

History

Requirements:

Grade 9: Atlantic World History

Grade 10: United States History

Grade 11 or 12: One non-AP elective (Class of 2019, 2020 and 2021)

Elective Courses

- Classical World Civilizations
- Topics in Political Philosophy
- The Global Cold War
- Comparative Race and Ethnicity
- Religion in History
- East Asian History
- Africa and Asia, 1945–Present
- Contemporary U.S. History, 1945 to the present
- United States Legal History
- Economics
- History Research Seminar
- AP World History
- AP Modern European History
- AP United States History
- AP Economics

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.

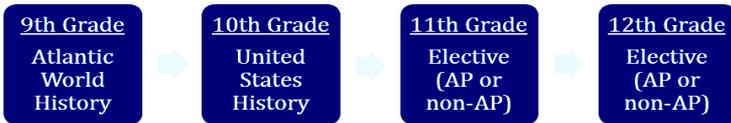
The History Department strongly recommends that before graduation students take at least one course with a focus on geographic regions outside the United States and Europe.

Requirements:

- Grade 9: Atlantic World History
- Grade 10: United States History
- Grade 11 or 12: One non-AP elective (Class of 2019, 2020 and 2021)

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. Students 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 a non-AP history elective during the student's junior year. Students in ninth and tenth grade may not enroll in AP History electives, which are open to juniors and seniors only.

Required Courses

Grade 9: Atlantic World History (0105) (AWH)

Atlantic history is the study of the world created by the interaction of peoples in Africa, Europe, and the Americas. This course will examine 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.

Grade 10: United States History (0108) (USH)

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.

Elective Courses

Classical World Civilizations (0146) (CCIV)

Prerequisite: Successful completion of history surveys for grades 9 and 10

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.

Topics in Political Philosophy (0147) (POPH)

Prerequisite: Successful completion of history surveys for grades 9 and 10

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.

The Global Cold War (0150) (COLD)

Prerequisite: Successful Completion of history surveys for grades 9 and 10

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 those nations just gaining their independence in the wake of World War II. We will expand beyond the traditional focus on Europe then, to take into consideration the role race and the history of colonization played in the development of the Cold War.

This course will focus on direct engagement by the superpowers in Europe, in European colonies, and newly independent nations, and it will also focus on indirect confrontations (proxy wars). We will also study other factors such as political alliances, diplomacy, the nuclear arms race, espionage, cultural programs, activism by ordinary people, theories of modernization—and popular culture, including film, music, and literature. Lastly, the course will weigh political theories that were tested throughout the Cold War, such as capitalism, democracy, socialism, and communism.

A major goal of the course will be to help students understand the world as it developed from the end of World War II to the present day using the Cold War as a lens through which to grasp the momentous changes that occurred during this period. Over the course of the year we will link events and ideas from the Cold War to present day international issues and crises that help us make sense out of our present-day world.

This course will be run seminar-style. Students will be have the opportunity to work collaboratively, make class presentations, conduct historical research, and participate actively in class discussion.

Comparative Race and Ethnicity (0151) (CRAE)

Prerequisite: Successful completion of history surveys for grades 9 and 10

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 examine the role of ethnicity and race in shaping collective and personal identities in the United States. We will then consider patterns of race and ethnic relations in other heterogeneous societies while adopting a comparative perspective—vis-à-vis the American (U.S.) case. 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.

Religion in History (0144) (RELG)

Prerequisite: Successful completion of history surveys for grades 9 and 10

This course will examine major topics in the history of religion and will consider a variety of religious traditions including: Hinduism, Buddhism, Taoism, Native American belief systems, Judaism, Christianity, and Islam. Students will be asked to think critically and historically about the various human phenomena that we call “religious.”

The goal is to examine religious traditions and their development and growth throughout history, with as much objectivity as possible. We will consider the historical development of the faiths we discuss, how a particular religion spread and interacted in different regions and throughout different eras. Students will read articles and essays about religion in history, as well as consider essential religious texts ranging from the *Old* and *New Testaments* to the *Tao Te Ching* to *The Qur’an* to *The Bhagavad-Gita* to *Zen Stories*.

East Asian History (0154) (EASN)

Prerequisite: Successful completion of history surveys for grades 9 and 10

Globalization. It’s a term we frequently hear in reference to present-day 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 national borders.

We’ll begin the year with a study of East Asia before the rise of western imperialism. Our goal will be to identify dramatic changes in East Asia that occurred without any significant influence from Europe or the United States. Next, we’ll examine how that dynamic gradually shifted, when during the nineteenth and twentieth centuries the power of industrialized western states increased and the imperial order that had defined East Asia for centuries collapsed. And lastly, to establish a framework for understanding contemporary East Asia, 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 change: the emergence of a communist China and North Korea, a demilitarized

Japan, and a democratic South Korea. We'll end the year with a survey of popular culture in East Asia—from *Godzilla* to *Gangnam Style*.

Students will have multiple opportunities to pursue independent research on topics of their choice, including those related to immigration and the Asian American experience. Papers, projects, and presentations will enable students to develop a number of analytical and communication skills. Because the course does not rely on a traditional textbook, we'll have the freedom to explore a greater variety of primary, secondary, visual, and online sources. Active participation in daily class discussions will be a key feature of the course.

Africa and Asia, 1945–Present (0157) (AFAA)

Prerequisite: Successful Completion of history surveys for grades 9 and 10

Imperialism, colonialism, and revolution have affected every corner of the modern world. In 9th 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.

This is a course in 20th and 21st-century history. We'll begin with theories of colonialism (e.g., Frantz Fanon) in order to better understand the social, political, and psychological dynamics of the colonial world. We'll then move to the development, growth, and ultimately the success of several national anti-colonial movements in Asia and Africa (including India, Vietnam, Indonesia, Nigeria, Kenya, Ghana, and South Africa). Next we'll study the evolution of the postcolonial world, including the Partition of India and the writing of the Indian

constitution, Communist government and the war for independence in Vietnam, the first generation of postcolonial leaders in Sub-Saharan Africa, the Nigerian Civil War, and the creation and later dismantling of the Apartheid regime in South Africa. Finally, we'll look at the current political, social, and economic state of several Asian and African countries, and we'll ask what lessons we can draw about the contemporary world from our new historical understanding.

Africa and Asia is a seminar, and student involvement is central to its success. In addition to active engagement in discussion, students will refine skills in research, presentation, critical reading, and analytical writing. We'll look at primary and secondary sources, maps, video, and other multi-media resources, and we'll keep an eye at all times on current events unfolding in postcolonial settings. We seek to understand the past on its own terms, and we aim for a deeper and more expansive understanding of today's world.

Contemporary U.S. History, 1945 to the present (0160) (CONT)

Prerequisite: Successful Completion of history surveys for grades 9 and 10

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.

Economics (0112) (ECON)

Prerequisite: Successful completion of history surveys for grades 9 and 10.

After completing this course, students may not apply for AP Economics.

The course provides a basic introduction to modern economics, especially as it applies to people, the choices they make, what role they have in the economy, and what role the U.S. economy and other economies play in the world economy. The course has both an *American* and *global* focus. In addition to the study of the US economy, the course will look at the economic performance China, Japan, India, Russia, Germany, France and Britain, as well as the future of the European Union after Brexit.

Central to the course are these questions: How are the American economy and other economies organized? How do markets for goods and services work? How do labor and resource markets work? How does international trade work? How is the world economy organized? What should governments—the U.S. government and foreign governments—do to achieve low unemployment, stable prices and economic growth? How do banks and the U.S. and global financial markets work? How do securities markets work? How do the Federal Reserve System and other national central banks regulate the money supply, interest rates, and the economy? How are companies and industries organized? Why are some industries dominated by a few large companies? How much should government regulate business to prevent monopoly and ensure competition with antitrust laws? What can be done about environmental pollution and the overuse of resources? What can be done about increasing income inequality in the US and other countries? How can the American economy remain competitive in an era of globalization? What will be the effects of globalization and information technology on the US labor market and on the labor markets of other countries? How might the economic development of less-developed countries be promoted?

The course will also cover the fundamentals of *securities investment and financial planning*, including the common investment vehicles used by investors—such as stocks, bonds and mutual funds—as well as more exotic items such as options and futures. Students will learn how to put together a portfolio of securities and work together to follow its performance.

Throughout the course, students will study the current condition of the American and other economies by following current economic news and developments in companies, markets, new products, and the role that entrepreneurs play in advancing the economy.

This is a “hands-on,” “real-world” course designed to develop basic understanding of economics and finance, both domestic and international. There is an economic way of thinking, and students will learn how to apply that to actual problems and situations, societal and personal. Economics is something you *do*, rather than simply a body of material to study.

History Research Seminar (0149) (HSEM)

Prerequisite: Successful completion of history surveys for grades 9 and 10

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.

United States Legal History (0152) (USLH)

Prerequisite: Successful Completion of history surveys for grades 9 and 10

As times change, so does our conception of right and wrong, justice, enforcing morality, and protecting liberty. These struggles are also reflected in the changing nature of the law. In fact, the former Supreme Court Justice Oliver Wendell Holmes once said that the law was a “Magic Mirror” that reflected the values, conflicts, hopes and fears of our society.

We can see this today as we struggle to turn to the law to cope with the important issues of the day. In this course, we will explore the historical context of the law and of legal decisions in American History. This class will, or course, cover the law, but it is not a class on the law. Rather, this class will take a look at the law through an historical lens. There will be an emphasis on the development of constitutional law – particularly through an analysis of Supreme Court decisions – but other aspects of the law will be explored. The following is of some of the topics we will cover:

- 1) Theories of Law and Justice
- 2) The making of the Constitution
- 3) The early Republic and the Marshall Court
- 4) The Dred Scott Decision
- 5) The Reconstruction Amendments
- 6) Property, Regulation, and the rise of the Corporation

- 7) Civil Liberties and the Warren Court
- 8) Theory and Practice of Criminal Law
- 9) Privacy, technology and surveillance
- 10) Contemporary issues involving Civil Rights and Civil Liberties

The readings will be a mix of cases, assigned texts, and scholarly articles. Moreover, because the law is imbedded in our society and culture, we will also have opportunities to examine the law in literature, art, drama, movies, TV, and the media.

History of the Islamic World (0155) (HISW)

[Course not offered 2018-2019]

Prerequisite: Successful completion of history surveys for grades 9 and 10

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. We will also explore new topics such as economics and world trade (the Suez Canal and oil), Cold War alliances, and Islamic politics and fundamentalism.

History Through the Lens—Movies and American Culture (0159) (HTTL)
[Course not offered 2018-2019]

Prerequisite: Successful completion of history surveys for grades 9 and 10

What would a historian in 2065 say about American society in 2014 based on the year's top-selling movies, all adapted from comic books or fantasy stories? How 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.

This class does **not** focus on the “art” of movies. Instead, it explores the evolving conversation that movies have with significant historical and cultural moments—from the Great Depression and World War II to the 1960s and the Age of Reagan.

Students will learn to understand movies: (1) as a reflection of the society in which they were made; (2) as interpreters of history; (3) as shapers of history; (4) as products of a particular business, the movie industry, and the relationships among these categories.

After close examination of films and reading in primary and secondary works, students will write regular movie responses, longer analytical papers, and do research on topics raised throughout the year.

Voices of Protest: The Progressives to the Present (0161) (VOPP)
[Course not offered 2018-2019]

Prerequisite: Successful completion of history surveys for grades 9 and 10

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 today's Tea Party. The course is organized around six broad protest movements of the 20th century. 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 different forms of 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 assigned readings and discussions.

Students will write responses to readings, as well as complete research projects in areas of personal interest. 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 “I Need Feminism Because”
- (5) Gay Rights: from Pre-Stonewall to LGBTQ
- (6) Environmentalism: from the Disappearing West to Climate Change

Global Conflict and Global Security: World War to Cold War to Now (0143) (GCON)

[Course not offered 2018-2019]

Prerequisite: Successful completion of history surveys for grades 9 and 10

This course covers global conflict from 1919 to the present. The course begins with the creation of the Soviet Union and ends with the current international situation and threats to global security – threats posed by international terrorism (ISIS and Al-Qaeda), the civil war in Syria, Iran, and North Korea. Breaking news in foreign and security affairs will be considered as it occurs. The course will concentrate on these topics:

The Rise and Fall of the Soviet Union and the Russian Aftermath. The nature, development and ultimate collapse of the Soviet Union, as well as Russia since 1991 and its drift back to authoritarianism under Putin, as well as Putin’s actions in Ukraine.

The Rise and Fall of Nazi Germany. The rise and appeal of Hitler; the nature and fate of the Nazi state, its geopolitical aims and plans for expansion, and the Holocaust.

World War II in Europe and Asia. The crisis of appeasement and the outbreak of World War II in Europe, the fall of France, the Battle of Britain, and the course of World War II in Europe. Japan’s attempt to conquer China and control Asia, and World War II in the Pacific.

The Cold War. The origins of the Cold War, the division of Europe, and the role of NATO. The Korean War. The strategic military balance between the United States and Soviet Union. The end of Soviet domination of Eastern Europe, and the reunification of Germany.

The History of Nuclear Weapons. The development of nuclear weapons from the Manhattan Project to the present, how nuclear weapons work, the use of atomic weapons to end World War II, and the problem of nuclear proliferation. The Iranian and North Korean nuclear and missile programs and the threat they represent.

China. The rise of China as a major power and the implications of that on the balance of power in Asia.

International Terrorism and Cyberwarfare. The activities of ISIS and Al-Qaeda, and the threat of cyberwarfare (the use of the internet and information technology as weapons of war).

In studying the history of global conflicts, the course aims to understand why things happened the way they did, and what was at stake. This approach will also be used in the ongoing analysis of current international situations. Extensive class discussion and video material are important elements of the course.

AP World History (0106) (APWL)

Prerequisite: (a) Successful completion of history surveys for grades 9 and 10 (b) Permission of the Department, 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. Open to juniors and seniors only.

Meets every day

AP World History attempts to cover the entire scope of human history, from the beginnings of the first human civilizations (in approximately 8000 BCE) to the present day. In doing so, our goal is to gain an understanding of the large-scale trends and patterns in human societies, cultures, migrations, technologies, and religions. Our focus is not so much on the specific details of any individual society or culture, although students will learn about the social and political structures of cultures ranging from the ancient Persians to the Mongols to modern China. More importantly, students will learn to see the history of interactions and interrelationships among the peoples of the world in different periods of history. Students should expect to do a significant amount of reading and writing, as well as participating actively in class discussions.

AP Modern European History (0107) (APEU)

Prerequisite: (a) Successful completion of history surveys for grades 9 and 10 (b) Permission of the Department, 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. Open to juniors and seniors only.

Meets every day

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. Historiographical trends (*Annales*, gender, culture) will thus comprise a significant aspect of the course. Students will hone their research and presentation skills with group or individual 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 and papers. 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 the social, political, and cultural development of Europe in the modern period. This development was fraught with contradiction and conflict, while at the same time reflecting the courage and ingenuity of 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.

AP United States History (0110) (APUS)

Prerequisite: (a) Successful completion of history surveys for grades 9 and 10 (b) Permission of the Department, 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. Open to juniors and seniors only.

Meets every day

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.

AP Economics (0114) (APEC)

Prerequisite: (a) Successful completion of history surveys for grades 9 and 10 (b) Permission of the Department, based on grade averages in History, Science and Math for all years; and class citizenship. More weight will be given to grade averages in years 10 and 11. Open to seniors only. Economics (0112) is not required as a prerequisite. Students who have already completed Economics (0112) may not apply for AP Economics.

Meets every day

This is a college-level course in modern economics. The course is devoted to the analysis of economic situations and economic problems. Major topics include the nature of markets, the structure of the American economy, product, labor and resource markets, the organization of American industry, government regulation of business and antitrust laws, taxation, the monetary system, inflation, business cycles, and government policies to achieve full employment and encourage economic growth. Much attention will also be given to the global economy and international economics, international finance and trade, to the role of the United States in the world economy, and to issues of American productivity and competitiveness.

The course has a strong public policy orientation, and current economic problems—including the problems of poverty, increasing income inequality, environmental pollution, and resource use (and overuse)—will be explored. World economic development and issues of globalization, including its effect on labor markets, will also be discussed. Since most contemporary problems have economic roots, the course will provide students with the economic understanding to address these problems. Some attention will be paid to the recent recession and financial crisis, how these came about, what is being done by the Federal Reserve and the Treasury to address them, and the slow recovery from the recession,

and how recent changes in the U.S. labor market have complicated matters.

Contrary to what many people believe, economics is not essentially about money or wealth or even markets. Rather, it is about the use of limited resources to satisfy unlimited wants. Economic thinking requires *choices*. That means that the tools of “economic” thinking can be applied to many situations in everyday life and to how people make decisions. (Should I do this or that? How much time should I spend on this or that? How can I make both you *and* me better off?) This wider view of economics, which applies “economic” principles to wider human behavior and social cooperation, will also be a focus of the course, and game theory will be one of the tools used.

This is an economic training course, a course that stresses economic reasoning and application. Economics is not simply a subject to study. It is something you *do*.