

HISTORY

Studying history today is critical in our global world as it prepares us to respond to breaking news and conflicting views of our own and other cultures. History majors develop intellectual skills that equip them well for decision-making in law, marketing, government, journalism, teaching, and other careers. Students of history develop an elasticity of mind, as they argue about evidence for what actually happened and make sense of complex events. Using newspapers, films, novels, legal documents, and a wide range of other primary sources, they learn how to read and research carefully and write persuasively and creatively.

For students interested in languages, theater or arts administration, business, education or the social sciences, interdisciplinary history courses, and a history minor (or major), provide context and make bridges to their primary field of interest. International history courses, for example, provide an excellent pairing with a degree in international business or economics while public history courses are highly relevant to arts administration majors. Several courses offered by the history department also fulfill requirements in the International Affairs Major, the City Studies Minor, the Gender Studies Minor, the Film Studies Minor, the Civic Engagement Minor and the Environmental Studies Minor

Students planning to pursue graduate studies in history should prepare themselves in the appropriate foreign language.

REQUIREMENTS FOR A MAJOR IN HISTORY (B.A.)

A minimum of 11 units, at least two of which must be at the 300 level, with the following distribution:

Foundation course—1 unit

One survey course is required.

No more than two 100 level courses will count toward a history major.

Methods Course—1 unit:

HI 297: The Historian as Detective: Exploring the City

To be taken in spring of Sophomore Year if possible or in spring of Junior Year

Core Courses-3 Units (one in each of the subfields listed below)

1. American History: 221, 236, 321 or 323
2. European History: 257, 286, 334 or 362
3. Non-Western History: 242, 264, 330

Electives—4 units

Any course at the 200 level or above counts as an elective. Students choose electives based on their interests. Students must have two 300 level courses in history in which they write extensive research papers based on primary and secondary sources.

Senior Learning Community—2 units

Senior Seminar: HI 490

Senior Reflective Tutorial: HI 400

Concentration Requirements (optional)

In order to concentrate in history, a student takes at least three courses in a particular area of study and write his or her thesis in the Senior Seminar (HI 490) in that area. Any student who can link three history courses to a theme may create their own independent concentration, with approval of the department chair. Pre-law students majoring in history are encouraged to concentrate in Global Justice and Human Rights.

Media, Museums and Public History: Any three of the following: HI 225, HI 229, HI 246, HI 286, HI 322, HI 325 or HI 362.

Global Justice and Human Rights: Any three of the following: HI 201, HI 227, HI 235, HI 236, HI 237, HI 321, HI 330, HI 334 or HI 345.

REQUIREMENTS FOR A DUAL MAJOR IN HISTORY AND CHILDHOOD EDUCATION

The history major prepares future teachers with skills and a knowledge base that includes local and global perspectives, and addresses the state requirement that teachers learn about the history of New York. For the education component of the dual major consult the *Education* department. The history component of the dual major consists of a total of 11 units with the following distribution:

Foundation courses—3 units

HI 101, 111, or 120; GOV 207 or HI 225.

Methods Course—1 unit

HI 297: **The Historian as Detective: Exploring the City**

To be taken in spring of Sophomore or Junior Year

Electives—5 units at the 200 level or above

One unit in gender history; One unit in non-Western/global history. Any other courses in history at the 200 level or above can be taken as electives. At least two of these electives must be in American history. Students are strongly encouraged to take at least two of these electives at the 300 level.

Senior Learning Community—2 units

Senior Seminar - HI 490

Senior Reflective Tutorial - HI 400 (If scheduling permits, the experiential placement will be student teaching.) *Must be taken in the fall of the senior year.*

REQUIREMENTS FOR A MINOR IN HISTORY

A minimum of 5 units with the following distribution:

1 unit at the 100 level (may be waived in consultation with the Department Chair)

4 units at the 200 level or above. It is strongly recommended that at least one of these electives be in non-western/global history.

Civic Innovations Option

Selected as one of six departments to offer Civic Innovations courses, the History Department provides students the **option** to become more socially and environmentally responsible citizens. The History department has created partnerships with the International Rescue Committee, P.S. 57 and several other agencies to work with refugees and immigrants from West Africa to address local environmental and economic issues and to tutor children. Students thus engaged gain leadership and analytical skills increasingly required in our global marketplace, and the satisfaction of making a difference, while reinforcing learning in the discipline.

COURSE DESCRIPTIONS

AMERICAN

HI103 American History Survey Before the Civil War. *One Unit.* An introduction to the social, cultural, political, and economics history of the nation from the conquest and colonization of North America to the reunification of the United States at the end of the Civil War. Topics include: How did Europeans, Indians, and Africans give meaning to their experiences in the “New World” created by European colonization? How were the cultures of each group transformed by their interaction? How and why did the institution of slavery begin? How was the egalitarianism of the American Revolution reconciled with the reality of American slavery? What did “democracy” mean to the Revolutionary generation and which philosophical ideas most influenced the structure of government in the new nation? How did the rise of capitalism transform gender roles in American society? What has been the relationship between democracy and capitalism? How did the political controversy over slavery cause the American Civil War? Offered as required.

HI 104 American History Survey Since the Civil War. *One unit.* An introduction to the social, cultural, political, and economic history of the United States since the end of the Civil War. Topics include: Reconstruction; the New South; immigrant experiences; civil rights movements; urbanization; westward expansion; corporate capitalism; economic globalization; progressivism; the New Deal; the World Wars; the Cold War and McCarthyism; gender and society; countercultures and the American left; foreign policy.

HI 214 The Civil War and Reconstruction. *One unit.* Examines the American Civil War and its aftermath with an emphasis on the causes and consequences of the conflict between North and South. Topics include: How did slavery and capitalism compare as rival economic and social systems? What caused the Civil War to happen? What principles did the Confederate States of America stand for? Why did the South lose the war? What were the experiences of women during the war? What made the Civil War the first “modern war”? Why did Abraham Lincoln abolish slavery during the war? What were the experiences of former slaves after Emancipation? What have been the legacies of slavery? What were the goals of Reconstruction? Why did it fail? How have the Civil War and Reconstruction been remembered and interpreted in the century and a half since the war ended?

HI 216 Masters, Slaves, Po’ Whites and People of Color. (D) *One unit.* The development of a slave society in the ante-bellum south and the emergence of a segregated, “Jim Crow” society in the twentieth century..

HI 221 The US and World War II. *One unit.* A study of American involvement in the war against European fascism and Japanese imperialism, including military, political, diplomatic, social, economic, and cultural aspects of the conflict.

HI 223 The Environmental History of New York City. *One Unit.*

Living in New York today, outside of a few parks, it can be difficult to find the things we usually associate with “nature:” forests, mountains, wildlife, wetlands and marshes, and the like. Indeed, if anything, this city seems to be defined by a lack of the “environment.” But New York is, and always has been, shaped by the distinctive set of natural, geographical, and biological features that surround us. This course examines these environmental forces: New York was born as a water city. How will our future be affected by the threats of climate change and rising seas? Where have New Yorkers found the food, drinking water, and clean air we need, and how have we gotten rid of the garbage we don’t want? What about the city’s non-human residents – from the horses and pigs of the nineteenth century, to the pigeons, rats, and bedbugs of today? This course will demonstrate that “city” and “environment” are not antithetical terms, but rather that New York’s past and future are inseparably tied to the place in which we live.

HI 225 History of New York City. (D)*One unit.* This course explores the history of New York City from the founding of the Dutch colony of New Amsterdam to present day. Because of its broad historical sweep, the course does not touch upon every aspect of the city’s history, but rather introduces students to major issues of each era and examines some selected topics in greater depth. Special emphasis will be placed upon the experiences of different social classes and ethnic groups. Issues addressed in this course include: What has been unique about New York’s urban environment? How have ethnic, racial, class divisions shaped the history of the city? How have immigrants been central to the history of New York City? What has been the relationship of New York to the rest of America? What contributions has New York made to America’s political, economic and cultural traditions?

HI 226 Topics in the History and Politics of Gender. *One unit.* An introduction to the history of gender relations in America, including a discussion of feminist theories, gender in contemporary culture, and the politics of gender.

HI 229 Museums, Myths, and Memories. (D) *One unit.* How do Americans remember and memorialize the past? How do museums decide what to display and how to tell complicated, even painful stories about our national history? The purpose of this course is to examine the ways in which historical events are recorded, interpreted, and distributed to public audiences in the United States. We will consider a variety of ways in which historical narratives are created and transmitted: museums, memorials, holidays, historical sites, consumer goods, tourism, films, textbooks, and more. We will visit several key sites in New York City, including the African Burial Ground, the 9/11 Museum and Memorials, the New York City Archaeological Collection, and Historic Richmond Town in Staten Island.

HI 231 The 1960s in America (D). *One unit.* This course examines one of the twentieth century’s most tumultuous decades. From the War in Vietnam to the battle for civil rights, from atomic power to Flower Power, the story of the 1960s is full of fault lines – the moment the post-World War 2 consensus of the 1950s seemingly fell to pieces. Looking at the “Sixties” broadly – from the late 1950s until the end of the Vietnam War in 1975 – this course will cover the Cold War, the space race, the Civil Rights Movements, women’s liberation, gay rights, counterculture, the anti-war movement, environmentalism, and more.

HI 234 History of Science and Medicine in America. *One Unit.* Americans usually think of the development of science and medicine as a story of steady, continuous progress from the primitive, often superstitious past to the advanced, ever-improving present. In reality, the evolution of scientific and medical knowledge has looked less like a

straight line and more like a twisting tree with fragmenting limbs and numerous dead branches. This course will examine the ways in which various groups of Americans have argued about truth, competed for legitimacy, and undergone paradigmatic reversals in the complicated and often confused path towards the place we stand today. Topics to be covered include germ theory, climate change, the internet, the weaponization of technology, alternate medicines, and more.

HI 236 History of The Civil Rights Movement. (D) One unit. This course will examine the key events, figures, philosophies, tactics, and consequences of the modern civil rights movement in the United States. The period from 1950-1968 receives special attention, but the roots of the freedom struggle in an earlier era and the effect of the movement on recent American history also warrant investigation. This course will use primary source documents, film, interpretive literature, and music in order to fully study the most powerful mass protest movement in modern US history. Special emphasis will be given to the centrality of religion in the movement and the liberal social ethics, which motivated key participants. In addition, this course will concentrate on the powerful role played by whites, both in the North and the south, who fiercely resisted the black freedom struggle.

HI 240 Museum and Gallery Studies. One unit. This course introduces students to contemporary thought and practice in the making, exhibiting and marketing of visual art. The display of art throughout history and its relation to and impact on society will be investigated. Through essays, class discussions and field trips to local galleries, museums and auction houses, students will explore the importance of context and presentation in how works of art are perceived by the public. Students will design and install an exhibit in the Wagner College Gallery. This course is ideal for any student interested in visual culture, the arts, history, or marketing. *Cross-listed as AH 221 and AR 221.*

HI 248 African American History I, 1619-1865. (D) One unit. For more than three centuries, millions of Africans endured captivity and forced transportation into brutal labor in the plantation complex of the Americas. This course provides an introduction to the early history of Africans and African descendants in North America. Using historical scholarship, film, nineteenth-century slave narratives, and other primary documents, we will consider the momentous transformations in African American history from enslavement to emancipation. Far from a homogeneous experience, this diverse history reaches from colonial outposts in South Carolina, to the antebellum cotton plantations of the Deep South, from the towns and farms of the upper South to the urban communities of the North. Four main themes of community, culture, religion, and resistance form a foundation for our investigations. We will ask how Africans of diverse nations and cultures formed African American communities how families and congregations constituted themselves for mutual support and daily survival; how identities and cultures were transformed in the process. We will explore the development of the institution of slavery and the white racial ideology that reinforced it.

HI 249 African American History II, 1865-1968. (D) One unit. This course will introduce students to the major themes and events in African-American history since Emancipation. We will examine Reconstruction, the creation and establishment of Segregation, the migration of African-Americans from the South to the North, the Cultural Politics of African-Americans, the growth of Black Protest organizations, and the modern Black Freedom Struggle. In this course we will study the women and men who were leaders during these periods, but we examine the lives of ordinary women and men, also. Some of the themes we will encounter throughout the course are gender roles in the African-American community, the threat of lynchings and violence, color consciousness, children and poverty and race pride. The analysis of primary documents will be one emphasis of this class, although contemporary interpretations by historians are included. We will look to the African Americans of the period to guide us in our investigation of the complexities of this era of African American history. Class time will be given to lectures and other activities, as well as class discussions on issues raised by your assigned readings and selected videos.

HI315 American Social History I. One unit. The development of American society from a pre-capitalist colony to the Civil War. Class, race, sex, and ethnic relations provide the framework within which socioeconomic change will be studied. Offered as required.

HI316 American Social History II. One unit. The development of American society from the Civil War to the present. Class, race, sex, and ethnic relations provide the framework within which socioeconomic change will be studied. Offered as required.

HI 321 History of New World Slavery. (D) *One unit.* Slavery has been a feature of human societies since the beginnings of human society. The form of chattel slavery pioneered by Europeans who brought Africans to the New World, though, occupies a unique place in the institution's long story. The course examines the rise and demise of New World slavery: its founding, central practices, long-term consequences as well as the social and human toll of the institution. The culture of African slaves in the diaspora will also be examined. This course will further explore slavery as it developed throughout the Atlantic basin, focusing particularly on parts of South America, the Caribbean, and mainland North America from the 17th to the 19th century.

HI 322 History of Minorities in the Media. *One unit.* This course is designed to examine the history of stereotypical images of minorities in film and the mass media. We will study how ideas of race and culture were formulated or shaped from the early 19th century to the present. Students will consider how minorities in the U.S. are represented as outsiders in American society. Students will read about and define derogatory or stereotypical images of minorities and discuss why these caricatures are enduring and, in some cases, very popular. Images that present African Americans as sambos, mammies, jezebels, beasts and darkies will be examined. We will also consider the image of Asian Americans as evil, simple, illiterate, and/or dragon ladies in the mainstream media. The popular image of Native Americans as savages, unworthy, and un-American will also be deconstructed. Students will be asked to read recent scholarship on gender, race and American culture and asked to consider the question of why we (themselves included) still accept and enjoy these unflattering images (i.e. how does their viewing, buying and listening habits either stop or create greater demand for minority stereotypes).

HI 323 Riots and Rebellion in Early American History (D)(W). *One unit.* This course seeks to locate the origins of American politics, culture, and society in the tumultuous and often unruly period stretching from the arrival of first European colonists in the early 1600s through the American Revolution and into the nineteenth century. Special attention will be paid to the complicated and contested interactions between Europeans representing various empires, the indigenous populations of the Americas, and the millions of enslaved Africans carried across the Atlantic to work in the New World. Topics to be covered include European Empires' battles to control the Atlantic World, slavery and slave rebellions, early American gender roles, the American independence movement, the Constitution, and more.

HI 324 History of Beer, Brewing, and Drinking in America (W). *One unit.* This course examines the production and consumption of alcohol as a lens to understand major trends in American history from before European settlement to the present. From the first European colonists who drank beer instead of unreliable drinking water, to generations of immigrants who introduced new styles, to the modern resurgence local, microbrew movements in places like Brooklyn, NY and Portland, OR, beer has often been seen as central to American culture. Topics to be covered include but are not limited to: alcohol as a driver of colonial economies, the effects of immigration on drinking culture, anti-immigrant stereotypes, 19th century temperance movements, prohibition, the brewing industry as emblematic of the general rise and fall of manufacturing in America, changing understandings of alcoholism as a public health issue, and the rise of international brewing conglomerates as a mirror of broader processes of globalization.

HI 325 Immigrant NYC, 1800-Present. (D) *One unit.* Listen to the voices of the "huddled masses yearning to breathe free" who have chosen the five boroughs of New York City as their destination. This course will explore how and why diverse peoples were drawn to and built one of the world's most important global cities. Students will compare the waves of immigrants who came to America in the era of mass immigration from 1880-1924 to those arriving since 1965. We will study the struggles and contributions of immigrants at moments such as the Civil War, the Great Depression, World Wars and the civil Rights movement. Students will have the opportunity to explore positions around immigration debates, past and present, as well as their own cultural background. In visits to local museums and class readings, students participate in reenacting the feelings of those first coming to our shores.

EUROPEAN

HI 111 Global Encounters to 1600 *One unit.* This course will examine Europeans and their neighbors from the end of Roman domination of the Mediterranean Sea, through the rise of Christianity and Islam, to the development of Western European monarchies and related global economic relationships. How did people and institutions exercise political, spiritual, economic and cultural power in the past—and what caused those power relationships to change over time? We will investigate the changing cultural practices and assumptions of these men and women, their political behavior, their social life and family organization, the ideas they cared about, the wars they fought, and the problems they faced. We will read myths, plays, letters, poetry, law codes, philosophical and religious works, listen to music, see films, and visit the Metropolitan Museum of Art.

HI 227 The Exercise of Leadership. (D) One unit. Students will explore exemplary models of leadership through case studies of political and civic issues that have mobilized communities in the U.S. and around the world in the Twentieth Century. The struggles of notable activists, including youth in the American civil rights movement, and Nelson Mandela in South Africa, offer insight into making effective choices in complex and ethically challenging situations. Case studies will also include business and sports leaders, environmental activists, U.S. presidents and other heads of State. Theories of leadership will also be analyzed in relation to outcomes. Students will be challenged to explore their own leadership goals and strategies, including pre-professional goals, civic-mindedness and their sense of global citizenship.

HI 257 Gender, Power and Identity in Europe before 1800. (I) *One unit.* This course traces the development of “male” and “female” from the ancient world through the nineteenth century, focusing on the impact of gender on culture and on political and social organization. Changing scientific and medical ideas about sexuality will be discussed. Topics will include attitudes toward chastity, prostitution and childbirth, the history of costume and cross-dressing, conflicting notions of “honor,” the use of gender for political and social commentary, and the impact of the Enlightenment on the “gendering” of state and society. The course will also compare the gendered model of the Western nuclear family to non-Western examples.

HI 260 Darwin, Marx and Freud. One Unit. Darwin, Marx and Freud changed the world. Their ideas, methods and techniques affected the way we understand, practice and study: biology, medicine, human evolution, human societies, human minds and cultures. Their insights and theories changed our language and have led to social revolutions. In this course we will explore Darwin, Marx and Freud's basic insights and theories. We will carefully read and discuss significant portions of their work as well as some interpretive texts. The class will be run as a seminar combining lectures and class discussions but the emphasis will be on the latter. There will be a required class trip to the American Museum of Natural History and we will use films and documentaries as supplementary material. *Cross-listed w/ GOV 260.*

HI 269 Modern France and the World. (I) *One unit.* A study of the making of modern France and its contacts with other cultures from 1871 to the present. Topics include: the transformation of peasants into Frenchmen; popular culture, sports, avant-garde art, and urban life; socialism, nationalism, and the Dreyfus Affair; war and imperialism; American expatriates in Paris; labor and the Popular Front; Vichy France, Charles De Gaulle, and the Algerian War; the student revolt of 1968; Existentialism; relations with Africa and the Arab World; the New Europe; and contemporary issues.

HI 286 On the Screen: Gender, Class, and Culture in Film. (I) *One unit.* This course offers students the two-fold opportunity to gain a better understanding of the history of the twentieth century and to become cultural critics of the cinema. Beginning with the invention of motion pictures in 1895 to the present, the course will trace the evolution of technology, style and meaning in mass entertainment in Europe, the U.S. and throughout the world. Films will be examined as cultural artifacts of their society, with particular attention to gender, sexuality, class, and ethnic and national identities. Works by major twentieth century directors, including such films as *The Blue Angel* (Germany, 1930) and *Bicycle Thief* (Italy, 1948), will be critiqued. Students will visit the Museum of the Moving Image and other independent cinema venues in New York City.

HI 334 Nazi Germany and the Holocaust. (I) *One unit.* This course will challenge students to think about their own responsibilities in the face of prejudice, anti-Semitism, racism and genocide. We will study the political, economic and cultural factors that account for the rise of Nazism and its tragic impact on men and women in Germany and throughout Europe in ghettos and death camps. We will consider the role of perpetrators, bystanders, victims and resistance in Nazi Germany, Fascist Italy, Vichy France and other nations through eyewitness accounts, documents, films and scholarly sources. Among the questions we will address: how did anti-Semitism and discrimination escalate to extermination of the Jews, the mentally and physically handicapped, “gypsies” (Sinti and Roma peoples), homosexuals and others? What was the role of the church and big business? Could the United States have done more during the Holocaust and other genocides, as in Armenia, Kosovo and Rwanda? The course includes a trip to the National Holocaust Museum in Washington D.C.

HI 345 Global History of Food. One unit. We will focus on the production, consumption, distribution and cultural perception of food and drink from the Ancient World to the present, concentrating on the Mediterranean basin, Western Europe, South Asia and the Americas. The common readings for the course will link the cultural history of

food to economics, politics, anthropology, psychology, film and literature. Students will be encouraged to do a wide range of independent research on the “foodways” of historical periods of particular interest to them.

HI 362 Renaissance Italy 1300–1600. (I) One unit. The period of great wealth and cultural magnificence in Italy that was fostered by rapidly growing city-states such as Florence and Venice. The course will focus on Renaissance music, literature, art, and architecture, as well as political life, the culture of the laboring classes, the roles of women, and the rise of a highly sophisticated urban aristocracy.

NON-WESTERN AND GLOBAL PERSPECTIVES

HI 120 Global History (I). One unit. This course traces the history of modern world beginning with the European expansions in Latin America, Asia and Africa. The main focus is to analyze the interdependence between the world regions and sustained contribution of the non-westerns world in making of the modern world. In conceptualizing global histories as interconnected the course also brings out the social, cultural, economic and ecological implications and diversities to understand the global imbalances in various aspects. Most importantly the course intends to give a comprehensive understanding of the present through the lens of the past.

HI 234 History and Politics of East Asia. (I) One unit. This course provides an overview of politics in China, Japan, and Korea from the beginning of the twentieth century to the present. It deals with political history, institutions, the political process, political economy, and culture. *Cross-listed w/GOV 234.*

HI 242 Modern African History. (I) One unit. This course offers an overview of the political, economic, and social history of modern Africa with a view towards understanding contemporary African issues. This is a survey course, exploring issues involving the transatlantic slave trade, colonialism, African nationalism, and international development policy. Through analytical readings, literature and film, this course explores labor, gender in African society, religious transformation, and ethnicity in order to present the diversity and complexity of modern Africa. *Cross-listed w/GOV 242.*

HI 264 Islam in the World. (I). one unit. This course examines the theme of Islamic communities beyond the central Islamic lands. The course will familiarize students with some of the many Muslim communities that exist beyond the Arabian peninsula, notably in East and West Africa, South Asia, China and Europe. By exploring the multiple processes of trade, migration, conversion, and political expansion that have led to the growth of the world’s fastest-growing religious community, this class introduces students to the concept of the “Islamic Diaspora.”

HI 330 Empires and Imperialism. (I) One unit. This course examines imperialism within the context of the 19th and 20th Century world. This course explores the social, political, and economic impacts of empire on global and local histories. Why did sexuality and gender roles become part of the marketing of Empire in advertisements, films (like Tarzan) and children’s literature? How did the “civilizing mission,” motivate or mask imperial policies in the Congo Free State or the British raj in India? In exploring imperialism’s relationship to gender, race, class, religion, and ideology, we will also focus on critiques and resistance to empire, particularly 20th Century African and Asian nationalist movements.

GENERAL

HI 291 Special Topics. One unit. Discussion and analysis of regions, peoples, and problems not covered in the standing courses of the department; content varies in accordance with special interests of faculty and students. The course may be taken more than once, depending upon the topic.

HI 297 The Historian as Detective: Exploring the City. One unit. Historians follow clues to gain insight into human behavior and the causes and consequences of dramatic social, political, economic and cultural change. Historians also seek to bring their ideas to the public through museum or on-line exhibits, teaching and speaking engagements, articles, books, films, games, or walking tours. This course develops the skills that are crucial for success in the major and important for many career paths: Critical analysis of sources, strategies for finding sources on line, writing, oral presentation skills and website design. Students will learn the value and limits of primary sources (eyewitness accounts, including newspapers and memoirs) and secondary sources. They will mine local New York City archives to gain new

perspectives on specific topics of interest to students in American and global history. When possible, they will try to publish their work on-line or in print. *Only open to History majors or minors.*

HI 394 Practicum in History. *One unit.* Take your skills into the field! You can work with experts at cultural institutions, museums, or historical societies (e.g., Ellis Island) on a project of your choice. No more than two internships may be taken towards the BA in History. Consult the department chair for further information.

HI 400 Senior RFT - Going Global. *One unit.* Touching, shocking, infuriating but essential sources, autobiographies remind us of the possibilities and dangers inherent in looking at the world from a single perspective. By looking critically at autobiographies, this course explores the dynamic fashion in which cultural and intellectual identities—including our own—are shaped within specific socio-political contexts. The use and abuse of personal narratives reveals disjunctions and connections between truth and memory, past and present, academic and experiential learning. Students craft their own cultural and intellectual autobiography as a 21st century citizen. As part of the senior learning community, the RFT will also provide opportunities for applied learning—in a senior practicum, on the job market, in public debate and in decision-making.

HI 490 Making History and History Makers. *One unit.* As a capstone seminar for history majors, this course offers history majors new insights into the craft of writing history and culminates in the research and writing of a substantive senior thesis. Reading seminal works in our field, we search for answers to fundamental questions such as: Who decides what is history? Who makes history and why? We look at the evolution of historical writing and thinking—a field known as historiography—as a contested terrain. The course navigates between colonial and postcolonial methods and periods to help the students to capture the changing nature of historical inquiry. Over the course of the semester students select their own research projects, lead class discussion about their work-in-progress and visit archives and libraries to search for research materials for their thesis.

HI 493 Independent Study. *One unit.* An opportunity for the more advanced student to pursue an independent research project developed by the student and supervised by a history faculty member. The project must result in a research paper approved by the department chair and the supervising faculty member. *Prerequisite: approval by the department chair*

.The following courses have been offered by the Department and may be offered again in the future. Please consult the Department for further information.

HI 101 Who Owns History? (W)

HI 103 American History Survey to the Civil War.

HI 130 Revolutionary Cities: From Paris to Tehran. (I)

HI 201 History of International Human Rights. (I)

HI 230 The Vietnam War.

HI 235 Native American History. (D)

HI 252 Ancient Mediterranean Cities.

HI 253 The World of the Crusades (I).

HI 254 After the Black Death, 1348–1750. (I)(W)

HI 284 Women and Men in Modern Europe and the World. (I)

HI 347 Global Cities. (I).

HI 356 Middle Eastern History and Politics. (I)