**New York City College of Technology**

**Interdisciplinary Committee**

**Course Review Form**

**DATE:** 10/1/2024

**REVIEWER:** Wanett Clyde

**COURSE TITLE & NUMBER:** HIS 3402: Topics in Modern World History, 1945-Present Section Topic: A Global History of World War Two

**PROPOSED BY:** Peter Parides

**CREDIT HOURS:** 3

**PREREQUISITES:** ENG 1101 or ENG 1101CO or ENG 1101ML and a previous history course (HIS 1000 series, AFR 1460, AFR 1461, AFR 1465, AFR 1466, or LATS 1462)

**COURSE IS:**  Existing New In development

**PROPOSED COURSE DESIGNATION**: College Option elective  Capstone  other:

**DEPARTMENT HOUSED IN:** Social Sciences

**PROPOSED STRUCTURE (e.g., co-taught, guest lecture, LC, other):**  Guest lecture

**CREDIT DISTRIBUTION** (if co-taught):

**CATALOG DESCRIPTION:** An interdisciplinary examination of the global history of World War Two 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 One, 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.

**DESCRIBE & EVALUATE HOW COURSE MEETS INTERDISCIPLINARY CRITERIA?**

**<Consider:** Our interdisciplinary definition: focuses on questions, problems, and topics too complex or too broad for a single discipline or field to encompass adequately; such studies thrive on drawing connections between seemingly exclusive domains. Also, evaluate Learning Outcomes: Purposefully connect and integrate across discipline knowledge and skills to solve problems; Synthesize and transfer knowledge across disciplinary boundaries; Comprehend factors inherent in complex problems; Apply integrative thinking to problem-solving in ethically and socially responsible ways; Recognize varied perspectives; Gain comfort with complexity and uncertainty; Think critically, communicate effectively, and work collaboratively; become flexible thinkers. Lastly, How is this Section/Learning Community/Other different from other sections/Learning Communities/Other?>

The course proposal outlines its aims and argues that the overall theme, understanding World War Two as a “total war,” is best accomplished by looking at the spheres war touches upon - economics, philosophy/ethics, and sociology. Exploring these themes through guest lectures and readings will provide students with an opportunity to achieve the course aims. Incorporating the expertise of colleagues in other departments builds upon the foundation of historical methodology and historiography which will also be explored throughout the course. Course assignments will allow students to dig into the interdisciplinarity of the content by incorporating perspectives from different aspects of the course such as the economics or ethics of war. Lectures from the primary and guest faculty combined with readings work to assist students in recognizing and understanding a variety of perspectives.

The final assignment tests the success of this transfer of knowledge by asking students to demonstrate their understanding in an essay focused on the course’s final guest lecture which serves as an overview of the course aims and content. Success will be further assessed via a final exam which asks broad questions about the overall content of the course.

**DESCRIBE & EVALUATE THE INTERDISCIPLINARY STRUCTURE?**

<**Consider:** an interdisciplinary course at City Tech the course must be team taught by more than one faculty member from two or more departments in the College. An interdisciplinary course, by definition, has an interdisciplinary theme as its nucleus. Lastly, is the proposer’s rational for chosen structure (e.g., guest lecture, co-taught, etc.) in the spirit of interdisciplinarity?>

The course’s interdisciplinarity has a solid foundation which is supported by the guest lecture topics. Understanding WW2 as a “total war” in that this perspective must include more the diplomatic and political history of the war is achieved by bringing in lecturers who can best address the additional viewpoints the course aims to address. A historical perspective of these same aspects may be covered by the lead instructor, however the nuance and specificity added by bringing in guest lecturers not only makes it a true interdisciplinary course, but also provides students with a clear understanding, subject matter expertise and the additional perspective of these instructors from other disciplines.

**DOES COURSE MEET REQUIREMENTS FOR GENERAL EDUCATION?** < see links for criteria CityTech: <http://www.300jaystreet.com/college-council/curriculum_proposals/past_proposals> NYS: <http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm> >

**STRENGTHS:** <describe strengths of course as an interdisciplinary course>

Its writing intensive designation allows it to cover several bases for student who enroll, meeting both the ID and writing intensive requirements. The guest lecturers were thoughtfully selected and integrated into the course. The number and variety of assignments allows the instructors to assess whether students are achieving the course aims as well as provide ample opportunity to improve their grade if one kind of assignment, for example tests, proves difficult for them. The topic is also timely as were in an intense political climate. Providing students with the necessary tools to evaluate current events is in demand.

Additionally, the layout of the syllabus is extremely clear. Listing not just the assigned readings, but also linking to them from this one document is beneficial as is clearly designating which lectures will be led by a guest and when quizzes and assignments are due.

**WEAKNESSES:** <describe weaknesses of course as interdisciplinary course>

I didn’t identify and specific weaknesses, though the complexity of the topic and the high level of assignments may prove difficult for some students to keep up with.