

# History

## Requirements:

- Grade 9:** Atlantic World History (HIST 210)  
**Grade 10:** United States History (HIST 220)  
**Grade 11 or 12:** Class of 2021: One non-AP elective  
Class of 2022: Students are required to take a third year of History in either grade 11 or 12.

## Elective Courses Offered in 2020-21

### 300-level

- Topics in Political Philosophy (HIST 311)
- Comparative Race and Ethnicity (HIST 312)
- Religion in History (HIST 313)
- East Asian History (HIST 314)
- History of the Silk Roads (HIST 315)
- United States Legal History (HIST 317)
- History through the Lens: Movies and American Culture (HIST 318)
- Voices of Protest: The Progressives to the Present (HIST 319)
- Africa and Asia, 1945 to the present (HIST 325)

### 400-level

- AP European History (HIST 401)
- AP United States History (HIST 402)
- AP Economics (HIST 403)
- Global Environmental History (HIST 420)
- The Global Cold War (HIST 421)
- Vast Early American History (HIST 422)
- Contemporary U.S. History, 1945 to the present (HIST 423)

# History

The Department aims to equip students to examine their own lives and the development, goals, and values of their society. Designed to convey a basic understanding of both Western and non-Western history from the pre-modern world to the present, the curriculum emphasizes economic and social forces as well as political and cultural factors. Throughout the curriculum, students are asked to grapple with the complexity of historical causality, to analyze and discuss primary and secondary sources, and to construct sophisticated historical arguments.

The History Department strongly recommends that before graduation students take at least one course with a focus on geographic regions outside the United States and Europe.

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## History Department Sequencing

### Typical Sequence



Admission to AP History electives is based on the permission of the History Department and the specific criteria listed under each AP course. Rising seniors who applied to an AP elective and were not admitted for the current year are still eligible to apply for next year, but the Department will expect to see significant improvement in the non-AP history elective during the student's junior year. AP History electives are open only to the class of 2021.

**Required Courses**

**HIST 210 - Atlantic World History**

*Full credit, meets 4 days/week*

*Prerequisites: None*

Atlantic history is the study of the world created by the interaction of peoples in Africa, Europe, and the Americas. This course examines the migration (both voluntary and involuntary) of people and the exchange of goods, ideas, and practices across and around the Atlantic Ocean. Major themes include the transatlantic slave trade, the rise of colonial societies and Atlantic labor systems, the transformation of Europe through exploration and expansion, the spread of revolutionary ideas, the rise and fall of imperialism in Africa, and the crises of a new global age. Students will be asked to investigate the Atlantic world from the various perspectives of those who experienced it and to analyze how historians have interpreted the Atlantic past in different ways. Over the course of the year, students will learn how to weigh evidence and balance these multiple perspectives to develop historical arguments and interpretations. Students will complete research and writing assessments during the year.

**HIST 220 - United States History**

*Full credit, meets 4 days/week*

*Prerequisites: Atlantic World History*

This course surveys the United States' past from the colonial period through the modern era. The curriculum examines the physical, demographic and bureaucratic growth of the nation alongside the development of its political, social, economic and cultural institutions and traditions. Students consider the changing roles that gender, race and class have played throughout American history. Exams evaluate conceptual skills as well as analytical abilities and mastery of historical content. Students will complete research and writing assessments during the year.

**Elective Courses**

**HIST 311 - Topics in Political Philosophy**

*Full credit, meets 4 days/week*

*Prerequisites: Atlantic World History, US History*

In his *Republic*, Plato begins his discussion of the ideal state by asking a question: what is justice? In one way or another, every political system must deal with that question; at heart, political philosophy ponders the definitions of right and wrong. In other words, political philosophy is a branch of moral philosophy, one with a specific focus. Fundamentally, political philosophy is concerned with the relationship between the individual and society; more narrowly, it is concerned with the

relationship between the individual and the state, and with the design of that state. This course will deal with the basic questions of political philosophy as they have been asked throughout Western history. What is the nature of justice? What are the rights of the individual, and on what are they founded? What are the responsibilities of the individual? Is there such a thing as natural law and natural morality? What are the responsibilities of the government? What is the legitimate source of political authority? How are goods distributed in a just society? When, if ever, should the common good take precedence over individual liberty? The course will follow the historical dialogue, from the time of Plato to the present day; the aim of the course is to teach students how to think philosophically about political issues. Students will read the work of thinkers such as Plato, Aristotle, More, Hobbes, Rousseau, Locke, Freud, Marx, Thoreau, and Wollstonecraft.

**HIST 312 - Comparative Race and Ethnicity**

*Full credit, meets 4 days/week*

*Prerequisites: Atlantic World History, US History*

This course examines race and ethnic relations in the United States and in other contemporary multiethnic/multiracial societies in the Americas (Brazil, Canada, the Caribbean), Asia, and Africa. It will also emphasize how to analyze current events with a deeper historical grounding.

Our approach to the topic begins with the examination of some basic concepts, such as ethnicity and race, racism and ethnocentrism, racial and ethnic stratification, prejudice and discrimination, and the theoretical models of race relations—i.e., assimilation and pluralism. From these introductory sessions, the course will move to specific group studies. We will consider patterns of race and ethnic relations in heterogeneous societies while adopting a comparative perspective. Our global approach will emphasize the prevalence of intergroup conflict in the modern world. A major component will also be examining current events as they relate to our study.

**HIST 313 - Religion in History**

*Full credit, meets 4 days/week*

*Prerequisites: Atlantic World History, US History*

Why are we here? And how do we find meaning in life under the looming shadow of mortality? Wrestling with these questions is arguably the basis of what we call religion. This course will examine religious traditions historically, with attention to their substance, origins, development, and context. Among many other themes, we will consider questions of institutionalization, underlying purposes, animating ideas and values, and historical trajectories across time and space. We will

consider how and why traditions purporting to offer timelessness adapt and change with the times. Students will read articles and essays about religion in history as well as foundational religious texts, including (but not limited to) the *Hebrew Bible*, the *New Testament*, the *Tao Te Ching*, and *The Qur'an*. Through careful study of these texts we will consider both their value as sources of history and as a point of access to human experiences worldviews, and responses to the human condition likely quite alien to us. Engaging in this work should help us develop our capacities for empathy, imagination, and making sense of the unfamiliar. Finally, having done this work students should come away with a clearer, deeper, and more nuanced understanding of how and why our modern world came to be our modern world and what has been both lost and gained in its forging.

**HIST 314 - East Asian History**

*Full credit, meets 4 days/week*

*Prerequisites: Atlantic World History, US History*

Globalization is a term frequently applied to contemporary China, Korea, and Japan. Why is that? And how does our current focus on the growth of international networks obscure the central role that East Asia has played in the much longer history of globalization? The rise of East Asia's geopolitical power will very likely be among the most important structural changes of the twenty-first century. To understand this monumental shift, we need to know when it started, how it happened, and why this development was neither inevitable nor unprecedented; after all, East Asia has been a geopolitical center before. Part of our task in this course will be to understand the three regions of East Asia—China, Korea, and Japan—as interconnected cultures with shared social, economic, religious, and political traditions. At the same time, we'll investigate how each region stood apart from the others, with unique characteristics that flourished inside their borders. We'll also track continuity and change in East Asia, both before and after contact with Europe and the United States. In our study of the twentieth century, we'll discuss the wrenching—and often traumatic—impact of World War II, which realigned the status quo and ushered in a period of rapid and startling shifts: the emergence of a communist China and North Korea, a demilitarized Japan, and a democratic South Korea. Students will have multiple opportunities to pursue independent research on topics of their choice, including current events. Students can expect classes in a seminar-style format where active participation is encouraged.

**HIST 315 - History of the Silk Roads**

*Full credit, meets 4 days/week*

*Prerequisites: Atlantic World History, US History*

The Silk Roads, a series of overland trade routes stretching from East Asia to Southern Europe, with tributary routes reaching as far south as Eastern Africa, the Arabian Peninsula, and the Indian subcontinent, were some of the most important trade routes in human history. In this history elective, students will use the Silk Roads as a lens through which we can examine the histories of individual cultures and their connections to broader historical networks. The course is structured around three major historical eras. In the first part of the year, we'll focus on the Silk Roads in the Classical period, approximately 200 BCE - 600 CE, including not only the Roman Empire and the Han Dynasty but also other major territorial states of the time, such as the Parthians and Scythians, as well as the various pastoralist societies on the margins. In the middle part of the year, we'll look at the age of the Mongols, approximately 1200-1400. In the spring, we will pick up the story of the Silk Road territories in the modern day. The primary focus of this final part of the course will be modern-day economic development along the old Silk Road routes, including a major focus on China's Belt and Road Initiative. Throughout the year, students will read both primary and secondary sources, and will engage in a number of independent research projects. Assessments will consist of in-class essays, research papers, and class presentations.

**HIST 317 - United States Legal History**

*Full credit, meets 4 days/week*

*Prerequisites: Atlantic World History, US History*

This course examines the relationship between law and society in the United States. The focus of our study will be the question of how law both shapes, and is shaped by, the political, economic, and cultural context in which it is formed. The course will explore such topics as the creation and enforcement of law, access to and interaction with the legal system, and the changing nature of punishment throughout American history. Through the study of critical court decisions, we will also examine how historical cultural and political forces have contributed to contemporary ideas about civil and constitutional rights. Important topics such as citizenship and the role of law in enforcing social norms related to race, gender, sexuality, and religion will be at the center of our exploration.

**HIST 318 - History Through the Lens: Movies and American Culture**

*Full credit, meets 4 days/week*

*Prerequisites: Atlantic World History, US History*

What would a historian in 2070 say about American society in 2020 based on the year's top-selling movies, most adapted from comic books or fairy tales? What could movies from the 1950s about a corporate office worker, a New Jersey longshoreman, or a cowboy in the Old West, tell us about identity and conformity in *that* decade? This class asks and tries to answer those questions. Rather than a focus on the "art" of movies, the class explores the evolving conversation that movies have with significant historical and cultural themes from early silents to the 1960s and 1970s. After close examination of films and reading in primary and secondary works, students write regular movie responses, longer analytical papers, and do research on topics raised throughout the year.

**HIST 319 - Voices of Protest: The Progressives to the Present**

*Full credit, meets 4 days/week*

*Prerequisites: Atlantic World History, US History*

Throughout American history, protest movements have challenged Americans to live up to their professed ideals. Voices of Protest studies the last century through those protest movements, analyzing how citizens have attacked the status quo and formulated new alternatives. The class will consider the ways dissent is articulated and its complex influence on society – from the Suffragists through NFL's kneeling controversy. We will analyze and engage with the history of various protest movements – as well as the responses to them – through a variety of sources, some rarely considered in history classes: portions of novels, short stories, even plays and poetry. Using literature to probe history incorporates an interdisciplinary approach to the class; however, more traditional primary and secondary sources (essays, articles, manifestos, speeches, and images) will be a key component of the readings and discussions. We will move through the material thematically and chronologically, and address the following six units:

- (1) Capitalism's Discontents: from Industrialization to a "Fight for a \$15 Minimum Wage"
- (2) Civil Rights: from the New Negro to "Black Lives Matter"
- (3) War Protests: from World War I to Drone Warfare
- (4) Women's Rights: from Suffragism to #MeToo
- (5) Gay Rights: from Pre-Stonewall to Trans Activism
- (6) Environmentalism: from the Disappearing West to #FridaysForFuture

**HIST 325 - Africa and Asia, 1945 to the present**

*Full credit, meets 4 days/week*

*Prerequisites: Atlantic World History, US History, departmental approval.*

Imperialism, colonialism, and revolution have affected every corner of the modern world. In 9<sup>th</sup> grade you learned about how these forces affected Europe and the Americas over the last 500 years. What about the rest of the world? This course covers revolution and its aftermath in several African and Asian countries. We'll look at the history of colonialism and independence from the perspectives of colonized people. The people's movements for decolonization – largely successful after World War II – resulted in a mixture of political and economic development, radical social ideologies, endemic poverty, and sporadic conflict. We'll specifically look at the history of these states from cultural (e.g., ethnic, racial, and religious diversity), social (e.g., class structure, education, and economic development), and political (e.g., communism, dictatorship, democracy, and war) perspectives. And our story will come right up to the present day. Students will engage with theoretical approaches to imperialism and colonialism, the psychology of colonialism, and patterns of decolonization and postcolonial development, all while broadening global perspectives and challenging engrained stereotypes. Beyond the history, our goal is to increase cultural competency and to develop and appreciation for global citizenship.

**HIST 401 - AP European History**

*Open to seniors only in 2020-21*

*Full credit, meets 5 days/week*

*Prerequisites: Atlantic World History, US History, departmental approval (see below).*

AP European History covers the social, political, and cultural development of Europe from 1450 to the present. Students should be prepared to engage in lively debates and discussions that consider not only the events of the past, but also the different ways in which historians have understood those events. Looking carefully at historiographical trends (*Annales*, gender, political culture) will thus comprise a significant aspect of the course. Students will develop their research and presentation skills through a variety of research projects and can expect guidance from the instructor as well as a generous amount of room for exploration. Because of the emphasis on writing, students should be ready to devote significant time to the crafting and refining of arguments in essays, papers, and reading responses. We will prepare for the AP exam thoroughly, but test preparation is not the main focus of the course. Rather, we will seek to develop a rich and



robust understanding of Europe in the modern period. This history was fraught with contradiction and conflict, while at the same time reflected the courage and ingenuity of talented individuals. In addition to our historiographical work, we'll establish a broad familiarity with the artists, writers, and thinkers of the modern era. The classes are conducted in a seminar-style format, so active class participation is both encouraged and expected.

**HIST 402 - AP United States History**

*Open to seniors only in 2020-21*

*Full credit, meets 5 days/week*

*Prerequisites: Atlantic World History, US History, departmental approval (see below).*

This course is designed to provide students with the analytical skills and factual knowledge to deal critically with problems and materials in American history. Students deal with primary sources, are introduced to American historiography, and read numerous scholarly articles and monographs. Emphasis is given to writing historical essays, and students are expected to submit short essays and reports. Students may also have the opportunity to produce a major research paper based on their individual interest in any area of American history. Major themes include the following: the paradoxical growth of freedom and slavery in the American colonies; interaction with Native Americans; republicanism; liberalism and the significance of ideology; expansionism; religion; economic development; sectionalism and patterns of segregation; race, class and gender; reform; political party development; significant issues in diplomacy; the impact of war on American society; contemporary issues in American society; and the growth and development of a democratic culture.

**HIST 403 - AP Economics**

*Open to seniors only in 2020-21*

*Full credit, meets 5 days/week*

*Prerequisites: Atlantic World History, US History, departmental approval (see below).*

The focus of this college-level course will center on the exploration of decisions around the allocation of scarce resources. We will explore the consumption and production choices of individuals, households, and firms along with the behavior and functioning of product, resource, and labor markets. We will examine different market systems and how various government interventions impact the function of markets including fiscal and monetary policy, tax policy and the role of incentives, the manipulation of interest rates by the Federal Reserve and other central banks. We will learn about the business cycle, labor, employment, productivity, inflation, and economic growth. The course

explores current economic problems—including the problems of poverty, increasing income inequality, environmental pollution, and resource use (and overuse). World economic development and issues of globalization will also be discussed. The course will address the American Economy and international trade, exchange rates, international development, and globalization. We will also explore public policy questions through an economic lens helping to make you a more informed citizen with greater tools to examine the various economic choices you make everyday and market forces have influenced international relations and quality of life around the world.

**HIST 420 - Global Environmental History**

*Full credit, meets 5 days/week*

*Prerequisites: Atlantic World History, US History, departmental approval (see below).*

Global Environmental History surveys the history of the human relationship with non-human nature, beginning with fire-wielding hunter gatherers and ending with present-day concerns about global climate change and debates about the “Anthropocene era” (the claim that anthropogenic, or human made, climate change constitutes a new geologic era). The course will raise major questions about the human role in changing the environment on a global scale and the environment’s role in shaping human societies and culture. The course is structured around four major turning points in human interaction with non-human nature: the transition to agro-ecology (around 10,000 BCE); the reconnection and exchange between Afro-Eurasia and the Americas (1492 CE and thereafter); the industrial revolution and the fossil fuel economy (~1750 CE and thereafter); and the dawn of the nuclear era (1945 CE and thereafter). Focusing on such themes as agro-ecology, transecological exchange, the role of disease, energy sources and use, urbanization, empire, global conflict, the commodification of nature, climate change, and sustainability, the course emphasizes new global perspectives on environmental history in an effort to investigate the environmental past and help us plan for our shared future. In addition to exploring these themes through current events, simulations of environmental debates where students will take the roles of various stakeholders, other creative assignments like podcasts, and short analytical papers, students will also have the opportunity to explore a topic relevant to the course and of particular interest to the student in a substantial research paper. Students will read scholarly articles, consider how historians seek to understand history through the methodological approaches they take, and how historians share and debate the ways in which they interpret historical developments (also known as historiography).

**HIST 421 - The Global Cold War**

*Full credit, meets 5 days/week*

*Prerequisites: Atlantic World History, US History, departmental approval (see below).*

While the Cold War is often depicted as a struggle between the U.S. and USSR mainly over control of Europe, this course takes into consideration more recent scholarship which argues that the most important centers of conflict and the struggle of ideas occurred in the rest of the world, particularly in Africa, Asia, and the Middle East, just as countries were gaining their independence in the wake of World War II. We will study factors such as decolonization, race, political alliances, diplomacy, the nuclear arms race, espionage, cultural programs, activism by ordinary people, and popular culture, including film, music, and literature. Lastly, the course will weigh political theories that were tested throughout the Cold War, especially capitalism, democracy, non-alignment with the superpowers, socialism, and communism. Current events will help us connect past and present. This course will be run seminar-style. Students will have the opportunity to work collaboratively, make class presentations, conduct historical research, including a year-long research paper, and participate actively in class discussion. Students will read scholarly articles, write a year-long research paper, consider how historians seek to understand history through the methodological approaches they take, and how historians study and interpret history (also known as historiography).

**HIST 422 - Vast Early America**

*Full credit, meets 5 days/week*

*Prerequisites: Atlantic World History, US History, departmental approval (see below).*

Vast Early America reimagines the creation of what will become the United States by taking a continental approach to the study of the past. This course moves beyond the Anglo-centric view of American history that prioritizes the English experience and goes east to west. Colonial America was settled North to South in the French Empire and South to North in the Spanish Empire. Russia settled Alaska and pushed into northern California. All those regions eventually became part of the United States. Vast Early America also includes the Caribbean in its scope. The racial, gender and class power dynamics that we are conscious of today took root in the first centuries of settlement. Vast Early America incorporates Native American history as part of the narrative. Vast Early America offers a new and provocative way of understanding our national story. Students will read scholarly articles, write a year-long research paper, consider how

historians seek to understand history through the methodological approaches they take, and how historians study and interpret history (also known as historiography).

**HIST 423 - Contemporary U.S. History, 1945 to the present**

*Full credit, meets 5 days/week*

*Prerequisites: Atlantic World History, US History, departmental approval (see below).*

This course will examine the major influences on American life from the end of World War II until the present. Drawing on scholarly writings, essays, fiction, music, films, and web sites, students will learn about the major factors that helped make America what it is today, economically, socially, politically, and culturally. We will look at the intersection of politics, culture, and society in recent American history. Topics covered will include Cold War politics and culture, the rise and fall of New Deal liberalism, and social movements on the Right and the Left. Students are expected to complete the course with a sense of how these events shaped the nation and the world in which they live now. Students will explore a topic relevant to the course and of particular interest to the student in a substantial research paper. Students will read scholarly articles, write a year-long research paper, consider how historians seek to understand history through the methodological approaches they take, and how historians study and interpret history (also known as historiography).

- All 400 level History courses have the following prerequisite: (a) *Successful completion of history surveys for grades 9 and 10* (b) *Departmental approval required, based on the following criteria: History grades that average A- or higher for all years and class citizenship. Students with History averages higher than B+, but not A-, will be considered on an individual basis. For rising seniors who apply, more weight will be given to grade averages in years 10 and 11. All non-AP 400 level courses are open to juniors and seniors only.*

**COURSES NOT OFFERED IN 2020-21**

**HIST 310 - Classical World Civilizations**

**[Course not offered 2020-2021]**

*Full credit, meets 4 days/week*

*Prerequisites: Atlantic World History, US History, departmental approval.*

This course on Classical World Civilizations will focus on some of the greatest ancient civilizations of the world. Topics will include the following:

- 1) Fifth-Century Greece
- 2) The Egyptian and Near Eastern Empires of the Hellenistic World
- 3) The Mauryan and Gupta Empires of India
- 4) The Roman Republic and the Empire through Nero
- 5) The Zhou, Qin, and Han dynasties of China

The course will then cover a number of important regions across the globe, and will highlight many of the unique features that account for the greatness of these civilizations. Indeed, within each major civilization we will explore the traditional aspects of historical study – the political, economic and diplomatic. However, there will also be an examination of social and cultural themes to give a more full and thorough examination of these civilizations. So while textbooks and other traditional historical readings will be used for this type of coverage, we'll use primary sources, art, and literature as well.

### **HIST 316 - Latin American History**

**[Course not offered 2020-2021]**

*Full credit, meets 4 days/week*

*Prerequisites: Atlantic World History, US History*

The United States and Latin America are, and have always been, intimately connected. With this in mind, this course aims to help students make meaningful connections between their own encounters with Latin American culture and the region's past, present, and future. This class is structured as a survey course covering historical material from the late 1400's to the present day, thus linking directly with Horace Mann's ninth-grade Atlantic World History course. Over the course of two semesters, students will learn about the rise and fall of multiracial colonial empires, the emergence of modern nation states, the rise of popular revolutionary movements, and Latin America's pivotal role in the global Cold War. Moreover, through in-class discussion and research assignments, students will develop the knowledge and skills necessary to understand historical problems.

### **HIST 324 - History of the Islamic World**

**[Course not offered 2020-2021]**

*Full credit, meets 4 days/week*

*Prerequisites: Atlantic World History, US History, departmental approval.*

For nearly the entire life of a Horace Mann student, the United States has been at war in the Islamic world. And yet, outside of violent images of revolution and fundamentalists that we see in the media, many of us know very little about the people and culture of a region that we are so intertwined with. This course seeks to explore the

history of the Middle East and Islamic World so that we may better understand the complexities of one of the world's most important civilizations. The culture and religion of Islam have acted as a unifying force across large sections of Africa, Asia, and Europe, creating essentially a single world-system that included West Africa, the Middle East, and India, as well as parts of Europe and China. The shared religion of Islam, which often carried with it a shared priority on literacy and education, created the basis for a level of cultural exchange and technological development unprecedented in world history. This class will examine the Islamic world system in three distinct periods in its history: the rise of Islam and the development of Islamic Empires; the eighteenth and nineteenth centuries, when empires such as the Ottomans faced external political and intellectual challenges from a rising Europe as well as from internal reform movements; and finally the rise of nation-states after World War I. The spread of Islam brought new ideas in art and architecture, revived and expanded on Greek philosophy, and introduced an unprecedented level of religious tolerance to the medieval world. The latter two sections will also lead us to examine topics that students have been exposed to before—the Enlightenment, absolutism and constitutionalism, gender relations, colonialism, nationalism, and socialism – but we will study them in a new context.

**HIST 326 - History Research Seminar**

**[Course not offered 2020-2021]**

*Full credit, meets 4 days/week*

*Prerequisites: Atlantic World History, US History, departmental approval.*

What is the difference between popular history and scholarly history? Between the History Channel and a PBS documentary? Does it matter? That's part of what this seminar will explore—defining a culture of truth, determining its function in America today, and asking why we should care. The primary objective of History Research Seminar is for students to learn how to practice the craft of history. By engaging in a thoughtful and thorough research process, students will write several research papers on topics of their choice, especially those topics not currently covered in the standard curriculum. Examples of recent topics have included ancient Egypt, the First Crusade, Buddhist influence in the Han Dynasty, the destruction of Pompeii, the fall of the Roman Empire, third party movements in the United States, intelligence operations in Spain during World War II, the gulag in the Soviet Union, the political history of contemporary Iran, and political humor from Mark Twain to Mort Sahl. Students will be expected to present their research results in both oral presentations and written

papers. They should also be prepared to respond to comments and suggestions when revising and rewriting early drafts. By the end of the year, students will have completed a number of independent research projects, demonstrating their command of the subject matter that interests them most and participating in the hands-on experience of historical discovery.