

## History and Social Sciences Department

Grade 9 students enroll in Global History I: The Individual in Society. Grade 10 students enroll in Global History II: Making an Interconnected World, American and Global History: Case Studies I, or Making of the Modern Middle East. All Grade 11 students are required to take a full-year U.S. History (Honors) course (Students who take American and Global History: Case Studies I in Grade 10 take American and Global History (Honors): Case Studies II in Grade 11). Grade 11 students may take a second History and Social Sciences course with permission of the Department Head. In Grade 12, students may choose from a variety of History and Social Sciences electives. Variations to the above sequence require approval of the History and Social Sciences Department.

**Global History Sequence (Global History I and Global History II):** At the dawning of the twenty-first century, we live in a global community. The world has grown smaller, trade and finance have created a global economy, communications technologies have built pathways for the global exchange of ideas and information; at the same time, we also face global environmental and overpopulation problems. But the process of globalization is not new. The Global History sequence seeks to answer the question: “how did we get here?” By taking a global approach to human history that focuses on the processes that have brought us to this point, these two courses look at all major regions of the world. Although Global History I and II are tightly coordinated, each course operates as an independent unit. Grade 10 students can also choose to enroll in the two-year course, American and Global History: Case Studies I and II, which completes the Global History sequence and satisfies the U.S. History graduation requirement.

### GRADE 9

#### **Global History I: The Individual in Society**

In Global History I, students face important moral questions about leadership and the role of the individual in society. The course helps students gain a sense of social responsibility and encourages them to become active global citizens. As part of their full year course of study, all Grade 9 history students take an opening unit drawn from the Facing History and Ourselves program. In exploring the Holocaust, students are challenged to consider human behavior, the place of the individual in society, the power of authority, the desire to be part of a group, the treatment of the other, and the psychology of obedience. In the next units, students continue to grapple with the relationship between individuals and society as they examine the rise of complex societies and regional empires globally in the ancient world, explore the environments in which world religions developed through an exploration of the roots of Hinduism, Buddhism, Judaism, Christianity, and Islam, and discover how the world became interconnected through overland and overseas trade and the regional networks. Writing and research skills are emphasized throughout the year. Open to Grade 9 students only.

### GRADE 10

#### **Global History II: Making an Interconnected World**

This yearlong course addresses how the highly interconnected, globalized world of today came to be, with a particular focus on the theme of exchange. Students study exchange in terms of goods and services, ideas, culture, technology, diseases, and conflict. Students explore how the global community first emerged around 1450 and how it developed to the present. The course begins with a unit on globalization in the twenty-first century, and then considers empire-building, early trade, the Enlightenment, the Scientific Revolution, the Atlantic revolutions, the Industrial Revolution, colonization and decolonization, World Wars I and II, and the Cold War, among other topics. Skills developed include critical reading of the textbook, primary sources, and other material, note-taking, research skills, and essay writing. In addition to enhanced skills and content knowledge, the course aims to foster global competency in students as they enrich their understanding of the diverse experiences and perspectives of the people globally.

Open to Grade 10 students only. This course fulfills the Modern Global History requirement.

### **American and Global History: Case Studies I**

American and Global History: Case Studies is a two-year course of study that examines global processes as well as the serendipitous creation and eventual development of the United States as a superpower from 1453 to the present. This course utilizes a series of thematic, self-contained, problem-based case studies and encourages students to develop the critical-thinking skills of the historian by exploring primary and secondary sources organized around essential questions. This course is appropriate for all learners; it relies not only on written assessments but also on project-based assessments using a variety of media.

In the first year of the course, students explore recent globalization before going back in time to examine the following case studies from the middle of the fifteenth century to the end of the nineteenth century: Trade, Conquest, and the Making of the Atlantic World; Ideology and Protest in the Age of Revolution; Constitutionalism and Distributions of Power; the American Civil War as a Catalyst for Social Change and State Formation; and Experiencing Industrial Society.

Open to Grade 10 students only. This course fulfills the Modern Global History requirement.

### **The Making of the Modern Middle East**

This course explores the making of the modern Middle East, especially in the twentieth and twenty-first centuries. Students gain an understanding of the complicated relationships of peoples within the region and their tumultuous relationship with outsiders. Topics covered by this course include: the intellectual, social, and political foundations of the Abbasid and Ottoman Empires; imperialism and the post-WWI mandate system that limited local self-determination; the creation and evolution of nation-states, focusing on Egypt, Iran, Iraq, Israel, Saudi Arabia, and Turkey; the Arab-Israeli wars; the status and treatment of stateless peoples in the region, including the Armenians (until 1990), Kurds, and Palestinians; the Iranian Revolution and its strategic, political, and ideological reverberations; the geopolitical impacts of oil; the interventions during and after the Cold War, including three American wars in Iraq and the Global War on Terror after 9/11; and the radicalization of religion and politics throughout the region. Students develop skills such as how to read the textbook, primary sources, and other material with a critical eye; note-taking; essay writing; and research skills. In addition to these enhanced skills and content knowledge, the course aims to foster global competency in students as they enrich their understanding of the diverse experiences and perspectives of the people of the broader Middle East. Open to Grade 10 students only. This course fulfills the Modern Global History requirement.

## **GRADE 11**

### **United States History (Honors)**

This course explores themes that emerge repeatedly when examining how the nation's past shapes its present and future. Each unit centers around one or more essential questions, such as: What does it mean to be an American? How inclusive is American democracy? What is the United States' role in the world, and how did it evolve? And what role has geography played in United States history, and how have geography and place shaped American identity? What is my role in a democratic society? Students refine their historical thinking, research, and communication skills through a variety of assessments and modalities, such as primary source analysis, source-based written analysis, presentations, discussions, and debates.

### **United States History (Honors): African American History**

This course explores African American History from the age of European Exploration through to the end of the twentieth century. Students will grapple with a variety of sources, perspectives and interpretations of the past to build a more coherent and nuanced understanding of American history and the role of African Americans in making it. Particular attention will be given to the intersections of race, ethnicity, class, gender, and generational differences as they have impacted African American and American history. Each unit is organized around a series of essential questions that provide a framework for exploring the social,

cultural, political and economic organization of African Americans. Students engage with a variety of primary and secondary sources including articles, books, visual texts, music and multimedia installations.

Students who enroll in the United States History (Honors): African American History course simultaneously enroll in the African American Literature: Race and Identity (AP English 11) course offered through the English Department. Participation in this African American Studies Program is noted on a student's transcript.

### **United States History (Honors): Gender and Sexuality Studies**

Students in this course explore the main themes and events that have shaped this nation and grapple with a variety of sources, perspectives, and interpretations of the past to build a more coherent and nuanced understanding of American history. Students do a deep dive into the experience of traditionally marginalized and less studied groups with particular attention given to the intersections of race, ethnicity, class, gender, and sexuality. Each unit of this course explores one or more essential questions, such as: What does it mean to be an American? How inclusive is American democracy? How have societal and cultural expectations and rules concerning gender and sexuality shaped America and American institutions? How have individuals been empowered and silenced in American history by gender and sexual norms? Students refine their skills by reading various types of sources, working collaboratively to decode and analyze documents, writing analytical essays, presenting on individuals and topics that are not commonly explored, and completing social justice projects.

Students who enroll in the United States History (Honors): Gender and Sexuality Studies course simultaneously enroll in the Gender and Sexuality in American Literature (AP English 11) course offered through the English Department. Participation in this Gender and Sexuality Studies Program is noted on a student's transcript.

### **American and Global History (Honors): Case Studies II**

This is the second part of a two-year course. In this course, students explore the period between 1914 and 2016 by examining the following, potential case studies: Colonial World Wars (I and II); U.S. Government Redefined (the New Deal and After); The Cold War; Decolonization; Civil Rights (Plessy to the Voting Rights Act of 1965); and Globalization in Culture and Economy.

Students enrolled in American and Global History: Case Studies I are expected to enroll in American and Global History (Honors): Case Studies II. Any exceptions to this rule must be granted by the department. This course fulfills the Modern Global History requirement.

Prerequisite: American and Global History: Case Studies I

## **HISTORY ELECTIVES**

The courses below are open to Grade 12 students and to students in Grade 11 wishing to take a second History and Social Sciences course. Some electives require approval of the History and Social Sciences Department.

### **Advanced Placement Art History / Art History (Honors) (Grade 12 only)**

This course tells the story of painting, sculpture, architecture, and the decorative arts by focusing on the College Board's selection of two hundred and fifty specific works of art spanning human history from antiquity to the present. This course meets three times each week, with a weekly double-block in the Museum of Fine Arts (MFA); students also visit the Harvard Art Museum, the Isabella Stewart Gardner Museum, and several other sites. During MFA visits, three students each week lead class by giving presentations about individual masterpieces in the museum's collection that supplement the material studied aligned with the Advanced Placement content explored that week. Later in the year, students apply

their historian skills to a project that examines local public art with historical and contemporary lenses and create responses with consideration of inclusive ideals. The course may include an international trip during the first week of Spring Break. Enrollment is limited.

Students who wish to take the Advanced Placement exam may remain enrolled in the course during Senior Spring Project or prepare the final unit, on contemporary art, independently. A student who chooses not to continue in this course during Senior Spring Project and does not complete the final unit receives credit on the transcript for completion of Art History (Honors).

This course fulfills one year of the two-year History and Social Science graduation requirement but does not fulfill the required second year of the Arts Department graduation requirement. This course fulfills the Modern Global History requirement.

### **Advanced Placement Comparative Government**

This course prepares students for the Advanced Placement (AP) Comparative Government and Politics exam while also introducing key concepts and historical context in the field of political science. The primary focus of this course is careful examination of the politics of Russia, China, Mexico, Nigeria, Iran, the United Kingdom, and the European Union. The course begins with an introduction to political philosophy in order to determine what questions best guide our comparative approach to such a wide range of political systems. After considering philosophical departure points, the course provides students with an understanding of the diversity of world political systems, as well as an introduction to the frameworks and methods political scientists use to compare those systems. Students explore the historical origins and intentions of each system's organizational structure as well as each institution's pathway to potential change. Students also consider each nation's society and citizenry, its political behavior, and the impact of culture on campaigns and elections. In addition to a comparative politics textbook, this course include excerpts from political theorists and philosophers, as well as article-length work by modern political scientists and current events coverage in both domestic and foreign media outlets. By the end of the course, students become more comfortable with analyzing the similarities and differences among countries using the language, methods, and tools of political science and specifically the sub-field of comparative politics. This course fulfills the Modern Global History requirement.

### **Advanced Placement European History**

How did global events impact European development? What led to the rise of the West? What are its consequences, both positive and negative for the world? These central questions guide the study of European and Global history as students examine the forces (economic, social, political, intellectual, and artistic) that helped to shape the world today. Students review primary and secondary sources written from European and non-European viewpoints, including films, and novels, and take part in group projects (such as presentations and rap battles) and field trips, to learn about the major developments, discoveries, events, people, trends, and key turning points in Europe, how the rest of the world influenced and shaped Europe, and the places Europeans influenced from the high Renaissance (approximately 1450) to the present. Writing skills are emphasized. This course fulfills the Modern Global History requirement.

### **Advanced Placement Human Geography**

Advanced Placement (AP) Human Geography seeks to answer two fundamental questions. First, what are the most significant world systems that dictate and define your day to day life? Second, are the consequences of those systems worth enduring in order to continue to reap the benefits they provide? For example, every year the modern agricultural system grows more and more food with fewer and fewer acres of land. Accompanying this abundance, however, are issues of health, environmental degradation, and rural poverty. Is the food worth the cost? In this course, students seek to answer questions like these. The course is, in many respects, an "appetizer sampler" of both history (looking at the origins of these world systems is as important as understanding their present-day effects) and other social sciences; the fields of

environmental sustainability, anthropology, urban studies, political science, sociology, ethnic studies, demography studies, and economics all come together here, united by the course's shared interest in examining how modern global systems influence lived experiences. In this discussion-based course, students review videos and short readings drawn from current events, complete a number of projects over the course of the year, and enhance learning with local field trips. This course fulfills the Modern Global History requirement.

### **Advanced Placement Macroeconomics**

This rigorous, multi-faceted course gives students the foundational skills necessary to understand major macroeconomic topics: scarcity, opportunity cost, supply and demand, inflation, unemployment, the business cycle, fiscal policy, monetary policy, and international economics. The first trimester of the course establishes the aggregate supply and demand model by which countries' elected representatives can determine the best course of stabilization policy through their power to tax and spend. Students examine the role of these policies on budgets, deficits, national debt, and future economic growth. The second trimester digs deep into money creation through fractional reserve banking and how central banks influence the money supply through interest rate targets. The 2008 Financial Crisis and how this event affected the Federal Reserve System's tools of monetary policy is a special focus, culminating in an opportunity for students to craft a prediction of the upcoming Fed rate target decision. Analysis of domestic and global current events supplements the economic theories and data studied in the course, encouraging students to apply class concepts to recent headlines. Not only does the course seek to impart content and skills required by the field of economics, but it also aims to contribute to students' global competency through a consideration of the interdependence, diversity, and complexity of the global economy. Finally, the course assessments serve to prepare students to take the Advanced Placement (AP) Macroeconomics exam in May.

### **Advanced Placement United States Government and Politics**

In this course, students explore and discuss key political concepts, ideas, institutions, policies, and roles of the political culture of the United States. The structure and much of the content of the course follows the framework of the Advanced Placement (AP) U.S. Government and Politics curriculum, which is divided into five units: Foundations of American Democracy, Interactions Among the Branches of U.S. Government, Civil Liberties and Civil Rights, American Political Ideology and Beliefs, and Political Participation. Substantive topics include the philosophical, cultural, and constitutional foundations of the U.S. political system; the major institutions of the American national government and how they work; the reasoning in landmark Supreme Court cases; the avenues for promoting and defending civil liberties and civil rights; the political engagement of ordinary American citizens; and contemporary debates over such important current issues and events. Coursework includes discussions of political philosophy, a mock congress simulation, briefing and simple moot court arguing of landmark Supreme Court cases, analysis of political data, exploration of public policy topics of interest to each student, and opportunities for civic engagement, as well as options for more traditional AP test preparation. By the end of the course, students will be more knowledgeable about U.S. government and politics, more comfortable analyzing government documents and political data, and more adept at formulating and communicating their insights into American political issues in oral, written, graphical, and audio-visual formats.

### **Environmental Studies (Advanced)**

#### **Learning Locally, Thinking Globally**

In the early nineteenth century, German naturalist Alexander von Humboldt wrote, "In this great chain of causes and effects, no single fact can be considered in isolation." Following Humboldt's lead, this course combines science and history to consider the ways humans interact with the natural world. Units drawing simultaneously from both disciplines emphasize systems thinking to examine how societies encounter the challenges of resource use, conservation and preservation, and population growth, from the twentieth century through present day. Through lenses ranging from local to global, this course examines how shifting

perceptions of nature, facts, and values over time influence our choices. Field work and case studies enable students to utilize both scientific and historical thinking skills, gain practical tools for understanding the complexity of our world, and emerge with a contemporary understanding of ecology.

This is an interdisciplinary course offered through the Science Department and the History and Social Sciences Department. This course fulfills the Modern Global History requirement.

Prerequisite: Biology

### **History Research Seminar (Honors) (Grade 12 only)**

In this course, students research and write a 15- to 20-page history research paper with the goal of submitting the finished paper to a student conference or journal. At the end of the second trimester, students present their papers to an audience of BB&N members and friends and family. Students have the opportunity to present their work at a history conference organized at BB&N during the third trimester, and students in this course have the opportunity to help with the planning of this conference. Enrollment is limited; students interested in this course should speak to the History and Social Sciences Department Head. Depending on a student's research interests, this course may fulfill the Modern Global History requirement.

### **Psychology**

Throughout history there have been numerous examples of people demonstrating boundless acts of generosity as well as committing hideous atrocities. This range of human behavior has been and continues to be a fascination for people. This course explores this fascination by adopting a scientific approach toward the traditional topics in Psychology: development, the brain and behavior, social influence, learning, sensation and perception, cognition, personality, and abnormal behavior. Throughout the course, students seek to better understand, explain, predict, and control people, their behaviors, and mental processes, as well as their environments. Lecture, research, simulations, and outside readings are utilized in the investigation of behaviors ranging from conditioned reflexes to creative and social behavior.

### **Senior History Seminar: The Deaf and Differently-Abled in U.S. History**

What does an examination of Deaf culture and the experience of the d/Deaf community teach us about the experiences of differently-abled groups in the United States? Throughout this course, students participate in the long standing debate around the deaf community and Deaf rights as a lens into understanding how American history and present day views and engages with its differently-abled citizens. Students explore the historical trajectory of D/deaf people in America, analyzing and discussing the major social reforms of the nineteenth and twentieth centuries, including Oralism, American Sign Language (ASL), and DeafSpace, as well as the educational, cultural, political, and economic issues confronting the D/deaf both past and present. In doing so, students also examine how d/Deaf individuals navigate their world through shared customs, spaces, language, technology, attitudes, and values, exploring different fields in linguistics, sociology, and psychology. The course involves gaining a deep understanding of current trends in the contemporary Deaf movement through close partnership with local D/Deaf and auditory institutions and individuals, learning basic ASL to communicate effectively with our visitors. Additionally, conversations with disabilities lawyers and other community members challenge students to understand the nuances of intersectional identities within the d/Deaf and differently abled communities in the US. Through a critical analysis of D/deaf history, a student-directed pursuit of research, and project-based learning, students will, by the end of this course, have a more informed understanding of the lives of their differently-abled Americans.

### **Senior History Seminar: Modern American Culture and Society**

The twentieth century has been colloquially referred to as the "American century" to symbolize America's emergence as a global superpower. During this time, the nation underwent profound and far-reaching social, demographic, political, economic, and cultural changes. Depending on their position and power, Americans experienced these changes in dramatically different ways. In this seminar, students use a social

history and cultural history approach to explore pivotal moments in the century (e.g., the Great Depression, World War II, the Cold War, and the social movements of the 1960s and 1970s). They examine not only events and experiences but also how issues of race, ethnicity, gender, sexuality, class, ideology, and other forms of identity find expression in culture. Students discuss academic writing as well as art, music, literature, and film. The class is conducted in a seminar format, and students are expected to co-design the course and lead discussions. Additional assessments include presentations and other focused research projects.

**Global Online Academy Courses:** The following history and social sciences courses are offered to students in Grades 11 and 12 through Global Online Academy:

- **Applying Philosophy to Global Issues\*** (Fall)
- **Business Problem Solving** (Fall and Spring)
- **Climate Change and Global Inequality\*** (Fall and Spring, History/Science Interdisciplinary Course)
- **Entrepreneurship in a Global Context** (Fall and Spring)
- **Gender and Society\*** (Spring)
- **Genocide and Human Rights\*** (Fall)
- **International Relations\*** (Fall and Spring)
- **Introduction to Blockchain and Cryptocurrency** (Spring)
- **Introduction to Branding and Marketing** (Fall and Spring)
- **Introduction to Legal Thinking** (Fall and Spring)
- **Investing I** (Fall and Spring)
- **Investing II** (Spring)
- **Prisons and Criminal Justice Systems** (Fall and Spring)
- **Positive Psychology** (Fall and Spring)
- **Race and Society** (Fall)
- **Religion and Society** (Spring)
- **Social Psychology** (Fall and Spring)

\*Courses that fulfill BB&N's Modern Global History Requirement

For more information on these courses, please refer to the Global Online Academy section of this Program Planning Guide.

#### **Courses Not Offered in 2023 – 2024**

- Advanced Placement Comparative Government and Politics/Advanced Placement U.S. Government and Politics
- Advanced Placement Comparative Government and Politics/ U.S. Government and Politics (Honors)
- Advanced Placement World History: Modern
- African American History
- Global Economics
- Latin American History
- Modern China
- Philosophy
- Politics in a Global Age
- Russian History
- Senior History Seminar: World History Since 1945
- U.S. in the Modern World I and II
- The United States in the Nuclear Age
- World Religions and Philosophies: Historical and Contemporary Contexts