

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

## 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 227 ILC 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 US 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, US 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.

*Lori Weintrob*                      *M,W*                      *9:40 – 11:10 AM*

*\*\*\*Must take with GOV317-ILC*

**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 252 – EYH Ancient Mediterranean Cities (I).** *One unit.* This trip is designed to be an integral part of HI 252: Ancient Mediterranean Cities, making both the Mediterranean and the extraordinary ancient sites in Italy come alive in your imagination. We will spend the first part of the semester studying the evolution of democracy, art and theater in ancient Greek city-states and then have a chance to immerse ourselves in the actual cities and temples built by the Greeks and Romans in Sicily and Naples. The last three days of the tour will be spent in Rome, where we will visit many important ancient sites and where you will also have the opportunity to do field research on the building or object that you will have chosen as the topic for your final research paper. Class meetings during the second half of the semester will be devoted to a review of our experiences in ancient Rome and individualized guidance in the research for your final paper. **NO PREREQUISITES ~ ALL STUDENTS ARE WELCOME!**

**COST:** Approximately \$ 3600. This includes program fee, airfare, train and bus transportation, breakfast, two festive group meals, and entrance fees

*Alison Smith*

*TBA*

**HI 254 (W) After the Black Death, 1348–1750 (I).** *One unit.* A survey of European society during the four centuries following the arrival of the bubonic plague. Topics to be discussed include the psychological and spiritual impact of recurring epidemics, forms of popular revolt, carnival, changing gender roles, witchcraft, the organization of peasant villages, the growth of cities, and efforts to improve public health. *Offered as required.*

*Alison Smith*

*W*

*6:00 – 9:00 PM*

**HI 257 Sex, Power & 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. *Offered alternate years as needed.*

*Alla Gaydukova*

*M*

*3:00 – 6:00PM*

**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 DeGaulle, and the Algerian War; the student revolt of 1968; Existentialism; relations with Africa and the Arab World; the New Europe; and contemporary issues. *Offered as required.*

Lori Weintrob

W

3:00 – 6:00 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](mailto:abena.asare@wagner.edu)

Dr. Robert Anderson, Professor [randerso@wagner.edu](mailto:randerso@wagner.edu)

Prof. Alla Gaydukova, Adjunct Professor [alla.gaydukova@wagner.edu](mailto:alla.gaydukova@wagner.edu)

Dr. George Rappaport, Professor Emeritus [gdrapp1@verizon.net](mailto:gdrapp1@verizon.net)

Dr. Rita Reynolds, Assistant Professor [rita.reynolds@wagner.edu](mailto:rita.reynolds@wagner.edu)

Prof. Jenny Pachucki, Adjunct Professor [jenny.pachucki@wagner.edu](mailto:jenny.pachucki@wagner.edu)

Dr. Alison Smith, Associate Professor [asmith@wagner.edu](mailto: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](mailto:dtoscano@wagner.edu)

Ms. Cathy Del Priore, Part-time Secretary, Department Phone 718.420.4521  
[cathy.delpriore@wagner.edu](mailto: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.*

## **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](mailto:patrick.flanagan@wagner.edu)  
and Kanifa Hicks [kanifa.hicks@wagner.edu](mailto: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*