

## **History Master Syllabus**

### **Cluster**

#### Citizenship

The Citizenship cluster promotes critical awareness and engagement with today's complex global issues. Courses in this cluster emphasize the study of the world through its history, cultural diversity, and contemporary economic, political, and social contexts. Language instruction and study abroad experiences help students bridge academic study with the skills and habits of mind needed to face the challenges of our increasingly interdependent world. The aim of the cluster is to foster social responsibility in our students and prepare them to act in service to the common good. Students completing this cluster should have an enhanced sense of their identity as citizens of a global community.

### **Core Goal Served in this Category**

Goal 6: To prepare and dispose our students to be responsible citizens in our increasingly interdependent world.

### **Core Learning Outcomes**

A student successfully completing a course in History will be able to

1. recognize the causes and consequences of historical events (Core Goal 6.1)
2. recognize the historical context for contemporary issues (Core Goal 6.2)
3. demonstrate knowledge of the interrelatedness of local and global issues (Core Goal 6.4)

### **Category Description / Information**

Courses in the history category are designed to give students a broad-based introduction to the subjects and practices of history. These courses develop skills essential to contemporary global citizenship. History fosters engagement with diverse perspectives, encourages critical analysis of complex and competing sources, develops empathy, and builds careful and effective argumentation. History courses offered in this category of the core are introductions to various fields of historical study. These courses emphasize engagement with and interpretation of primary historical texts alongside modern historical studies. Students will build understandings of change over time, the importance of historical context, and causal factors influential in historical development.

### **Intangibles / Aspirations / Other Category-Level Elements**

In addition to the outcomes assessed in this category, other Core outcomes might be developed and addressed by various courses in History. Skills, competencies, and dispositions relevant to the field might also be cultivated in this category.

- Develop students' skills in writing, speaking, critical inquiry/analysis, and information literacy/technological competency (Core Goal 1)
- Critically assess societal structures and institutions (6.3)
- Explore thoughtful and workable responses to local and global problems (6.6)

### **Teaching Methods and Assessment**

Students in this Core area are expected to do extensive work with both primary and secondary historical sources. Lectures and discussions should culminate in assessments that evaluate students' historical literacy, understood as their knowledge of the subject matter under study as well as the ability to read, analyze, and write historical interpretations.

### **Texts**

Texts in this Core area will vary according to subject. It is understood, however, that students in these classes will be introduced to the discipline of history using a textbook supplemented with primary and secondary sources of varying length and complexity.

### **Courses**

#### **HIST 101: Western Civilization**

This course examines Western Civilization from the foundations of human history to the West's domination of the globe at the beginning of the First World War. Major themes of the course can include gender and class, war, classical antiquity, Christianity, feudal society, capitalism, the Reformation, democratic institutions, the international state system, nationalism, and imperialism.

#### **HIST 102: Global History I**

In this course, we will explore the history of early globalization from the medieval period to the 18th century. This period is marked by moments of ever-intense contact and exchange among different global communities. The theoretical emphasis in the course will be on sketching the emergence of interdependence between world regions and systems. The course covers topics such as trade and cross-cultural exchange, state-building, empire and colonialism, religious diversity and conflict, slavery and the beginnings of capitalism, and the use of science to categorize and frame problems in the natural and social worlds. We will always question the idea that such interaction was created/stimulated largely by European ideas and will, instead, examine the history of the world through the lens of non-western contributions, with special emphasis on Asia, the Middle East, and Africa. In analyzing and understanding global histories as interconnected, we will pay close attention to the social, cultural, political, economic, demographic, and even ecological implications of this history. We will stress upon issues of diversity, power imbalances, and the interactive workings of ethnicity, wealth status, gender, and regional variables.

### HIST 103: Global History II

This course investigates the development of globalization from the mid-18th century—an era of revolution that birthed both new modes of production and new social relationships. Our discussion of “the global modern” will focus on the manner in which people sought to understand, control, and transform the world around them according to their own ideological prescriptions for order (nationalism, liberal democratic capitalism, colonialism and communism, first among them) and will trace resistance to ideologically imposed order.

### HIST 111: American History to 1877

The course begins in the centuries before European arrival, continues through colonization, the American Revolution, and the Civil War and Reconstruction, making many other stops along the way. Major themes that we shall address include but are not limited to: economic development and the emergence of social classes; racial slavery and its causes and consequences; everyday life and the position of workers, women, immigrants, etc.; the development of distinctive forms of American culture; and the complex development of US politics.

### HIST 112: American History since 1865

This course resumes the survey of US history, following forward from the Civil War-Reconstruction Era following to our own time. Major themes that we shall address include, but are not limited to: the dramatic rise and protracted decline of American industrial capitalism; military conflict from the Plains Indians Wars through the two World Wars, the Cold War, Vietnam, and up to Afghanistan and Iraq; the implementation of “Jim Crow” racial segregation in the South and its destruction with the Civil Rights movement; mass immigration and anti-immigrant politics; the struggle for women’s equality; the rise and fall of the American labor movement; and the emergence of forms of mass culture.

### HIST 141: Europe I: The Long 19th Century, 1789-1914 (List as Europe I: The 19th Century)

This course covers the history of Europe from the violence and tumult of the “dual revolutions” – the French Revolution and the British Industrial Revolution – to the horror of the First World War. We will devote most of our attention to the historical experiences of people in Britain, France, Germany and Italy, and we will look some at other European countries and regions, especially the Russian, Habsburg, and Ottoman Empire. Throughout the class we will examine issues that shaped European experience in the nineteenth century based on four key themes: revolution, nation- building, empire, and war. We will spend time reading about and discussing the nineteenth-century’s major developments: industrialization, labor movements, ideologies such as liberalism and socialism, urbanization and technology, disease and epidemics, the emergence of mass culture and politics, and the expansion of European power across the globe.

### HIST 142: Europe II: Postwar

This course investigates Europe as a series of nesting postwar orders. In the 20th century, Europeans seemed fated to living after one, or another, existential and catastrophic conflict: World War I, World War II and the Cold War. Each of these conflicts represented a series of fault lines pointing to contradictions in existing order—between labor and capital, empire and nation, state and society—as Europeans struggled to design, establish, and live in a modern good society. We will trace the development of these visions, dreams, and nightmares, and think through what it means to live after the fall.