine</b>
<b>Exam #2: Weeks 6-8.</b>

<b>Week Ten</b>			
<b>Topic:</b> The War Ends			
<b>Class Discussion:</b> The end of World War II in Europe and Asia			
<b>Readings:</b>			
<p>“Why D-Day was so important to Allied victory.” Imperial War Museums. <a href="https://www.iwm.org.uk/history/why-d-day-was-so-important-to-allied-victory">https://www.iwm.org.uk/history/why-d-day-was-so-important-to-allied-victory</a></p>	<p>“Operation Barbarossa And Germany's Failure In The Soviet Union.” Imperial War Museums. <a href="https://www.iwm.org.uk/history/operation-barbarossa-and-germanys-failure-in-the-soviet-union">https://www.iwm.org.uk/history/operation-barbarossa-and-germanys-failure-in-the-soviet-union</a></p>	<p>“The People’s War: Women, Children, and Civilians in the 1944 Warsaw Uprising.” December 15, 2021. The National WWII Museum. <a href="https://www.nationalww2museum.org/war/articles/women-and-children-1944-warsaw-uprising">https://www.nationalww2museum.org/war/articles/women-and-children-1944-warsaw-uprising</a></p>	<p>Paletta, Anthony. “The epic end of the Pacific.” October 9, 2020. <i>Washington Examiner</i>. <a href="https://www.washingtonexaminer.com/opinion/2234361/the-epic-end-of-the-pacific-war/">https://www.washingtonexaminer.com/opinion/2234361/the-epic-end-of-the-pacific-war/</a></p>

<b>Week Eleven</b>	
<b>Topic:</b> Harry Truman's Decision to Drop the Atomic Bomb	
<b>Class Discussion:</b> Harry Truman's Decision to Drop the Atomic Bomb.	
<b>Readings:</b>	
Barrett, Ed. "Atomic Bombings of Hiroshima and Nagasaki - Justified?" February 14, 2021. United States Naval Academy. <a href="https://www.usna.edu/Ethics/blog/2020/Atomic_Bombings_of_Hiroshima_and_Nagasaki_-_Justified.php">https://www.usna.edu/Ethics/blog/2020/Atomic_Bombings_of_Hiroshima_and_Nagasaki_-_Justified.php</a>	Ogawa, Yoko. "Beyond the World War II We Know: How We Retain the Memory of Japan's Atomic Bombings." <i>The New York Times Magazine</i> . August 6, 2020. <a href="https://www.nytimes.com/2020/08/06/magazine/hiroshima-nagasaki-japan-literature.html">https://www.nytimes.com/2020/08/06/magazine/hiroshima-nagasaki-japan-literature.html</a>
<b>Assignments:</b>	
Quiz #6: The end of World War II in Europe and Asia	

<b>Week Twelve</b>	
<b>Topic:</b> From War to Cold War (Part 1)	
<b>Class Discussion:</b> The origins of the Cold War	
<b>Readings:</b>	
McMahon, Robert J. "What's a cold war? A historian explains how rivals US and Soviet Union competed." November 5, 2022. <i>Ohio State News</i> . <a href="https://news.osu.edu/whats-a-cold-war-a-historian-explains-how-rivals-us-and-soviet-union-competed/">https://news.osu.edu/whats-a-cold-war-a-historian-explains-how-rivals-us-and-soviet-union-competed/</a>	"1945 - 1953: From World War to Cold War, Part 1." Free Documentary-History. (Video) <a href="https://www.youtube.com/watch?v=XF7UAxnYTiw">https://www.youtube.com/watch?v=XF7UAxnYTiw</a>

<b>Week Thirteen</b>	
<b>Topic:</b> From War to Cold War (Part 2)	
<b>Class Discussion:</b> Guest Lecture #3: "War and unjust peace in Eastern Europe." (Professor Diana Mincyte, Sociology, Department of Social Science, City Tech); Class discussion with Prof. Mincyte following the lecture.	
<b>Readings:</b>	
"1945 - 1953: From World War to Cold War, Part 2." Free Documentary-History. (Video) <a href="https://www.youtube.com/watch?v=n8yspXG2FMQ">https://www.youtube.com/watch?v=n8yspXG2FMQ</a>	
<b>Assignments:</b>	
Quiz #7: From war to cold war	Guest Lecture Response Essay #3

<b>Week Fourteen</b>	
<b>Topic:</b> World War II and Decolonization	
<b>Class Discussion:</b> World War II's impact on decolonization throughout the world. World War II's impact on postwar, post-colonial conflict in Asia, Africa, the Americas, and the Middle East	
<b>Readings:</b>	
Council on Foreign Relations. "How Did Decolonization Reshape the World?" February 14, 2023. <a href="https://world101.cfr.org/contemporary-history/global-era/how-did-decolonization-reshape-world">https://world101.cfr.org/contemporary-history/global-era/how-did-decolonization-reshape-world</a>	"Decolonisation in South East and South Asia, 1945-1948." Imperial War Museums. <a href="https://www.iwm.org.uk/history/britain-and-decolonisation-in-south-east-and-south-asia-1945-1948">https://www.iwm.org.uk/history/britain-and-decolonisation-in-south-east-and-south-asia-1945-1948</a>
"The beginnings of decolonisation and the emergence of the non-aligned states." Luxembourg Centre for Contemporary and Digital History. <a href="https://www.evce.eu/en/recherche/unit-content/-/unit/02bb76df-d066-4c08-a58a-d4686a3e68ff/0397bac4-10f2-4b69-8d1a-366ca4a08c34">https://www.evce.eu/en/recherche/unit-content/-/unit/02bb76df-d066-4c08-a58a-d4686a3e68ff/0397bac4-10f2-4b69-8d1a-366ca4a08c34</a>	
<b>Assignment:</b>	
Quiz #8: World War II and Decolonization	Historiographical Essay

**Week Fifteen**

Exam #3: Weeks 10-14.

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