

Interested in careers in law, marketing, journalism, government,
teaching, business and more?

Think about the HISTORY MAJOR!

History Department

Guide to the Major and Course Offerings
Spring 2012



Images: Thurgood Marshall in front of the Supreme Court after *Brown vs. Board of Education* (1954); Secretary of State Hilary Clinton and Ellen Johnson Sirleaf, President of Liberia; Pilgrimage to Mecca; Leonardo da Vinci, *Leda and the Swan*, 1510

WHAT CAN I DO WITH A HISTORY MAJOR?

“It’s good for careers in **POLITICS** and **LAW**.”



- **Newt Gingrich**, US Congressman
- **Dianne Feinstein**, US Senator
- **Robert Stranieri**, Wagner Alum ‘62, NY Assemblyman/Lawyer
 - **Joe Biden**, Vice-president of the United States
- **Antonin Scalia**, Supreme Court Justice
- **Bill Bradley**, Former U.S. Senator and NBA Player for Knicks

“It’s good for careers in **MEDIA** and **FILM**.”

- **Chris Bermani**, Sportscaster
- **Wolf Blitzer**, CNN reporter
- **Seymour Hersh**, Pulitzer Prize-winning journalist
- **Bill O’Reilly**, Fox News Anchor
- **Michel Palin**, Actor – *Monty Python, A Fish Called Wanda*
- **Edward Norton**, Actor - *People v. Larry Flynt, American History*



***“The Time has come to reaffirm our enduring spirit;
to choose our better history;***

***To carry forward...that noble idea...that all are equal, all are free, and all deserve a
chance to pursue their full measure of happiness.” –Barack Obama***

“It’s good for careers in **BUSINESS**.”



- **Carly Fiorina**, CEO, Hewlett-Packard, majored in Medieval History
- **Lee Iacocca** CEO, Chrysler Corporation, 1980’s
- **Vartan Gregorian**, President Carnegie Corporation
- **James Kilts**, President and CEO Gillette Corporation

“It’s good for careers in **TEACHING** & **ACTIVISM**.”

- **W.E.B. DuBois** (d. 1963), Co-founder of the NAACP
- **Harry Pelz**, President of Recycle America Alliance

Why major in History?

History majors develop intellectual skills that equip them for decision-making in law, marketing, government, journalism, teaching and many other careers.

As they argue about what actually happened and make sense of complex events, students of history develop an elasticity of mind. Using newspapers, films, novels and legal documents, they learn how to read thoughtfully, research creatively and write persuasively.

Studying history today is important—it is critical to understanding breaking news and conflicting views of our own and other cultures and economies in our global world.



*Anybody can make history.
Only a great man can write it.*
-- Oscar Wilde



*History is the only laboratory
we have in which to test the
consequences of thought.*
-- Etienne Gilson

SENIOR PLACEMENTS AND RECENT INTERNSHIPS FOR HISTORY MAJORS

I. Politics and Law Internships	II. Journalism and the Media	III. Museums and Teaching	IV. Business and Sports
<ul style="list-style-type: none">• White House• Hillary Clinton's Senate Campaign• Councilman Marty Golden's Office• NY State Legislature, Albany• Governor Pataki's Office, Albany• Legal Aid Society• Private law Offices• NYANA (NY Assoc. of New Americans)	<ul style="list-style-type: none">• SONY Music• Live In Theater• Entertainment Law Firms• Staten Island Advance	<ul style="list-style-type: none">• Ellis Island• Historic Richmond Town• Staten Island Institute of Arts and Sciences• African Art Museum• Lower East Side Tenement Museum• Museum of Jewish Heritage• NY Pre-School, NY Housing Authority	<ul style="list-style-type: none">• NY Yankees• Storm (NJ Lacrosse Team)• UNITE (Union of Needleworkers)• Jobs for Justice

RECENT TRIPS FOR STUDENTS IN HISTORY

Holocaust Museum in Washington DC
Historic Civil War Sites
Week at the Washington Center in DC
Metropolitan Museum of Art
Museum of Modern Art (MOMA)
Apollo Theater in Harlem
Cathedral of St. John the Divine
Broadway Shows (for example, *Cabaret*)
St. Paul's Chapel (lower Manhattan)
Walking tours of NYC

Article I. Requirements for a Major in History (B.A.)

A minimum of 12 units with the following distribution:

Foundation courses - 4 units

- Foundations Course—1 unit. 1 survey course is required. No more than two 100-level courses will count toward the major.
- Methods Course - 1 unit: History 297. (*Offered in the Spring*)
- Non-Western/Global Perspectives - 2 units: two courses in non-Western history at the 200-level or above.

Electives - 6 units

- Six more courses of your choice in History at the 200-level or above. At least two of these electives in history must be at the 300-level.

Senior Learning Community - 2 units (*Offered in the Fall*)

- Senior Seminar - 1 unit: History 490.
- Senior Reflective Tutorial - 1 unit: History 400.

Section 1.01 Requirements for Minor in History

A minimum of 5 units with the following distribution:

- 1 unit at the 100-level.
- Four electives at the 200-level or above - 4 units. It is strongly recommended that at least one of these electives be in non-Western/global history.

Well behaved women rarely make history.

-- Laurel Thatcher Ulrich

History is Philosophy teaching by examples.

--Thucydid

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 become informed about the history of New York. For the Education component of the Dual Major consult the education section. The History component of the Dual Major consists of a total of 11 units with the following distribution:

Foundation courses - 4 units

- 3 units of History 110, 111, 112 or 115; History 120; GOV 207 OR History 225
- Methods Course: HI 297.

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.

Senior Learning Community - 2 units Must be taken in the fall of the senior year.

- Senior Seminar - History 490.
- Senior Reflective Tutorial - History 400. (*Please see link on History web page*)

*History, despite its wrenching pain, cannot be unlived,
but if faced with courage, need not be lived again.—*

Maya Angelou

*I have but one lamp by which my feet are guided, and that is the
lamp of experience. I know no way of judging of the future
but by the past.-- Edward Gibbon*

Note: This *Guide* is intended to supplement the Course Schedule issued by the Registrar's Office. The course descriptions will help students who are majoring (or minoring) in History in planning their schedules. We also encourage students who are considering a major or minor in this field to consult these course descriptions. The requirements for majors and minors in the History Department are explained in the *Wagner College Catalog*.

SPECIAL TOPICS COURSES FOR SPRING 2012

HI 291(H) History of International Human Rights . *One unit.* The language of international human rights is associated with some of the most critical transformations of the modern era. From the abolitionist movement, to World War II, to African decolonization, human rights rhetoric has infused various political and social movements throughout the world. This class will explore the emergence and spread of human rights ideas, institutions, debates, and activism from historical, philosophical, legal, and cultural perspectives. In this class, we will strive to explore a wide range of contemporary human rights problems from a historical perspective, utilizing sources and scholarship from a variety of different disciplines.

Abena Asare

M,W

11:20-12:40 PM

HI 291 EYH The History of Slavery in Charleston, South Carolina from 1680 to the Civil War. *One unit.* Travel to Charleston, South Carolina: March 9-18, 2012. This course will introduce students to African-American slavery in Charleston, SC from the inception of the colony in 1680 through to the demise of slavery in 1865. From a southern vantage point we will examine how slavery was instrumental in building America. From the establishment of the South Carolina colony Charleston has served as the entry point for at least hundreds of thousands kidnapped and enslaved African men, women and children. The institution of chattel slavery helped transform antebellum Charleston into one of the south's most prosperous economic urban centers. We will consider the cultural, religious, economic and political importance of African-American slavery in the South Carolina low country and it helped to shape southern life for both blacks and whites. Students will be required to take part in a week-long excursion to Charleston, South Carolina.

Prerequisite: None, open to all Wagner students

Approximate Cost \$1250

Rita Reynolds

TBA

HI 226 Topics in the History and Politics of Gender (D). *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. Offered as required

Rita Reynolds *T,R* *9:40 – 11:10 AM*

HI 229 Museums, Myths and Memories (I). *One unit.* From the 9/11 Memorials in New York City to the Jewish Museum in Berlin, significant, provocative or sensationalist art and history exhibits draw crowds even as they challenge national identity and personal memory. How do museums decide what to exhibit and how to shape their message to the public? The purpose of this course is to examine the relationship between museums, historic sites, professionally trained and public historians, curators, marketing executives and communities. Among museums to be studied are the Jewish museum in Berlin, the Hiroshima Peace Memorial Museum, the International Slavery Museum in Liverpool, Colonial Williamsburg in Virginia, the Museum of Chinese-American History in New York and others. Students will be required to visit and analyze exhibits at several local museums or historic sites

Jenny Pachucki *M* *6:00 – 9:00 PM*

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. *Offered as required.*

Shaohua Hu *M,W* *1:00 – 2:30 PM*

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 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.

Rita Reynolds *T* *6:00 – 9:00 PM*

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 important to research as a historian and in many other career paths. These skills include critical analysis, use of internet sources, writing and oral presentation skills. 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.

Rita Reynolds

T,R

1:00 – 2:30 PM

HI 330 Imperialism and Its Legacy (I). *One unit.* The construction of a modern sense of national, racial, and ethnic identity resulted from the conquest of three-quarters of the globe by Europe and the U.S. It found expression in poetry and power relations, the literary canon and the military cannon. How did these technological, economic, and cultural exchanges contribute to the exceptional creativity and devastating violence of the twentieth century? Why did sexuality and gender roles become part of the marketing of Empire in advertisements, films (like Tarzan) and children’s literature? Did the “civilizing mission,” economic, or political interests motivate the U.S. annexation of Hawaii or the British raj in India? We also compare and contrast examples of nationalist resistance and its legacy in such cases as Irish rebellion, Gandhi’s campaign for non-violence, African independence movements, the partition of the Middle East, and Vietnam. *Offered as required.*

Abena Asare

T,R

11:20-12:50 PM

HI 362 (W) (H) Renaissance Italy 1300-1600 (I). *One unit.* The period of great wealth and cultural magnificence in Italy that was fostered by rapid 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 highly sophisticated urban aristocracy. *Offered as required.*

Alison Smith

T,R

2:40-4:10 PM

The Faculty

Come Visit us in Parker Hall!

Dr. Abena Asare, Assistant Professor abena.asare@wagner.edu

Dr. Robert Anderson, Professor randerso@wagner.edu (*Academic Sabbatical Leave 2011-2012*)

Prof. Alla Gaydukova, Adjunct Professor alla.gaydukova@wagner.edu

Dr. George Rappaport, Professor Emeritus gdrapp1@verizon.net

Dr. Rita Reynolds, Assistant Professor rita.reynolds@wagner.edu

Prof. Jenny Pachucki, Adjunct Professor jenny.pachucki@wagner.edu

Dr. Alison Smith, Associate Professor asmith@wagner.edu

Dr. Lori Weintrob, Department Chair & Associate Professor [lrweintr@wagner.edu](mailto:lweintr@wagner.edu)

Departmental Contact:

Ms. Donna Toscano, Secretary, Department Phone: 718.390.3253, dtoscano@wagner.edu

Ms. Cathy Del Priore, Part-time Secretary, Department Phone 718.420.4521
cathy.delpriore@wagner.edu

“Denying children a solid grounding in history will produce a generation of gentle sheep that could be easily led by their political masters” – Roger Scruton

History is merely a list of surprises.

It can only prepare us to be surprised yet again.

--[Kurt Vonnegut](#)

History Majors Report:

Top 10 Reasons to Major in History

10. Keep your options open for law school, teaching or journalism.
9. **Enjoy walking tours of NYC and travel to historic sites (such as Washington, D.C.)**
8. More take-home exams.
7. **Watch lots of movies (for example, *Braveheart*, Bollywood films).**
6. Those who don't learn from the past, are doomed to repeat it!
5. **Lots of great books to read.**
4. Get credit for events for Black History Month, Women's History Month and other ACE events.
3. **Only 12 units, lots of room for electives**
2. Become Wagner Homecoming King (Fall '07) or SGA President ('04)
1. **Join Phi Alpha Theta (the History Honor Society)**



History majors – and even non-history majors—who have taken four courses in history can join Phi Alpha Theta.

History of music, theater or other topics count. You need to have a 3.1 GPA in those courses. A one-time initiation fee of \$50.00 covers the cost of a membership certificate and four issues of journal, *The Historian*.

Phi Alpha Theta's



Wagner's Epsilon-Iota

Chapter of P.A.T. was

founded in 1955.

Please go to Parker Hall Room 211 to join.

ΦΑΘ

Join the History Club !!!

The history club is student-led
and organizes trips to NYC museums
NYC walking tours
and other trips, films and events
based on the interests of its members.

Contact Patrick Flanagan patrick.flanagan@wagner.edu
and Kanifa Hicks kanifa.hicks@wagner.edu



Be Inspired....

*Few will have the greatness to bend history itself;
but each of us can work to change a small portion of
events, and in the total of all those acts will be
written the history of this generation.*

-- Robert F. Kennedy