



UNIVERSITY HIGH SCHOOL

History

Why Study History?

In the twenty-first century, historians increasingly engage in transnational research, building more accurate and inclusive global narratives regarding historical events. These narratives provide context for our own experiences with globalization today and empower us to be better citizens. Likewise, historical study propels cross-cultural competence and an appreciation for global interdependence. The department believes that historical study is uniquely structured to build appreciation of, and engagement in, a globalized world, and that students build valuable analytical and communication skills through careful attention to research processes and contextualization of current events in their historical antecedents.

How Will I Study History?

Using an inquiry approach to learning, the history department cultivates students' thinking skills so they actively construct and analyze historical narratives. Open-ended interpretative questions and

student-centered instructional methods (e.g., discussion, debate and simulation) empower students to act as historians, analyzing and interpreting texts and artifacts with well-evidenced conclusions. Students become adept at scholarly research, investigating more sophisticated sources as they move from tier-to-tier, ultimately reaching print sources and scholarly, subscription databases from University of Chicago's Regenstein Library. Students investigate sources critically, analyzing and synthesizing both primary and secondary sources for point of view and context, rather than accepting them at face value. In a fast-paced world of information overload, these are critical skills. Students also learn analytical writing skills of thesis formation, well-constructed and evidenced body paragraphs, and attention to proper source citation. The department is committed to a growth mindset that propels students to create ever-increasingly sophisticated work as they move from tier to tier.

Courses

- Early World History
- Modern World History
- Modern World Religions
- AT Modern World History
- AT Modern European History
- United States History
- AT United States History
- AT African American History
- AT Comparative Politics and Global Relations I (fall)
- AT Comparative Politics and Global Relations II (spring)
- AT Micro and Macro Economics
- The Holocaust (fall)
- Genocide Studies (spring)
- Herstory: Gender, Power, Politics

What Am I Required to Take?

(See chart below for assistance.)

Graduation requirements provide for a three-tier history sequence. The first tier is Early World History. Four courses are offered at the second tier: Modern World History, Modern World Religions, AT Modern World History, or AT Modern European History. Three courses are offered at the third tier: United States History, AT United States History, or AT African American History. Students should consider pre-requisites, area of personal interest, and the AT section below in deciding upon courses for the second and third tiers. For students interested in pursuing a fourth year in history, the department offers elective courses (described in the courses section) in addition to independent studies.

History Department Course Offerings 2020/2021				
Tier One Required Course	Tier Two Required Course Options	Tier Three Required Course Options	Electives Available to 10 th Graders	Electives Available to 11 th and 12 th Graders
Early World History	AT Modern World History AT Modern European History Modern World Religions Modern World History	AT United States History AT African American History United States History	Herstory: Gender, Power and Politics	AT Comparative Politics and Global Relations AT Micro and Macro Economics Genocide Studies Herstory: Gender, Power and Politics The Holocaust
				
1. Students may take any required course in tiers two and three as an elective. 2. Students should review all pre-requisites before attempting to register for any history course.				

How do I decide which history course is right for me?	
<i>Classes like Modern World Religions and US History</i>	<i>Classes like AT AFAM and AT Euro</i>
In these courses, teachers promote rigor and create pedagogically sound classes that challenge students to develop the fundamental skills necessary for serious and critical research. Students enrolling in these courses must be willing to: <ol style="list-style-type: none"> 1. Complete nightly homework 2. Research, write and analyze primary and secondary sources and participate in classroom discussions with appropriate support where needed 3. Stretch themselves intellectually in pursuit of becoming stronger historians 4. Take over more responsibility for their learning 	These courses are accelerated and equivalent to their university/college counterparts. Students enrolling in these courses must be willing to: <ol style="list-style-type: none"> 1. Commit themselves to a faster-paced course with significant nightly readings that require note-taking 2. Plan and compose lengthy written works on a biweekly basis 3. Conduct independent research using academic books and electronic subscription databases outside of class 4. Demonstrate disciplined habits, motivation and initiative 5. Be learners capable of independent work habits inside and outside the classroom