

Term Information

Effective Term Spring 2015

General Information

Course Bulletin Listing/Subject Area History
Fiscal Unit/Academic Org History - D0557
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2001H
Course Title Launching America
Transcript Abbreviation HnrsLaunchAmerica
Course Description This course will study American society from earliest times to the abandonment of Reconstruction policies in 1877. Students will study the relation of structural changes in American society to the development of radical ideology, political institutions, and culture.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week, 12 Week (May + Summer)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq or concur: English 1110.xx, Honors standing, or permission of instructor.
Exclusions Not open to students with credit for History 2001, 1151 (151), or 151H.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 54.0101
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:

Historical Study; Social Diversity in the United States

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will be able to discern persistent regional characteristics of an emergent "nation" of institutions, beliefs, and prevalent values, and the organization of national political parties.
- Students will understand American civilization as a creation by three major racial groups: "red, white, and black."
- Students will explore and understand four principal radical moments: the Puritan Great Migration, the American Revolution, the Civil War, and Reconstruction.

Content Topic List

- The British peoples
- Native Americans
- The Reformation
- New England and Mid-Atlantic Colonies
- Rise of Plantation Slavery
- The English Revolution
- Origins of the American Revolution
- American War of Independence
- Democratic Revolutions
- Party Systems
- The Civil War
- Reconstruction

Attachments

- Non-Honors History 2001 Syllabus.docx: Non-Honors History 2001 Syllabus
(Syllabus. Owner: Bowerman, Ashley E.)
- History Assessment Plan.doc: History Assessment Plan
(GEC Course Assessment Plan. Owner: Bowerman, Ashley E.)
- History Curriculum Map.doc: History Curriculum Map
(Other Supporting Documentation. Owner: Bowerman, Ashley E.)
- Honors History 2001 Syllabus - Updated.docx: Updated H2001 Syllabus
(Syllabus. Owner: Bowerman, Ashley E.)
- Honors History 2001 Enhancement Statement - Updated.docx: Updated Enhancement Statement
(Other Supporting Documentation. Owner: Bowerman, Ashley E.)

Comments

- Revised syllabus and enhancement statement added; 4-week option removed. *(by Bowerman,Ashley E. on 09/25/2014 11:16 AM)*
- Please see email *(by Hogle,Danielle Nicole on 09/17/2014 11:00 AM)*
- The request originated at the Lima campus; books are available there as noted in the syllabus. *(by Baker,Paula M on 04/24/2014 03:15 PM)*
- Should History 1151 also be excluded? *(by Vankeerbergen,Bernadette Chantal on 04/24/2014 02:34 PM)*
- An indication of where the texts may be purchased is required in the syllabus. *(by Heysel,Garett Robert on 04/20/2014 09:42 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bowerman,Ashley E.	04/16/2014 02:55 PM	Submitted for Approval
Approved	Baker,Paula M	04/16/2014 05:23 PM	Unit Approval
Approved	Heysel,Garett Robert	04/20/2014 09:42 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/24/2014 02:38 PM	ASCCAO Approval
Submitted	Baker,Paula M	04/24/2014 03:16 PM	Submitted for Approval
Approved	Baker,Paula M	04/24/2014 03:16 PM	Unit Approval
Approved	Heysel,Garett Robert	04/28/2014 09:03 PM	College Approval
Revision Requested	Hogle,Danielle Nicole	09/17/2014 11:01 AM	ASCCAO Approval
Submitted	Bowerman,Ashley E.	09/25/2014 11:16 AM	Submitted for Approval
Approved	Baker,Paula M	09/25/2014 11:28 AM	Unit Approval
Approved	Heysel,Garett Robert	09/26/2014 07:03 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	09/26/2014 07:03 PM	ASCCAO Approval

History 2001 Honors
Thomas N. Ingersoll
Fall, 2012

Office: Galvin 470A
Hours: T: 12:00-1:30; Weds.1-3
Or by appointment
Campus phone: 419-995-8373
email: ingersoll.11@osu.edu

American Civilization to 1877

General Objectives:

- To study American society from earliest times to the abandonment of Reconstruction policies in 1877
- To relate structural changes in society (class, race) to the development of radical ideology (liberty, democracy, and equality), political institutions, and culture
- To view Americans' colonial and national history in the transatlantic context

Specific Objectives:

- To discern persistent regional characteristics of an emergent "nation" of institutions, beliefs, and prevalent values, and the organization of national political parties
- To understand American civilization as a creation by three major racial groups: "red, white, and black"
- To explore four principal radical moments: the Puritan Great Migration, the American Revolution, the Civil War, and Reconstruction

Pedagogical framework:

- This course consists of twenty-five lectures, associated reading assignments in a university text, four writing assignments, two midterms, and a final exam. *All of the assignments listed in the schedule are required. Failure to complete any of them will result in a grade of "Incomplete" that will revert to an "E" if the student does not submit the assignment.*
- Participation: Attendance is required: the student is allowed a class period of absence, or any portion thereof, and then loses all credit by being absent again. Please do not seek to explain absences or avoid penalties: there are no exceptions. If the professor does not call the roll it does not mean he is not keeping track of attendance. The student is strongly encouraged to visit the office frequently to discuss the course material.
- Reading assignments are required and must be completed before class begins on the date for which the assignment is listed.
- The midterms and final are in class, essay-type tests. If the student does not receive full credit on the in-class midterms, it is essential to meet with the professor and improve his or her understanding of this kind of test, in preparation for the final exam.
- The writing assignments:
 - Writing Assignment I, is to summarize and evaluate in three pages an article from a historical journal to be distributed at the beginning of the term. Each student will have

a different article, distributed by lot. The purpose of this assignment is to introduce the student to the process of historical analysis based on documentary evidence.

--Writing Assignment II, is to review in about four pages Eric Foner's *Tom Paine and Revolutionary America*, according to the specific guidelines to be distributed.

--Writing Assignment III is to analyze in three pages Solomon Northup's *Twelve Years A Slave* according to guidelines to be distributed.

--The final exam will require a comprehensive essay in response to a question derived from the material of the second half of the course but requiring a demonstration of the student's grasp of the course's main themes, extending back to the beginning. The student should be prepared to write for 108 minutes.

Historical Study

This course fills the GE requirement for Historical Studies.

Goals: Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Rationale for fulfilling the GE Learning Outcomes for Historical Study:

Goals of the course that fulfill the GE Learning Outcomes in Historical Study: History courses develop students' knowledge of how past events influence today's society and help they influence today's society in the following ways:

1. Critically examine theories of history, and historical methodologies

Students will assess changing interpretations of such subjects as the social and religious impulses in the Old World that incited immigrants to settle in the New World, implications of the tri-racial nature of American society, eighteenth-century imperial warfare, the British context of the American Revolution, early industrialization, and the particular problem of explaining the Civil War and its ambiguous results.

2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past

Students will assess the distinctive political and social explanations for the founding of each of the thirteen original colonies, and will situate them in their regional contexts; they will confront a variety of theories (social, ideological) as to why the Revolution occurred; and they will grapple with competing explanations of how basic regional and economic issues left unresolved in 1789 haunted the republic down to 1877. Students will also refer whenever possible to comparative and transnational perspectives on immigration and economic development.

3. Through reading in primary and secondary sources and in-depth class discussion, students will assess and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements.

For example, students will discuss the emergence and entwining of the abolition and women's rights movements in the 1830s, and why equal racial and gender rights were still not achieved in 1877.

4. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Students will carry out in-depth analysis in four papers, one on a secondary work of journal length, two on books of secondary literature, and one on a primary document, to apply the tools they acquire in class. The first assignment is to explore a particular social phenomenon in early America, the second to explore the limits on radicalism in the Revolution, the third on the social structure of the slave South, and the fourth on the experience of a free black man from the North reduced to slavery for twelve years in the South. The student will learn to recognize contingency and the possibility of various outcomes from the same set of circumstances or leaders' personalities, and to develop a hypothesis about why the end result occurred in a given situation.

This course also fills the Social Diversity in the United States GE requirement.

Social Diversity in the United States

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Rationale for fulfilling the GE Learning Outcomes for Social Diversity in the United States:

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by:

1. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere.

In the honors version of this course, the instructor goes beyond the standard History 2001 by lectures, discussions and in-class regular strategy groups that stress the finer distinctions among social categories that made the colonial settlements different from England and from one another. As to race, one seeks to explain the difference between Sea Islands African-American culture from that of Tidewater Virginia. Gender can be demonstrated to have been constructed by the planter class more discriminately in the South than in New England. Class can be explored as more stratified in Virginia than in Connecticut, ethnicity more various in Pennsylvania than in Georgia, religion more heterogeneous in Rhode Island than in New Hampshire, and the student should see how all of these differences structured power in the states after 1776.

2. Describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.

Students should be expected to be aware, at least, of competing theories of social and political formation on their exams, for example, as to whether racial thinking was shaped primarily by European historical traditions existing for centuries, or more by specific circumstances in the New World.

3. Critically examine theories of race, gender, class, ethnicity, religion, and nation. The student should be able to distinguish critically between competing theories, such as the model of political development suggesting that the Constitution was written and ratified by national consensus, or adopted despite deep regional and intra-state ethnic and other divisions about consolidation of the federal government. Students will also examine racial formation in the context of discussions of slavery, freedom, and conflicts with and among Native Americans.

4. Engage with contemporary and historical debates on race, gender, class, ethnicity, religion, and nation.

The student can be expected to see the extraordinary degree of continuity between the Civil Rights Movement initiated at the time of the Revolution by Paul Cuffe, Prince Hall, and others had a continuous development leading into the final phase associated with names like Rosa Parks and Martin Luther King, Jr.

5. Assess and critically examine movements framed by race, gender, class, ethnicity, religion, and/or nation in a wider socio-cultural context.

The student should be asked to keep in mind how historical debates on the various aspects of social and cultural diversity in regard to the nation's

past form the roots of contemporary debates. This is a theoretical challenge beyond the typical student in the regular 2001 course

6. Carry out in-depth analysis in several short papers on distinct moments and aspects of racial, nationalist, gender, class, and/or religious mobilization or social movements and their effects.

. The student has the opportunity to write an ambitious analysis of Solomon Northup's book exploring two or more, even all of the diversity factors: ethnic (Northup a northerner), racial (Northup a black), national (the slavery problem in US politics making possible Northup's peculiar tragedy), gender (Northup's frequent exploration of the condition of black and white women in the plantation South), class (the degraded situation of the nonslaveholders in his account), and the abolition movement (as represented by the activity of Samuel Bass).

REQUIRED TEXTS:

Eric Foner, Give Me Liberty: An American History, 3d ed. (New York: Norton, 2008)

Eric Foner, Tom Paine and Revolutionary America (2004)

Solomon Northup, Twelve Years A Slave (LSU edition, 1968)

These texts are available at the campus bookstore. The list of additional reading available on Carmen is attached.

EVALUATION:	Participation:	10%
	Midterm I	10
	Midterm II	15
	Writing Assignment I:	10
	Writing Assignment II:	15
	Writing Assignment III:	15
	Final exam:	25

Grading standards in the Honors course will be adjusted for higher expectations of analytical depth. If the student in the regular course receives an "A" on a midterm for coming up with a good list of events in chronological order leading up to the American Revolution, the Honors student should do that and provide a recognizable thesis about causation that goes beyond mere competent recitation. That is, the Honors student should be asked not just what the Coercive Acts were but exactly which principle upheld in the Bill of Rights of 1689 each of them violated.

SCHEDULE:

Sep. 12: Midterm I
Sep. 19: Writing Assignment I

Oct. 10 Midterm II
Oct. 17 Writing Assignment II
Nov. 7 Writing Assignment III
Dec. 5 10:00-11:48 Final Examination

CLASS SCHEDULE:

[reading assignments refer to *Give Me Liberty*]

- Aug.22 Introduction: Basic Themes of the Course
 --Conceptual problems: class; religion, ideology; laws of "race"
 --The British Peoples in 1607: The Reformation,
 The New World Discoveries
- Aug. 24 --North America before 1607: Native Americans`
READING: Chapter 1
- Aug. 29 --Traditional Society in the Colonial Chesapeake (or "Upper South")
 --Rise of the Planter Class (Deference, Drudgery and
 Disobedience)
READING: Chapter 2 (55-68)
- Aug. 31 --Bacon's Rebellion
- Sep. 5 --New England Colonists: The Radical Puritan Background
READING: Chapter 2 (69-84)
- Sep. 7 --Progressive Little Commonwealths in New England:
- Sep. 12 **MIDTERM I:** Comparing the Colonial Chesapeake (before the
 Advent of Slave Society) and New England Colonies
 Lecture: the Rise of Plantation Slavery
READING: Chapter 3 (101-08)
- Sep. 14 --Mid Atlantic Colonies: Ethnic and Religious Heterogeneity, and
 Entrepreneurial Spirit: Pennsylvania, New Jersey
 --The English Revolution (1641-1660, 1688-89) and the Colonists
READING: Chapter 3 (92-101, 113-36)
- Sep. 19 **WRITING ASIGNMENT I**
 --New York
 --The English Revolution, 1641-89, and "the Constitution"
READING: 84-88
- Sep. 21 -The Colonial Economy
 --Imperial Warfare, 1689-1754

READING: Chapter 4 (166-74)

Sep. 26 --The Seven Years War (The Great War for Empire), 1754-1763
--Demographic Disaster for Native Americans

Sep. 28 George III (the "King-in-Parliament"): Violating the English
Constitution, Part I--The Road to Independence:
READING: Chapter 5

Oct. 3 --Violating the English Constitution, Part II
--Social Origins of the American Revolution

Oct. 10 **MIDTERM II: Origins of the American War of Independence**

Oct. 12 The Declaration of Independence
The War for Independence
--The American Social Revolution
READING: Appendix A 2-3, Chapter 6

Oct. 17 **WRITING ASSIGNMENT II**
--Two Constitutions, 1781 and 1789
--Americans in an Age of Democratic Revolutions
READING: Chapter 7

Oct. 19 --The Election of 1800
--Jeffersonian Radical Politics: The First Party System
--The War of 1812

Oct. 24 Antebellum Slave Society
READING: Chapter 11

Oct. 26 Jacksonian Politics: The Second Party System
--Reform and Utopianism: The Search for a Perfect Society
--Abolitionism and Women's Rights
READING: Chapter 12

Oct. 31 Causes of the Civil War I: The Vast Expansion of Slavery
READING: Chapter 13

Nov. 2 Causes of the Civil War II: Collapse of the Second Party System,
Instability, and the Dangerous Uncertainties of the Third
Party System: "Free Soil, Free Labor, Free Men"

Nov. 7 **WRITING ASSIGNMENT III**

Causes of the Civil War III: The Slaveholding Minority versus
Nonslaveholders and Slaves in the South

- Nov 9 The Civil War: Military and Political Aspects
READING: Chapter 14
- Nov 14 The Civil War and the End of Slavery
READING: Chapter 15
- Nov.16 Reconstruction Policy: Presidential and Congressional
READING: 600-19
- Nov. 21 The Election of 1876, and the Rise of Jim Crow
READING: 619-22
- Dec. 5 10:00-11:48 **FINAL EXAMINATION**

History 2001H Documents for Class Discussion [to be provided by instructor]

- Aug. 24 Capt. John Smith and the Native Americans
Diaz Del Castillo: Description of Tenochtitlan [comparison]
- Aug. 29 Governor Dale's Laws, 1611
Letters from Indentured Servants, 17th-18th century
- Aug. 31 Narrative of the Rebellion, 1676
- Sep. 5 John Wise, "A Vindication"
Comparative Chart of Anglican and Puritan Practices
- Sep. 7 The Body of Liberties, 1641
- Sep. 12 "Release us out of this Cruell Bondegg," 1723
- Sep. 14 Gottlieb Mittelberger, Description of Pennsylvania, 1750
- Sep. 19 The Bill of Rights, 1689
Gov. Robert Hunter to the Lords of Trade, 1712
- Sep. 21 McCusker and Menard, Economy of British America, 1772 (export
charts)
- Sep. 26 Robert Eastburn, Description of Captivity among the Mohawks

- Sep. 28 Proclamation of 1763
List of British Acts of Parliament in Regard to America, 1764-76
- Oct. 3 Wealth Distribution in the North American Seaports (G. B. Nash)
Bernard to Hillsborough, 1768
- Oct. 12 Massachusetts Slaves' Petition of 1773
Prince Hall Petition and Brewster Petition
- Oct. 17 Letters of G. Washington and J. Madison on Shays's Rebellion
Charts on Effects of 3/5 Compromise
A. Lincoln. Speech at Peoria [on 3/5 compromise], 1854
- Oct. 19 Testimony on Gabriel's Rebellion, 1800
- Oct. 24 Rose and Rufus
White Panic in Reaction to Nat Turner
- Oct. 26 Negro's Response to Colonization, 1818
Declaration of Sentiments, Seneca Falls, 1848
- Oct. 31 Congressional Debate on Missouri Compromise, 1820
- Nov. 2 Presidential Inaugural Addresses on "Domestic Institutions"
William Cullen Bryant, editorial, Jan. 9, 1860
- Nov. 7 Hinton Rowan Helper, excerpts
George Fitzhugh, Southern Thought
Party Platforms and Electoral Returns, 1860
- Nov. 9 Vice-President Henry Wilson, 1873, on the cause of the war
Lincoln's First Inaugural Address
- Nov. 14 Newtown Address, 1862
Lincoln to Conkling, Aug. 26, 1863
- Nov. 16 Hannah Tutson, description of KKK visit, 1871
Albert Morgan, Yazoo, excerpt on election of William Allen in Ohio
- Nov. 21 Sojourner Truth, Equal Rights Association Speech
Chart of Disfranchisement in the South

Many of the documents are the same for both courses, but expectations of depth and comparative analysis are higher for Honors students. For example, Honors students will be required to evaluate the election returns for 1860 and 1864 very

thoroughly, whereas the students in the regular course are expected only to see that Lincoln got votes in the South wherever he was on the ballot in 1860.

In addition, this course includes the same slide shows included in the regular 2001 course, but with at least one more challenging slide or slide show in each session.

For example, on the English Revolution, students in the regular course see portraits of the principals, whereas students in the Honors version will also see slides illustrating and explaining the trial of Charles I and social struggles in the 1640s-50s.

Policies

Classroom decorum:

No electronic devices (cell phones, computers, PAD's, recording devices) may be used in the classroom. Please use ink, not pencil, in writing exams. No talking out of turn, eating, or other disruptive activities. In studying for exams the student is strongly discouraged from participating in study groups and is strongly encouraged, instead, to meet with the professor.

Email communications are not for serious matters or for submitting written work in this course. Visiting or calling the professor's office is preferred.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf).

What is plagiarism?

See http://cstw.osu.edu/writing_center/handouts/research_plagiarism.htm

Disability Statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Ave., tel. 292-3307, www.ods.ohio-state.edu

History 2001

Office: Galvin 402A

Thomas N. Ingersoll

Hours: W 11-12 and TH: 11:00-12:00

Spring, 2014

Or by appointment

T/Th 2:30-3:50

Campus phone: 419-995-8373
email: ingersoll.11@osu.edu

**Launching America: The United States from Colonial Origins
(1607)
to the End of Southern Reconstruction (1877)**

General Objectives:

- To study American society from earliest times to the federal government's abandonment of Reconstruction in 1877
- To relate structural changes in society (class, race) to the development of radical ideology (liberty, democracy, and equality), political institutions, and culture
- To view Americans' colonial and national history in the transatlantic context

Specific Objectives:

- To discern persistent regional characteristics of an emergent "nation" of institutions, beliefs, and prevalent values, and the organization of national political parties
- To understand American civilization as a creation by three major racial groups: "red, white, and black"
- To explore four principal radical moments: the Puritan Great Migration, the American Revolution, the Civil War, and Reconstruction

Note: This course can be listed to fulfill the GE Diversity: Diversity in the United States requirement or the GE in Historical Study requirement.

PEDAGOGICAL FRAMEWORK:

--This course consists of twenty-five lectures, associated reading assignments in a university text, two writing assignments, two midterms, and a final exam. *All of the assignments listed in the schedule are required. Failure to complete any of them will result in a grade of "Incomplete" that will revert to an "E" if the student does not submit the assignment.*

The student will not receive credit for the course if s/he does not pass the final examination.

--Participation: Attendance is required: the student is allowed a class period of absence, or any portion thereof, and then loses all credit by being absent again. Please do not seek to explain absences or avoid penalties: there are no exceptions. If the professor does not call the roll it does not mean he is not keeping track of attendance. The student is strongly encouraged to visit the office frequently to discuss the course material.

--Reading assignments are required and must be completed before class begins on the date for which the assignment is listed.

--The midterms and final are in class, essay-type tests. If the student does not receive full credit on the in-class midterms, it is essential to meet with the professor and improve his or her understanding of this kind of test, in preparation for the final exam.

--The writing assignments:

Writing Assignment #1 is to summarize and evaluate in three pages an article from a historical journal to be distributed near the beginning of the term. Each student will have a different article. The purpose of this assignment is to introduce the student to the process of historical analysis based on documentary evidence. Every student will be required to meet with the professor in his office at least once for this assignment.

--Writing Assignment #2 is to analyze in four pages Solomon Northup's *Twelve Years A Slave* according to guidelines to be distributed.

Submit writing assignments by hard copy in class, not by email attachment.

--The final exam will require a comprehensive essay in response to a question derived from the material of the second half of the course (the origins of the Civil War) but the student should show a grasp of the course's main themes from the beginning: liberty, democracy, and equality. The student should be prepared to write for 105 minutes.

--Classroom decorum: No electronic devices (cell phones, computers, PAD's, recording devices) may be used in the classroom. Please use ink, not pencil, in writing exams. No talking out of turn, eating, or other disruptive activities. In studying for exams the student is strongly discouraged from participating in study groups and is strongly encouraged, instead, to meet with the professor.

--Email communications are not for serious matters or for submitting written work in this course. Visiting or calling the professor's office is better.

Historical Study

Goals: Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Rationale for fulfilling the GE Learning Outcomes for Historical Study:

Goals of the course that fulfill the GE Learning Outcomes in Historical Study: History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context
4. Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects

--Plagiarism (using the written words of others as if they are your own) is a serious offense and is not tolerated by instructors in the History Department.

REQUIRED TEXTS:

-- John M. Murrin, Liberty, Equality, Power, vol. 1 concise, 6th ed. (Boston: Bedford/St. Martin's, 2011)

--Solomon Northup, Twelve Years A Slave (Baton Rouge, La.: LSU Press, 1968)

EVALUATION:	Participation:	10%
	Midterm I	15
	Midterm II	15
	Writing Assignment I:	15
	Writing Assignment II:	15
	Final exam:	30

SCHEDULE:

- Jan. 30: Midterm I**
- Feb. 20: Writing Assignment I**
- Feb. 27: Midterm II**
- Mar. 27: Writing Assignment II**
- Apr. 28: 2-3:45 pm, Final Examination**

CLASS SCHEDULE:

[reading assignments refer to *Liberty, Equality, Power*]

Jan. 7 [Storm Ion Campus Closure]

- Jan. 9 --Introduction: Basic Themes of the Course
- Conceptual problems: class; religion and ideology; laws that make "race"
- Timeline of the Course Content
- The British Peoples in 1607 I: The Reformation

- Jan. 14 --The British Peoples in 1607 II: The New World Discoveries
--North America before 1607: Native Americans
- Jan. 16 --Traditional Society in the Colonial Chesapeake (or "Upper South")
--Rise of the Planter Class (Deference, Drudgery and Disobedience of
the Indentured)
READING: 29–42
- Jan. 21 "Bacon's Rebellion" by the Common People
READING: pp. 65–69
- Jan. 23 --New England Colonists: The Radical Puritan Background
READING: pp. 44–45
- Jan. 28 --Progressive Little Commonwealths in New England
READING: 45–49
- Jan. 30 **MIDTERM I:** Comparing the Colonial Chesapeake (before the
Advent of Slave Society) and New England Colonies
- Feb. 4 The Rise of Plantation Slavery
READING: pp. 42–43, 61, 85–86
- Feb. 6 --Mid Atlantic Colonies: Ethnic and Religious Heterogeneity, and
Entrepreneurial Spirit: Pennsylvania, New Jersey
READING: pp. 50–55
- Feb. 11 --The English Revolution (1641-1660, 1688-89), "the English
Constitution"
--New York
READING: pp. 50, 69–72
- Feb. 13 -The Colonial Economy
--Imperial Warfare and the Role of Colonial Assemblies
READING: pp. 63–65
- Feb. 18 --The French and Indian War (The Great War for Empire), 1754-1763
--Demographic Disaster for Native Americans
READING: 93–99, 104

- Feb. 20 **WRITING ASIGNMENT I DUE**
- I George III (the "King-in-Parliament"): Violating the English Constitution,
READING: pp. 107–21
- Feb. 25 --Violating the English Constitution, II
--The Road to Independence blocked by Conservatism
READING: pp. 121–28
- Feb. 27 **MIDTERM II: Origins of the American War of Independence**
- Mar. 4 --The Declaration of Independence
--The War for Independence
--The American Social Revolution
READING: Appendix A 1–2, pp. 131–53
- Mar. 6 --Two Constitutions, 1781 and 1789
--Americans in an Age of Democratic Revolutions
READING: pp. 153–56
- Mar. 18 --The First Party System and the Election of 1800
--Jeffersonian Radical Politics: The First Party System
--The War of 1812
READING: pp. 159–71
- Mar. 20 --The Slow Industrialization of Northeastern Free States
--Antebellum Slave Society in the South
READING: 198–223
- Mar. 25 --The Second Party System
--Reform and Utopianism: The Search for a Perfect Society
--Abolitionism and Women's Rights
READING: 231–34, 244–46, 276–88
- Mar. 27 **WRITING ASSIGNMENT II is DUE**
- Causes of the Civil War I: The Vast Expansion of Slavery
READING: pp. 255–63, 295–301

- Apr. 1 Causes of the Civil War II: Collapse of the Second Party System,
Instability, and the Dangerous Uncertainties of the Third
Party System: "Free Soil, Free Labor, Free Men"
READING: 312–32
- Apr. 3 Causes of the Civil War III: The Slaveholding Minority and the
Nonslaveholding Majority in the South
READING: 335–43
- Apr. 8 Causes of the Civil War IV: African Americans as Rebels
READING: pp. 220–22
- Apr. 10 The Civil War: Military and Political Aspects
READING: pp. 343–49
- Apr. 15 The Civil War and the End of Slavery
READING: pp. 360–69, 374
- Apr. 17 --Reconstruction Policy: Presidential and Congressional
--The Election of 1876, and the Rise of Jim Crow
READING: pp. 386–404
- Apr. 28 2:00-3:45 pm **FINAL EXAMINATION**

Suggested Additional Reading : Primary Sources [works written by individuals covered in this course, available in inexpensive editions]

Franklin, Benjamin. The Autobiography of Benjamin Franklin (Touchstone, 2003)

Jacobs, Harriet. Incidents in the Life of a Slave Girl (Dover, 2001)

Jefferson, Thomas. Writings. Edited by Merrill D. Peterson (Library of America, 1984)

Lincoln, Abraham. The Life and Writings of Abraham Lincoln. Edited by Philip Van Doren Stern and Allan Nevins. (Modern Library, 2000)

History 2001H
OSU, Lima

Enhancement of the Honors Version of History 2001

The student is able to claim honors for this course because its content is enriched by theoretical considerations and comparative analyses. Enrollment is capped at 20.

Honors should entail advanced critical thought, which means the student is expected not only to understand that history is a debate about the past, but that theories about historical change over time compete by weighing the same evidence in different ways. While the instructor can assert in a regular 2001 course that history is not an objective reality, in that it exists in as many versions as there are living human beings at any given moment, in an honors version the student acquires an enhanced understanding that a given theory of change is superior only because it is more persuasive for a majority at a given moment, not because it is right.

In this course, specifically, by the time the student reaches 1877, he or she should be able to weigh the peculiar tradeoff that resolved the national election crisis at that moment. The student should understand that if one approaches the facts with a political model, one concludes that "the system worked." If the student prefers a social model, the conclusion might be that representatives of elites concocted a formula by which they maintained their domination of inferior classes. By an ideological model, one can see the outcome as a general commitment by congressmen to preserve democratic-republican idealism at the expense of perfect majoritarian practice. By a cultural model, the student can see the bargain as the result of a mature political culture in which losers now can be winners later if they hunker down and do what is necessary to preserve the culture. All of this is too open-ended for the student of a regular History 2001, who should be expected merely to achieve a command of the basics of the bargain and discuss why it came out the way it did.

As for the comparative work, a student should be able to keep in mind, for example, the regional arrays of distinctions that made the nation such an arduous work in progress. Given the Civil War as an organizing event, this is true in both versions of this course. However, the honors student should be able to detect important differences in, say, racial demography and the character of racial policing in North and South, or the substantially less successful advances in internal navigation in the South than in the North, and the economic consequences.

Honors students are expected to be more proactive in the classroom than those in regular courses. In presenting a primary document, for example, the instructor in the regular class must provide very specific and easily understood prompts for discussion, and provide more if the students do not react quickly, whereas prompts in the Honors classroom can be more open-ended and students should have a greater sense of driving the discussion themselves. For example, in teaching the Bill

of Rights of 1689, students in the regular course will need a lot of help isolating those passages that influenced James Madison in writing the American Bill of Rights, whereas the Honors students should be able to get started with the prompt: What language in this document sounds familiar to an American?

Grading standards in the Honors course should be adjusted for higher expectations of analytical depth. If the student in the regular course receives an "A" on a midterm for coming up with a good list of events in chronological order leading up to the American Revolution, the Honors student should do that and provide a recognizable thesis about causation that goes beyond mere competent recitation. That is, the Honors student should be asked not just what the Coercive Acts were but exactly which principle upheld in the Bill of Rights of 1689 each of them violated.

MEMORANDUM

TO: Arts and Sciences Curriculum Committee (ASCC)

FROM: Paula Baker, Chair, Undergraduate Teaching Committee, Department of History

RE: Assessment Plan for proposed GE courses: Historical Study Category, Social Diversity in the U.S., and Diversity: Global Studies

Assessment Goals and Objectives

1. Both the GE and course-specific learning objectives for all History courses might be summarized as follows:

Historical Study GE Requirements:

Goals:

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Goals of the courses that fulfill the GE Learning Outcomes:

History courses develop students' recognition of how past events are studied and how they influence today's society and the human condition through the following ways:

1. Critically examine theories of history, and historical methodologies
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past.
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio- cultural context.
4. Students will carry out in-depth analysis in a final paper, exam, or project comparing distinct historical moments, social movements and their effects

2. Both the GE and course-specific learning objectives for History courses requesting Social Diversity in the U.S. might be summarized as follows:

Social Diversity GE Requirements:

Goals:

Courses in **social diversity** will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by

1. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere
 2. Describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.
 3. Critically examine theories of race, gender, class, ethnicity, religion, and nation
 4. Engage with contemporary and historical debates on race, gender, class, ethnicity, religion, and nation.
 5. Access and critically examine movements framed by race, gender, class, ethnicity, religion, and/or nation in a wider socio-cultural context.
 6. Carry out in-depth analysis in a final paper, exam, or project comparing distinct moments of ethnic, racial, nationalist, gender, class, and/or religious mobilization or social movements and their effects.
3. Both the GE and course-specific learning objectives for History courses requesting Diversity: Global Studies might be summarized as follows:

Global Studies GE Requirements:

Goals:

Courses in Diversity – Global Studies will foster students' understanding of the pluralistic nature of institutions, society, and culture across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in the World.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context.
4. Carry out in-depth analysis in a final paper, exam, or project comparing distinct moments in human history and how they shaped the world in the past and today.
5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues. They will describe theories of international issues on exams and written assignments.
6. Students will understand the roots and structures of today's globalized world.

II. Methods

An assessment of whether these objectives are met is effectively carried out by an examination of the work students are actually required to do for the course. Contributions in class discussions will be considered, but weighted more lightly, given the tendency for more confident students to contribute more to such discussions. Paper and exams will provide an understanding of students' abilities to think historically and to engage in analysis. This can be gauged by their responses to specific exam questions—asking

students to provide a perspective on history and relate that perspective to an understanding of the factors that shape human activity. Thus, exams for Historical Study courses will have at least one question that requires students to provide a perspective on the factors that shaped an event or theory. Similarly, for courses that include Diversity in the U.S. GE requirements, we will have at least one question that requires students to provide a description of the roles of categories such as race, gender, class, ethnicity and religion and how those roles have helped shape either their perspective or the country's perspective on diversity. For courses that include Diversity: Global Studies, we will ask one question that requires students to provide an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S. In this way, we hope to measure the courses (and the students') progress toward the multiple objectives of the GE. In this way we should be able to ascertain whether they are acquiring the desired skills and not simply learning (and regurgitating) specific information.

Summary of Data:

A committee, appointed by the UTC Chair, will be asked to evaluate a sample of questions and papers, and to gauge how well the goals of the course seem reflected in them. Assessment of Historical Study, Social Diversity, and Diversity: Global Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments. The committee will rank the assignments across a four-category scale that captures students' mastery of the GE goals. Students will complete an informal feedback survey halfway through the semester to assess their own performance, the pace of the class, and the instructor's effectiveness. A brief summary report will be written by the UTC Chair, and that, as well as the sampled questions themselves, will be made available to the instructor and to the Chair of the department. We intend to insure that the proposed courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

Curricular Map that shows how, and at what level, the program's courses facilitate students' attainment of History learning goals.

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
1681		World History to 1500	Beginning	Beginning	Beginning	Beginning
1682		World History from 1500 to the Present	Beginning	Beginning	Beginning	Beginning
2001		Launching America	Intermediate	Intermediate	Intermediate	Intermediate
2001	H	Launching America	Intermediate	Intermediate	Intermediate	Intermediate
2002		Making America Modern	Intermediate	Intermediate	Intermediate	Intermediate
2002	H	Making America Modern	Intermediate	Intermediate	Intermediate	Intermediate
2010		History of American Capitalism	Intermediate	Intermediate	Intermediate	Intermediate
2015		History of American Criminal Justice	Intermediate	Intermediate	Intermediate	Intermediate
2045		History of American Religion to the Civil War	Intermediate	Intermediate	Intermediate	Intermediate
2060		The Battle for the Ohio Country, 1745-1814	Intermediate	Intermediate	Intermediate	Intermediate
2065		Colonialism at the Movies: American History in Film	Intermediate	Intermediate	Intermediate	Intermediate
2066		History of Western Medicine in Film	Intermediate	Intermediate	Intermediate	Intermediate
2070		Introduction to Native American History	Intermediate	Intermediate	Intermediate	Intermediate
2071		American Indian History of the U.S. Midwest	Intermediate	Intermediate	Intermediate	Intermediate
2075		Introduction to U.S. Latino/a History	Intermediate	Intermediate	Intermediate	Intermediate
2079		Asian American History	Intermediate	Intermediate	Intermediate	Intermediate
2080		African American History to 1877	Intermediate	Intermediate	Intermediate	Intermediate
2081		African American History from 1877	Intermediate	Intermediate	Intermediate	Intermediate
2085		Exploring Race and Ethnicity in Ohio: Black Ohio in the 19th Century	Intermediate	Intermediate	Intermediate	Intermediate
2100		Introduction to the Spanish Atlantic World	Intermediate	Intermediate	Intermediate	Intermediate
2105		Latin America and the World	Intermediate	Intermediate	Intermediate	Intermediate
2110		Introduction to Native American Peoples from Mesoamerica	Intermediate	Intermediate	Intermediate	Intermediate
2111		Introduction to Native American People	Intermediate	Intermediate	Intermediate	Intermediate

Required Courses offered by the Unit		Program Learning Goals				
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
		of the Andes				
2115		Women and Gender in Latin America	Intermediate	Intermediate	Intermediate	Intermediate
2120		Revolutions and Social Movements in Modern Latin America	Intermediate	Intermediate	Intermediate	Intermediate
2125		The History of Latin America Through Film	Intermediate	Intermediate	Intermediate	Intermediate
2194		Intermediate Undergraduate Group Studies	Intermediate	Intermediate	Intermediate	Intermediate
2201	E	Ancient Greece and Rome	Intermediate	Intermediate	Intermediate	Intermediate
2201	H	Ancient Greece and Rome	Intermediate	Intermediate	Intermediate	Intermediate
2201		Ancient Greece and Rome	Intermediate	Intermediate	Intermediate	Intermediate
2202		Introduction to Medieval History	Intermediate	Intermediate	Intermediate	Intermediate
2203		Introduction to Early Modern Europe	Intermediate	Intermediate	Intermediate	Intermediate
2204	E	Modern European History	Intermediate	Intermediate	Intermediate	Intermediate
2204	H	Modern European History	Intermediate	Intermediate	Intermediate	Intermediate
2204		Modern European History	Intermediate	Intermediate	Intermediate	Intermediate
2205		Themes in the History of Western Civilization, Prehistory to 1600	Intermediate	Intermediate	Intermediate	Intermediate
2210		Classical Archaeology	Intermediate	Intermediate	Intermediate	Intermediate
2211		The Ancient Near East	Intermediate	Intermediate	Intermediate	Intermediate
2212		War in the Ancient Mediterranean World	Intermediate	Intermediate	Intermediate	Intermediate
2213		The Ancient Mediterranean City	Intermediate	Intermediate	Intermediate	Intermediate
2214		Everyday Life in Greece and Rome	Intermediate	Intermediate	Intermediate	Intermediate
2230		Decoding the Middle Ages	Intermediate	Intermediate	Intermediate	Intermediate
2231		The Crusades	Intermediate	Intermediate	Intermediate	Intermediate
2240		Elizabethan England	Intermediate	Intermediate	Intermediate	Intermediate
2250		Empires and Nations in Western Europe, 1500-present	Intermediate	Intermediate	Intermediate	Intermediate
2251		Empires and Nations in Eastern Europe, 1500-present	Intermediate	Intermediate	Intermediate	Intermediate
2252		People on the Move: Migration in Modern Europe	Intermediate	Intermediate	Intermediate	Intermediate
2260		European Thought and Culture, 19th Century	Intermediate	Intermediate	Intermediate	Intermediate

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
2261		European Thought and Culture, 20th Century	Intermediate	Intermediate	Intermediate	Intermediate
2270	E	Love in the Modern World	Intermediate	Intermediate	Intermediate	Intermediate
2270	H	Love in the Modern World	Intermediate	Intermediate	Intermediate	Intermediate
2270		Love in the Modern World	Intermediate	Intermediate	Intermediate	Intermediate
2275		Children and Childhood in the Western World	Intermediate	Intermediate	Intermediate	Intermediate
2280		Introduction to Russian History	Intermediate	Intermediate	Intermediate	Intermediate
2301	E	African Peoples and Empires in World History	Intermediate	Intermediate	Intermediate	Intermediate
2301		African Peoples and Empires in World History	Intermediate	Intermediate	Intermediate	Intermediate
2302	E	History of Modern Africa, 1800 - 1960s	Intermediate	Intermediate	Intermediate	Intermediate
2302		History of Modern Africa, 1800 - 1960s	Intermediate	Intermediate	Intermediate	Intermediate
2303	E	History of Contemporary Africa, 1960 - present	Intermediate	Intermediate	Intermediate	Intermediate
2303		History of Contemporary Africa, 1960 - present	Intermediate	Intermediate	Intermediate	Intermediate
2350		Islam, Politics, and Society in History	Intermediate	Intermediate	Intermediate	Intermediate
2351		Early Islamic Society, 610-1258	Intermediate	Intermediate	Intermediate	Intermediate
2375		Islamic Central Asia	Intermediate	Intermediate	Intermediate	Intermediate
2390		Ancient India	Intermediate	Intermediate	Intermediate	Intermediate
2391		Islamic India	Intermediate	Intermediate	Intermediate	Intermediate
2392		Colonial India	Intermediate	Intermediate	Intermediate	Intermediate
2393		Contemporary India and South Asia	Intermediate	Intermediate	Intermediate	Intermediate
2401		History of East Asia in the Pre-Modern Era	Intermediate	Intermediate	Intermediate	Intermediate
2402		History of East Asia in the Modern Era	Intermediate	Intermediate	Intermediate	Intermediate
2450		Ancient and Medieval Jewish History, 300 BCE-1100 CE	Intermediate	Intermediate	Intermediate	Intermediate
2451		Medieval and Early Modern Jewish History, 700-1700 CE	Intermediate	Intermediate	Intermediate	Intermediate
2452		Modern Jewish History 1700-Present	Intermediate	Intermediate	Intermediate	Intermediate
2453		History of Zionism and Modern Israel	Intermediate	Intermediate	Intermediate	Intermediate
2454		History of Anti-Semitism	Intermediate	Intermediate	Intermediate	Intermediate

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
2455		Jews in American Film	Intermediate	Intermediate	Intermediate	Intermediate
2475	E	History of the Holocaust	Intermediate	Intermediate	Intermediate	Intermediate
2475	H	History of the Holocaust	Intermediate	Intermediate	Intermediate	Intermediate
2475		History of the Holocaust	Intermediate	Intermediate	Intermediate	Intermediate
2500		20th Century International History	Intermediate	Intermediate	Intermediate	Intermediate
2550		History of War	Intermediate	Intermediate	Intermediate	Intermediate
2600		Introduction to Women's and Gender History	Intermediate	Intermediate	Intermediate	Intermediate
2610		Introduction to Women and Gender in the U.S.	Intermediate	Intermediate	Intermediate	Intermediate
2620		Women Changing the World: Histories of Activism and Struggle	Intermediate	Intermediate	Intermediate	Intermediate
2630		History of Modern Sexualities	Intermediate	Intermediate	Intermediate	Intermediate
2641		Global History to 1500	Intermediate	Intermediate	Intermediate	Intermediate
2642		Global History 1500 to the Present	Intermediate	Intermediate	Intermediate	Intermediate
2650		The World Since 1914	Intermediate	Intermediate	Intermediate	Intermediate
2700		Global Environmental History	Intermediate	Intermediate	Intermediate	Intermediate
2701		History of Technology	Intermediate	Intermediate	Intermediate	Intermediate
2702		Food in World History	Intermediate	Intermediate	Intermediate	Intermediate
2703		History of Public Health, Medicine and Disease	Intermediate	Intermediate	Intermediate	Intermediate
2704		Water: A Human History	Intermediate	Intermediate	Intermediate	Intermediate
2705		History of Medicine in Western Society	Intermediate	Intermediate	Intermediate	Intermediate
2706		Animals in Human History	Intermediate	Intermediate	Intermediate	Intermediate
2720		Big History	Intermediate	Intermediate	Intermediate	Intermediate
2725		Power in History	Intermediate	Intermediate	Intermediate	Intermediate
2750	E	Natives and Newcomers: Immigration and Migration in U.S. History	Intermediate	Intermediate	Intermediate	Intermediate
2750	H	Natives and Newcomers: Immigration and Migration in U.S. History	Intermediate	Intermediate	Intermediate	Intermediate
2750		Natives and Newcomers: Immigration and Migration in U.S. History	Intermediate	Intermediate	Intermediate	Intermediate
2752		Social Reform Movements in U.S. History	Intermediate	Intermediate	Intermediate	Intermediate

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
2797.01		Study at a Foreign Institution	Intermediate	Intermediate	Intermediate	Intermediate
2797.02		The Western Tradition and Contemporary Issues	Intermediate	Intermediate	Intermediate	Intermediate
2798		Study Tour	Intermediate	Intermediate	Intermediate	Intermediate
2800	E	Introduction to the Discipline of History	Intermediate	Intermediate	Intermediate	Intermediate
2800	H	Introduction to the Discipline of History	Intermediate	Intermediate	Intermediate	Intermediate
2800		Introduction to the Discipline of History	Intermediate	Intermediate	Intermediate	Intermediate
3001		American Political History to 1877	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3002		U.S. Political History Since 1877	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3003		American Presidential Elections	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3005		The United States Constitution and American Society to 1877	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3006		The United States Constitution and American Society since 1877	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3010		Colonial North American to 1763	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3011	E	The American Revolution and the New Nation	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3011	H	The American Revolution and the New Nation	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3011		The American Revolution and the New Nation	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3012		Antebellum America	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3013		Civil War and Reconstruction	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3014		Gilded Age to Progressive Era, 1877-1920	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3015		From the New Era to the New Frontier, 1921-1963	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3016		The Contemporary U.S. since 1963	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3017		The Sixties	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
3020		19th Century American Ideas	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3021		20th Century American Ideas	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3030		History of Ohio	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3031		American South to 1860	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3032		History of the U.S. West	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3040		The American City	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3041		American Labor History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3045		American Religious History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3049		War and Dissent in American History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3070	E	Native American History from European Contact to Removal, 1560-1820	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3070	H	Native American History from European Contact to Removal, 1560-1820	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3070		Native American History from European Contact to Removal, 1560-1820	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3071		Native American History from Removal to the Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3075		Mexican American Chicano/a History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3080		Slavery in the United States	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3081		Free Blacks in Antebellum America	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3082		Black Americans During the Progressive Era	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3083		Civil Rights and Black Power	Upper	Upper	Upper	Upper

Required Courses offered by the Unit		Program Learning Goals			
Semester #	S u f f i x Title	Goal 1: understandi ng influence of past, how humans view themselves	Goal 2: understand ing factors that shape human activity	Goal 3: understand ing origins of contempora ry issues	Goal 4: critically examining diverse interpretati ons
	Movements	Intermediate	Intermediate	Intermediate	Intermediate
3085	African American History Through Contemporary Film	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3086	Black Women in Slavery and Freedom	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3089	Studies in African American History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3090	Comparative Slavery	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3100	Colonial Latin America	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3101	South America Since Independence	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3102	Central America and the Caribbean since Independence	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3105	History of Brazil	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3106	History of Mexico	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3107	History of Argentina	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3110	The Jewish Experience in Latin America	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3115	History of Medicine and Public Health in Latin America	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3191	Historical Internship	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3193.01	Individual Studies	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3193.02	Individual Studies	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3194	Upper Level Undergraduate Group Studies	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3210	Archaic Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3211	Classical Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3212	Hellenistic Greece	Upper	Upper	Upper	Upper

Required Courses offered by the Unit		Program Learning Goals				
Semester #	S u f f i x	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
			Intermediate	Intermediate	Intermediate	Intermediate
3215		Sex and Gender in the Ancient World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3218		War in the Ancient Mediterranean World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3220		The Rise of the Roman Republic	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3221		Rome from the Gracchi to Nero	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3222		The Roman Empire, 69-337 CE	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3223		The Later Roman Empire	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3225		Early Byzantine Empire	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3226		Later Byzantine Empire	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3228		Religion and Society in Late Antiquity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3229		History of Early Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3230		History of Medieval Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3235		Medieval Europe I, 300-1100	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3236		Medieval Europe II, 1100-1500	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3239		Medieval England	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3240		History of the Italian Renaissance, 1250-1450	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3241		History of the Italian Renaissance, 1450-1600	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3242		The Holy Roman Empire (1495-1806)	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3245		The Age of Reformation	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3246		Tudor and Stuart Britain, 1485-1714	Upper	Upper	Upper	Upper

Required Courses offered by the Unit		Program Learning Goals			
Semester #	S u f f i x Title	Goal 1: understandi ng influence of past, how humans view themselves	Goal 2: understand ing factors that shape human activity	Goal 3: understand ing origins of contempora ry issues	Goal 4: critically examining diverse interpretati ons
		Intermediate	Intermediate	Intermediate	Intermediate
3247	Magic and Witchcraft in Early Modern Europe (1450-1750)	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3249	Early-Modern Europe, 1560-1778	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3250	Revolutionary and Napoleonic Europe, 1750-1815	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3251	History of Europe in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3252	Europe in the 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3253	20th Century Europe to 1950	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3254	Europe Since 1950	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3260	Britain in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3261	Britain in the 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3262	France in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3263	France in the 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3264	19th Century German History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3265	20th Century German History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3266	History of Spain, 1469-Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3267	Modern Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3268	Eastern Europe in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3269	Eastern Europe in the 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3270	History of World War I	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3275	Religion and its Critics in Modern	Upper	Upper	Upper	Upper

Required Courses offered by the Unit		Program Learning Goals				
Semester #	S u f f i x	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
		Thought	Intermediate	Intermediate	Intermediate	Intermediate
3280		History of Russia to 1700	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3281		Imperial Russian History, 1700-1917	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3282		History of the Soviet Union	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3283		Siberia in World History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3301		History of Modern West Africa, post 1800	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3302		Nationalism, Socialism, and Revolution in Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3303		War and Genocide in 20 and 21st Cent. Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3304		History of Islam in Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3305	E	History of Islamic Movements in West Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3305	H	History of Islamic Movements in West Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3305		History of Islamic Movements in West Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3306		History of African Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3307		History of African Health and Healing	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3308		History of U.S.-Africa Relations-1900-Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3309		Critical Issues of 20th Century Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3310		History of African Cinema	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3311		Globalization and Development in Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3350		The Middle East in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3351		Intellectual and Social Movements in	Upper	Upper	Upper	Upper

Required Courses offered by the Unit		Program Learning Goals			
Semester #	S u f f i x Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
	the Muslim World	Intermediate	Intermediate	Intermediate	Intermediate
3352	Marginal Groups in the Non-Western World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3353	Jewish Communities under Islamic Rule	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3354	Islamic Spain and North Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3356	The Ottoman Empire, 1300-1800	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3358	The Middle East Since 1914	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3360	History of Iran	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3365	History of Afghanistan	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3375	Mongol World Empire: Central Eurasia, 1000-1500	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3376	The Silk Road: Commerce and Culture in Eurasia 200 BCE-1498 CE	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3401	Foundations of Chinese Civilization	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3402	Chinese Empire, 10th – 14th Centuries	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3403	History of Early modern China: 14th-18th century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3404	Modern China 1750-1949	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3405	Contemporary China 1921-2000	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3410	Studies in Chinese History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3411	Gender and Sexuality in China	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3425	History of Japan before 1800	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3426	History of Modern Japan	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3450	History of Ancient Israel (to 300 BCE)	Upper	Upper	Upper	Upper

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
			Intermediate	Intermediate	Intermediate	Intermediate
3455		Jewish Life from the Renaissance to the Early Enlightenment	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3460		European Jewish History, 1789-1989	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3465		American Jewish History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3470		Messiahs and Messianism in Jewish History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3500	E	U.S. Diplomacy from Independence to 1920	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3500	H	U.S. Diplomacy from Independence to 1920	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3500		U.S. Diplomacy from Independence to 1920	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3501	E	U.S. Diplomacy, 1920-present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3501	H	U.S. Diplomacy, 1920-present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3501		U.S. Diplomacy, 1920-present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3505		U.S. Diplomacy in the Middle East	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3525		19th Century European International History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3526		20th Century European International History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3540		Modern Intelligence History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3550		War in World History, 500-1650	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3551		War in World History, 1651-1899	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3552		War in World History, 1900-present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3560		American Military History, 1607-1902	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3561		American Military History, 1902 to the	Upper	Upper	Upper	Upper

Required Courses offered by the Unit		Program Learning Goals			
Semester #	S u f f i x Title	Goal 1: understandi ng influence of past, how humans view themselves	Goal 2: understand ing factors that shape human activity	Goal 3: understand ing origins of contempora ry issues	Goal 4: critically examining diverse interpretati ons
	Present	Intermediate	Intermediate	Intermediate	Intermediate
3570	World War II	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3580	The Vietnam War	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3590	Wars of Empire	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3597	Contemporary World/Capstone	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3600	Studies in Women's/Gender History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3610	Introduction to Women and Gender in the U.S.	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3612	Asian American Women: Race, Sex, & Representations	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3620	Lesbian, Gay, Bisexual, and Transgender History in the United States, 1940-2003	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3630	Same Sex Sexuality in a Global Context	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3640	Medieval Women – Power, Piety, and Production	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3641	Women and Gender in Early Modern Europe: 1450-1750	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3642	Women in Modern Europe, from the 18th century to the Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3650	Families in Historical Perspective	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3675	How to Stage a Revolution	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3700	American Environmental History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3701	History of American Medicine	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3705	History of Capitalism in Comparative and Global Perspective	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3710	European Environmental History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate

Required Courses offered by the Unit		Program Learning Goals				
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
3711		Science and Society in Early Modern Europe	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3712		Science and Society in Modern Europe	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3715		Explorations of Science , Technology and the Environment in East Asia	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3720		Environmental History of Ancient Greece and Rome	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3750		Race, Ethnicity, and Nation in Global Perspective	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3797		Study at a Foreign Institution	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3798		Study Tour	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3800	E	Introduction to Historical Research	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3800	H	Introduction to Historical Research	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
4000	E	Readings in Early American History	Advanced	Advanced	Advanced	Advanced
4000	H	Readings in Early American History	Advanced	Advanced	Advanced	Advanced
4000		Readings in Early American History	Advanced	Advanced	Advanced	Advanced
4005	E	Research Seminar in Early American History	Advanced	Advanced	Advanced	Advanced
4005	H	Research Seminar in Early American History	Advanced	Advanced	Advanced	Advanced
4005		Research Seminar in Early American History	Advanced	Advanced	Advanced	Advanced
4010	E	Readings in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4010	H	Readings in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4010		Readings in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4015	E	Research Seminar in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4015	H	Research Seminar in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4015		Research Seminar in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4080	E	Readings in African American History	Advanced	Advanced	Advanced	Advanced

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
4080	H	Readings in African American History	Advanced	Advanced	Advanced	Advanced
4080		Readings in African American History	Advanced	Advanced	Advanced	Advanced
4085	E	Research Seminar in African American History	Advanced	Advanced	Advanced	Advanced
4085	H	Research Seminar in African American History	Advanced	Advanced	Advanced	Advanced
4085		Research Seminar in African American History	Advanced	Advanced	Advanced	Advanced
4090	E	Readings in Atlantic World History	Advanced	Advanced	Advanced	Advanced
4090	H	Readings in Atlantic World History	Advanced	Advanced	Advanced	Advanced
4090		Readings in Atlantic World History	Advanced	Advanced	Advanced	Advanced
4095	E	Research Seminar in Atlantic World History	Advanced	Advanced	Advanced	Advanced
4095	H	Research Seminar in Atlantic World History	Advanced	Advanced	Advanced	Advanced
4095		Research Seminar in Atlantic World History	Advanced	Advanced	Advanced	Advanced
4100	E	Readings in Latin American History	Advanced	Advanced	Advanced	Advanced
4100	H	Readings in Latin American History	Advanced	Advanced	Advanced	Advanced
4100		Readings in Latin American History	Advanced	Advanced	Advanced	Advanced
4125	E	Research Seminar in Latin American History	Advanced	Advanced	Advanced	Advanced
4125	H	Research Seminar in Latin American History	Advanced	Advanced	Advanced	Advanced
4125		Research Seminar in Latin American History	Advanced	Advanced	Advanced	Advanced
4193.01		Individual Studies	Advanced	Advanced	Advanced	Advanced
4193.02		Individual Studies	Advanced	Advanced	Advanced	Advanced
4194		Advanced Undergraduate Group Studies	Advanced	Advanced	Advanced	Advanced
4210	E	Readings in Greek History	Advanced	Advanced	Advanced	Advanced
4210	H	Readings in Greek History	Advanced	Advanced	Advanced	Advanced
4210		Readings in Greek History	Advanced	Advanced	Advanced	Advanced
4211	E	Readings in Roman History	Advanced	Advanced	Advanced	Advanced
4211	H	Readings in Roman History	Advanced	Advanced	Advanced	Advanced

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
4211		Readings in Roman History	Advanced	Advanced	Advanced	Advanced
4212	E	Readings in Late Antiquity	Advanced	Advanced	Advanced	Advanced
4212	H	Readings in Late Antiquity	Advanced	Advanced	Advanced	Advanced
4212		Readings in Late Antiquity	Advanced	Advanced	Advanced	Advanced
4213	E	Readings in Byzantine History	Advanced	Advanced	Advanced	Advanced
4213	H	Readings in Byzantine History	Advanced	Advanced	Advanced	Advanced
4213		Readings in Byzantine History	Advanced	Advanced	Advanced	Advanced
4215	E	Research Seminar in Greek History	Advanced	Advanced	Advanced	Advanced
4215	H	Research Seminar in Greek History	Advanced	Advanced	Advanced	Advanced
4215		Research Seminar in Greek History	Advanced	Advanced	Advanced	Advanced
4216	E	Research Seminar in Roman History	Advanced	Advanced	Advanced	Advanced
4216	H	Research Seminar in Roman History	Advanced	Advanced	Advanced	Advanced
4216		Research Seminar in Roman History	Advanced	Advanced	Advanced	Advanced
4217	E	Research Seminar in Late Antiquity	Advanced	Advanced	Advanced	Advanced
4217	H	Research Seminar in Late Antiquity	Advanced	Advanced	Advanced	Advanced
4217		Research Seminar in Late Antiquity	Advanced	Advanced	Advanced	Advanced
4218	E	Research Seminar in Byzantine History	Advanced	Advanced	Advanced	Advanced
4218	H	Research Seminar in Byzantine History	Advanced	Advanced	Advanced	Advanced
4218		Research Seminar in Byzantine History	Advanced	Advanced	Advanced	Advanced
4230	E	Readings in Medieval History	Advanced	Advanced	Advanced	Advanced
4230	H	Readings in Medieval History	Advanced	Advanced	Advanced	Advanced
4230		Readings in Medieval History	Advanced	Advanced	Advanced	Advanced
4235	E	Research Seminar in Medieval History	Advanced	Advanced	Advanced	Advanced
4235	H	Research Seminar in Medieval History	Advanced	Advanced	Advanced	Advanced
4235		Research Seminar in Medieval History	Advanced	Advanced	Advanced	Advanced
4240	E	Readings in Renaissance and Reformation History	Advanced	Advanced	Advanced	Advanced
4240	H	Readings in Renaissance and Reformation History	Advanced	Advanced	Advanced	Advanced
4240		Readings in Early Modern European History	Advanced	Advanced	Advanced	Advanced
4245	E	Research Seminar in Early Modern European History	Advanced	Advanced	Advanced	Advanced

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
4245	H	Research Seminar in Early Modern European History	Advanced	Advanced	Advanced	Advanced
4245		Research Seminar in Early Modern European History	Advanced	Advanced	Advanced	Advanced
4250	E	Readings in Modern European History	Advanced	Advanced	Advanced	Advanced
4250	H	Readings in Modern European History	Advanced	Advanced	Advanced	Advanced
4250		Readings in Modern European History	Advanced	Advanced	Advanced	Advanced
4255	E	Research Seminar in Modern European History	Advanced	Advanced	Advanced	Advanced
4255	H	Research Seminar in Modern European History	Advanced	Advanced	Advanced	Advanced
4255		Research Seminar in Modern European History	Advanced	Advanced	Advanced	Advanced
4280	E	Readings in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4280	H	Readings in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4280		Readings in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4285	E	Research Seminar in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4285	H	Research Seminar in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4285		Research Seminar in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4300	E	Readings in African History	Advanced	Advanced	Advanced	Advanced
4300	H	Readings in African History	Advanced	Advanced	Advanced	Advanced
4300		Readings in African History	Advanced	Advanced	Advanced	Advanced
4325	E	Research Seminar in African History	Advanced	Advanced	Advanced	Advanced
4325	H	Research Seminar in African History	Advanced	Advanced	Advanced	Advanced
4325		Research Seminar in African History	Advanced	Advanced	Advanced	Advanced
4350	E	Readings in Islamic History	Advanced	Advanced	Advanced	Advanced
4350	H	Readings in Islamic History	Advanced	Advanced	Advanced	Advanced
4350		Readings in Islamic History	Advanced	Advanced	Advanced	Advanced
4375	E	Research Seminar in Islamic History	Advanced	Advanced	Advanced	Advanced

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
4375	H	Research Seminar in Islamic History	Advanced	Advanced	Advanced	Advanced
4375		Research Seminar in Islamic History	Advanced	Advanced	Advanced	Advanced
4390	E	Readings in South Asian History	Advanced	Advanced	Advanced	Advanced
4390	H	Readings in South Asian History	Advanced	Advanced	Advanced	Advanced
4390		Readings in South Asian History	Advanced	Advanced	Advanced	Advanced
4395	E	Research Seminar in South Asian History	Advanced	Advanced	Advanced	Advanced
4395	H	Research Seminar in South Asian History	Advanced	Advanced	Advanced	Advanced
4395		Research Seminar in South Asian History	Advanced	Advanced	Advanced	Advanced
4400	E	Readings in Chinese History	Advanced	Advanced	Advanced	Advanced
4400	H	Readings in Chinese History	Advanced	Advanced	Advanced	Advanced
4400		Readings in Chinese History	Advanced	Advanced	Advanced	Advanced
4410	E	Research Seminar in Chinese History	Advanced	Advanced	Advanced	Advanced
4410	H	Research Seminar in Chinese History	Advanced	Advanced	Advanced	Advanced
4410		Research Seminar in Chinese History	Advanced	Advanced	Advanced	Advanced
4425	E	Readings in Japanese History	Advanced	Advanced	Advanced	Advanced
4425	H	Readings in Japanese History	Advanced	Advanced	Advanced	Advanced
4425		Readings in Japanese History	Advanced	Advanced	Advanced	Advanced
4430	E	Research Seminar in Japanese History	Advanced	Advanced	Advanced	Advanced
4430	H	Research Seminar in Japanese History	Advanced	Advanced	Advanced	Advanced
4430		Research Seminar in Japanese History	Advanced	Advanced	Advanced	Advanced
4450	E	Readings in Jewish History	Advanced	Advanced	Advanced	Advanced
4450	H	Readings in Jewish History	Advanced	Advanced	Advanced	Advanced
4450		Readings in Jewish History	Advanced	Advanced	Advanced	Advanced
4475	E	Research Seminar in Jewish History	Advanced	Advanced	Advanced	Advanced
4475	H	Research Seminar in Jewish History	Advanced	Advanced	Advanced	Advanced
4475		Research Seminar in Jewish History	Advanced	Advanced	Advanced	Advanced
4500	E	Readings in International History	Advanced	Advanced	Advanced	Advanced
4500	H	Readings in International History	Advanced	Advanced	Advanced	Advanced
4500		Readings in International History	Advanced	Advanced	Advanced	Advanced
4525	E	Research Seminar in International	Advanced	Advanced	Advanced	Advanced

Required Courses offered by the Unit		Program Learning Goals				
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
		History				
4525	H	Research Seminar in International History	Advanced	Advanced	Advanced	Advanced
4525		Research Seminar in International History	Advanced	Advanced	Advanced	Advanced
4550	E	Readings in Military History	Advanced	Advanced	Advanced	Advanced
4550	H	Readings in Military History	Advanced	Advanced	Advanced	Advanced
4550		Readings in Military History	Advanced	Advanced	Advanced	Advanced
4575	E	Research Seminar in Military History	Advanced	Advanced	Advanced	Advanced
4575	H	Research Seminar in Military History	Advanced	Advanced	Advanced	Advanced
4575		Research Seminar in Military History	Advanced	Advanced	Advanced	Advanced
4585		History of Literacy	Advanced	Advanced	Advanced	Advanced
4600	E	Readings in Women's/Gender History	Advanced	Advanced	Advanced	Advanced
4600	H	Readings in Women's/Gender History	Advanced	Advanced	Advanced	Advanced
4600		Readings in Women's/Gender History	Advanced	Advanced	Advanced	Advanced
4625	E	Research Seminar in Women's/Gender History	Advanced	Advanced	Advanced	Advanced
4625	H	Research Seminar in Women's/Gender History	Advanced	Advanced	Advanced	Advanced
4625		Research Seminar in Women's/Gender History	Advanced	Advanced	Advanced	Advanced
4650	E	Readings in World/Global/Transnational History	Advanced	Advanced	Advanced	Advanced
4650	H	Readings in World/Global/Transnational History	Advanced	Advanced	Advanced	Advanced
4650		Readings in World/Global/Transnational History	Advanced	Advanced	Advanced	Advanced
4675	E	Research Seminar in World/Global/Transnational History	Advanced	Advanced	Advanced	Advanced
4675	H	Research Seminar in World/Global/Transnational History	Advanced	Advanced	Advanced	Advanced
4675		Research Seminar in World/Global/Transnational History	Advanced	Advanced	Advanced	Advanced
4700	E	Readings in the History of Environment, Technology, and Science	Advanced	Advanced	Advanced	Advanced
4700	H	Readings in the History of	Advanced	Advanced	Advanced	Advanced

Required Courses offered by the Unit		Program Learning Goals				
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
		Environment, Technology, and Science				
4700		Readings in the History of Environment, Technology, and Science	Advanced	Advanced	Advanced	Advanced
4705	E	Research Seminar in the History of Environment, Technology, and Science	Advanced	Advanced	Advanced	Advanced
4705	H	Research Seminar in the History of Environment, Technology, and Science	Advanced	Advanced	Advanced	Advanced
4705		Research Seminar in the History of Environment, Technology, and Science	Advanced	Advanced	Advanced	Advanced
4725	E	Readings in the History and Theory of the State	Advanced	Advanced	Advanced	Advanced
4725	H	Readings in the History and Theory of the State	Advanced	Advanced	Advanced	Advanced
4725		Readings in the History and Theory of the State	Advanced	Advanced	Advanced	Advanced
4730	E	Research Seminar in the History and Theory of the State	Advanced	Advanced	Advanced	Advanced
4730	H	Research Seminar in the History and Theory of the State	Advanced	Advanced	Advanced	Advanced
4730		Research Seminar in the History and Theory of the State	Advanced	Advanced	Advanced	Advanced
4790	E	Readings in History	Advanced	Advanced	Advanced	Advanced
4790	H	Readings in History	Advanced	Advanced	Advanced	Advanced
4790		Readings in History	Advanced	Advanced	Advanced	Advanced
4795	E	Research Seminar in History	Advanced	Advanced	Advanced	Advanced
4795	H	Research Seminar in History	Advanced	Advanced	Advanced	Advanced
4795		Research Seminar in History	Advanced	Advanced	Advanced	Advanced
4797		Study at a Foreign Institution	Advanced	Advanced	Advanced	Advanced
4798.01		Study Tour	Advanced	Advanced	Advanced	Advanced
4798.02		Study Tour: Shanghai, 1750 to 2050	Advanced	Advanced	Advanced	Advanced
4881		Interdepartmental Seminar	Advanced	Advanced	Advanced	Advanced
4998	E	Honors Undergraduate Research in History	Advanced	Advanced	Advanced	Advanced
4998	H	Honors Undergraduate Research in History	Advanced	Advanced	Advanced	Advanced
4998		Undergraduate Research in History	Advanced	Advanced	Advanced	Advanced

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
4999	E	Honors Undergraduate Research Thesis	Advanced	Advanced	Advanced	Advanced
4999	H	Honors Undergraduate Research Thesis	Advanced	Advanced	Advanced	Advanced
4999		Undergraduate Research Thesis	Advanced	Advanced	Advanced	Advanced
5000		Special Topics in Early American History	Advanced	Advanced	Advanced	Advanced
5010		Special Topics in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
5080		Special Topics in African American History	Advanced	Advanced	Advanced	Advanced
5090		Special Topics in Atlantic World History	Advanced	Advanced	Advanced	Advanced
5100		Special Topics in Latin American History	Advanced	Advanced	Advanced	Advanced
5194		Combined Undergrad and Grad Group Studies	Advanced	Advanced	Advanced	Advanced
5210		Special Topics in Greek History	Advanced	Advanced	Advanced	Advanced
5211		Special Topics in Roman History	Advanced	Advanced	Advanced	Advanced
5212		Special Topics in Late Antique History	Advanced	Advanced	Advanced	Advanced
5213		Special Topics in Byzantine History	Advanced	Advanced	Advanced	Advanced
5230		Special Topics in Medieval History	Advanced	Advanced	Advanced	Advanced
5240		Special Topics in Early Modern European History	Advanced	Advanced	Advanced	Advanced
5250		Special Topics in Modern European History	Advanced	Advanced	Advanced	Advanced
5280		Special Topics in Russian, East European, and Eurasian History	Advanced	Advanced	Advanced	Advanced
5300		Special Topics in African History	Advanced	Advanced	Advanced	Advanced
5350		Special Topics in Islamic History	Advanced	Advanced	Advanced	Advanced
5390		Special Topics in South Asian History	Advanced	Advanced	Advanced	Advanced
5400		Special Topics in Chinese History	Advanced	Advanced	Advanced	Advanced
5425		Special Topics in Japanese History	Advanced	Advanced	Advanced	Advanced
5450		Special Topics in Jewish History	Advanced	Advanced	Advanced	Advanced
5500		Special Topics in International History	Advanced	Advanced	Advanced	Advanced
5550		Special Topics in Military History	Advanced	Advanced	Advanced	Advanced
5600		Special Topics in Women's/Gender History	Advanced	Advanced	Advanced	Advanced

Required Courses offered by the Unit		Program Learning Goals				
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
5650		Special Topics in World/Global/Transnational History	Advanced	Advanced	Advanced	Advanced
5700		Special Topics in the History of Environment, Technology, and Science	Advanced	Advanced	Advanced	Advanced
5725		Special Topics in the History and Theory of the State	Advanced	Advanced	Advanced	Advanced
5790		Special Topics in History	Advanced	Advanced	Advanced	Advanced
5900		Introduction to Quantitative Methods in History	Advanced	Advanced	Advanced	Advanced