

## 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 2002H  
Course Title Making America Modern  
Transcript Abbreviation HnrsModAmerica  
Course Description This course examines twentieth century American history in a global perspective, with special emphasis on the themes of industrial, military, and global expansion, as well as the expansion of civil and political rights of the American people. Students in good standing in the course will have the opportunity to participate in a University-sponsored field trip to Chicago.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 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 2002, 1152 (152), or 152H.

## 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 understand the ways in which critical historical developments have influenced the United States' development and its relations with other regions of the world.

### **Content Topic List**

- Industrial expansion
- Military expansion
- Global expansion
- Civil rights
- Immigration
- Urbanization
- World War I
- World War II
- Cold War
- Social movements

## Attachments

- Honors History 2002 Syllabus.docx: Honors History 2002 Syllabus  
*(Syllabus. Owner: Bowerman,Ashley E.)*
- Non-Honors History 2002 Syllabus.docx: Non-Honors History 2002 Syllabus  
*(Syllabus. Owner: Bowerman,Ashley E.)*
- Honors History 2002 Enhancement Statement.docx: Honors History 2002 Enhancement Stmt.  
*(Statement of Qualitative Difference. 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.)*

## Comments

- - Please work with ASC Tech and attach appropriate document if you wish to offer the course 50% or more at a distance  
-Should History 1152 also be excluded? *(by Vankeerbergen,Bernadette Chantal on 04/24/2014 02:45 PM)*

**COURSE REQUEST**  
2002H - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
04/30/2014

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Bowerman, Ashley E.	03/27/2014 11:54 AM	Submitted for Approval
Approved	Baker, Paula M	03/27/2014 11:55 AM	Unit Approval
Approved	Heysel, Garrett Robert	04/20/2014 09:38 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	04/24/2014 02:46 PM	ASCCAO Approval
Submitted	Baker, Paula M	04/24/2014 03:10 PM	Submitted for Approval
Approved	Baker, Paula M	04/24/2014 03:11 PM	Unit Approval
Approved	Heysel, Garrett Robert	04/28/2014 08:56 PM	College Approval
Pending Approval	Vankeerbergen, Bernadette Chantal Nolen, Dawn Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole Hanlin, Deborah Kay	04/28/2014 08:56 PM	ASCCAO Approval

HONORS HISTORY 2002  
SPRING SEMESTER 2013  
CLASS MEETINGS:

INSTRUCTOR  
OFFICE AND PHONE  
OFFICE HOURS  
EMAIL

### **HONORS HISTORY 2002: MAKING AMERICA MODERN**

Honors History 2002 examines twentieth century American history in global perspective, with special emphasis on the theme of expansion – industrial, military, and global expansion; as well as the expansion of civil and political rights of the American people. Through the reading and interpretation of a variety of primary and secondary sources, students will explore the ways in which critical historical developments such as imperial expansion, the rise of industrial capitalism, immigration and urbanization, the domestic and global dynamics of two world wars and the Cold War, the growth of the “military-industrial complex,” and mass social movements have influenced the nation’s development and its relations with other regions of the world.

Students in good standing in the course will also have the opportunity to participate in a University-sponsored field trip to Chicago. Having become familiar with a number of significant historical movements and developments centered in Chicago through the course reading and lectures (e.g. meatpacking industry, Settlement House Movement, Prohibition, University of Chicago and the Manhattan Project, the 1968 Democratic National Convention), students will find much of interest to explore in Chicago’s City Museum, the Hull House, and other venues.

#### **COURSE OBJECTIVES:**

This course fulfills the General Education requirement for Historical Study. History courses develop students’ knowledge of how past events influence today’s society and help them understand how humans view themselves.

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, 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  
Students will assess changing interpretations of such subjects as social and political reform, immigration, and imperialism.

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

Students will assess, for example, the impact of industrialization in various regions of the United States and the differences and similarities in racial ideologies in the North and South. Students will also encounter comparative and transnational perspectives on immigration and economic development. Students will explore the involvement of the United States in the wars of the twentieth century, and how that led to vigorous and continuing debates about the relationship of the individual citizen and government, and the relationships between local, state and federal governments.

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

For example, students will discuss competing ideas about rights from 1877 to the present era, and especially how they played out in movements to extend and to deny the right to vote to women, African Americans, and finally those of age for military service.

4. Students will carry out in-depth analysis in two papers on the social conditions produced by industrialization and recent wars

Students will write on a classic depiction of industrial labor relations at the beginning of the twentieth century, and a second analysis of a book on the way the US government has sought to control imagery in the public sphere to expedite mobilization by shaping the citizenry's view of the causes and aims of the war.

## **Social Diversity**

**This course fills the Social Diversity in the US GE requirement.**

**Goals:** Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

### **Expected Learning Outcomes:**

#### **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:

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 social distinctions among the regions of post-Civil War American society. One can keep one eye on distinctions from preindustrial American society and from Western Old World society, but the regional comparative model is most fruitful. In race, one can explore how discriminatory practices by whites was similar and dissimilar in the South and North. In gender, one can explore how (constantly moving) frontier society often allowed women more opportunity than in, say, working class urban society. One can persuade the student to see how class became more stratified over time because of the growth of industrial capitalism. Ethnicity is a rich subject because of the great era of immigration, allowing the student to grasp how the melting pot came to melt, but slowly. Religion again helps the student understand regional distinctions by seeing the tremendous diversification that occurred in northern cities, while the South retained more traditional, limited, evangelical Christian patterns. By developing the theme of the political party systems one shows the students how all of these categories of analysis came to bear in the distribution of local and national power.

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

Students should be expected to be aware of competing theories of social and political formation on their exams, for example, as to whether there was basic continuity in racial categories over time, however more elaborate and supposedly sophisticated racial theories became over the years.

- 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 question of whether American socialism was primarily a home-grown product or a borrowing from a foreign and essentially alien philosophical strain. Students will also assess competing understandings of race, gender, and nation through, for example, analyses of the Spanish American War, the debate surrounding the Equal Rights Amendment, and wartime propaganda.

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

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.

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

The student should be exposed to the very difficult phenomenon whereby movements by various social groups after 1877 for greater political power often competed with one another (men and women, common whites and blacks, and so on), and to think theoretically about why this competition was as relatively strong or weak as it was, according to the student's specific model of analysis.

6. Carry out in-depth analysis in a final paper comparing distinct moments of ethnic, racial, nationalist, gender, class, and/or religious mobilization or social movements and their effects

The student has the opportunity in the final paper on Roeder's *The Censored War* to synthesize all elements of American diversity in the conflict that, for all its destructiveness, set American society up for the success of progressive movements for change in the old structures of race, gender, class, ethnicity, religion and national identity that had always hindered a majority of individuals from realizing the American promise of self-fulfillment and equality before the law.

#### **REQUIRED READINGS (available at the campus bookstore) :**

William Chafe, *The Rise and Fall of the American Century: U.S. from 1890-2009* (Oxford University Press, 2008)

Upton Sinclair, *The Jungle* (any edition)

George H. Roeder, Jr., *The Censored War: American Visual Experience During World War II* (Yale University Press, 1993)

Selected primary sources made available via Carmen or distributed in class.

#### **COURSE WORK:**

Course requirements consist of two midterms and a final exam (all take-home exams, 4-6 pages in length), two short papers on the assigned readings (each 3-4 pages), a historical geography map quiz, and regular class participation. **All written assignments must be completed in order to earn credit for this course.**

#### **POLICIES ON COURSE WORK AND MAKEUP EXAMS:**

All written assignments must be completed in order to earn credit for this course. All course work with the exception of the final paper must be completed by the last week of the semester (that is, before the start of finals week) in order to receive credit for the assignment.

Students are strongly advised to attend and participate in all class meetings and will be held responsible for all information presented in class including any changes to the course syllabus. The professor will take attendance regularly. Students who miss more than three class sessions will forfeit their participation grade (10% course grade).

All students must take the exams and quizzes at their scheduled times. Makeup exams will be given only by prior consent of the professor or upon presentation of proof of illness or other compelling excuse within 1 working day of the scheduled date of the exam or quiz. If you

miss an exam or quiz and fail to contact me within one working day, you will be penalized a minimum of one letter grade on that assignment. Makeup exams and quizzes will be given at the instructor's convenience.

**NOTES ON CLASSROOM ETIQUETTE:**

**TURN YOUR CELL PHONES OFF!!**

Students are expected to conduct themselves in an appropriate manner while in the classroom. This means students should be in class on time, remain in the classroom until they have been dismissed, and refrain from disruptive behaviors such as leaving their cell phones turned on, reading the newspaper, doing assignments for other courses, sleeping, frequent talking to fellow students, packing up to leave before the end of the class session, eating loudly, or otherwise disrupting the class.

**SCHEDULE OF ASSIGNMENTS:**

Paper, Sinclair	Week 3
First Midterm:	Week 4
Paper, Roeder	Week 8
Second Midterm:	Week 9
Map Quiz:	Week 14
Final exam:	Finals Week

**METHOD OF DETERMINING FINAL COURSE GRADE:**

Paper, Sinclair:	10%
First Midterm:	20%
Paper, Roeder	10%
Second Midterm:	20%
Map Quiz:	10%
Final Exam:	20%
Class Participation:	10%

**GRADING SCALE:**

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+

60–66      D  
59 or below    E

**COURSE SCHEDULE:**

**WEEK**

**TOPICS OF DISCUSSION & ASSIGNMENTS**

**Week 1**

Introduction: The World in 1900  
U.S. and the Acquisition of Empire

Reading:

Sinclair, *The Jungle* (chs. 1-17)  
Chafe,

Primary Sources:

Alfred Thayer Mahan, Albert Beveridge, Platform for the American Anti-Imperialist League, Emilio Aguinaldo

Web Recommendation: The Spanish-American War in Motion Pictures (Library of Congress)

**Week 2**

The Progressive Impulse

Reading:

Sinclair, *The Jungle* (chs. 18-26)  
Chafe, ch. 1

Primary Sources:

Jane Addams, Jacob Riis, Eugene V. Debs, Booker T. Washington, W.E.B. Du Bois, Crusade for Woman Suffrage, Mrs. Arthur M. Dodge  
“The Threat to the Home”

Web Recommendation:

Remembering the Triangle Factory Fire (Cornell University)

**Week 3**

An Emerging World Power: The U.S. and the Great War  
**WRITING ASSIGNMENT ON *THE JUNGLE DUE***

Reading:

Chafe, ch. 2

Primary Sources:

Wilson’s Fourteen Points, Siegfried Sassoon, Treaty of Versailles in Global Perspective, Ho Chi Minh’s 1919 Petition, the First Red Scare

Web Recommendation:  
Propaganda

George Creel’s Committee on Public Information; WWI Atrocity

**Week 4**

The Roaring Twenties  
**FIRST MIDTERM EXAM**

Reading:

Chafe, ch. 3

Primary Sources:

KKK Resurgence, Marcus Garvey, Langston Hughes, Bruce Barton’s  
“The Man Nobody Knows,” Margaret Sanger’s Crusade for Birth Control

Web Recommendation:

Without Sanctuary: Photographs and Postcards of Lynching in America

**Week 5**                      The Global Economic Crisis: Domestic & International Responses to the Great Depression

Reading:                      Chafe, ch. 4  
Primary Sources:            FDR's Inaugural Address; Huey Long's Share Our Wealth plan; the Bonus March

Web Recommendation: America from the Great Depression to World War II: FSA-OWI Photographs

Slave Narratives from the Federal Writers' Project, 1936-38

**Week 6**                      The Global Economic Crisis: Domestic & International Responses to the Great Depression

Reading:                      Chafe, ch. 4  
Primary Sources:            A World in Depression, Adolph Hitler's NAZI Party, Japan & the Manchurian Incident, the Washington Conference

**Week 7**                      Waging Global War: The "Good War" Revisited  
FILM: Frank Capra's *Why We Fight*

Reading:                      David Kahn, "Pearl Harbor as Intelligence Failure"  
Roeder, *The Censored War*, chs. 1-2  
Chafe, ch. 5  
Primary Sources:            FDR's "Arsenal of Democracy" Speech; Bataan Death March; the D-Day Invasion; the Wannsee Conference, Hersey "Hiroshima"

Web Recommendation:      Goebbels and the Nazi Propaganda War

**Week 8**                      The American Home Front: Mobilizing for War  
**WRITING ASSIGNMENT ON *THE CENSORED WAR DUE***

Reading:                      Chafe, ch. 5  
Roeder, chs. 3-4  
Primary Sources:            EO 9066, Woman Power Campaign, GI Bill, Double V Campaign

Web Recommendation:      Manhattan Project

**Week 9**                      The Post-War World: The Cold War and the American Culture of Abundance

**SECOND MIDTERM EXAM**

Reading:                      Chafe, ch. 6  
Primary Sources:            Churchill's Iron Curtain Speech; Truman Doctrine; Soviet's Denounce Truman Doctrine; The Fall of China or China Stands Up?; McCarthy's

Wheeling, West Virginia Speech; Eisenhower on the Military Industrial Complex

Web Work: “Duck and Cover” Civil Defense Exercises online

**Week 10** The Civil Rights Movement  
FILM: *The Murder of Emmett Till*

Reading: Chafe, ch. 7  
Primary Sources: *Brown v. Topeka Board of Education*, Letter from a Birmingham Jail, SNCC, Freedom Summer

**Week 11** The Sixties and Beyond: The Great Society in Crisis

Reading: Chafe, ch. 8  
Primary Sources: Malcolm X, Stokely Carmichael, Port Huron Statement, The Case for the ERA, Phyllis Schlafly and Traditional Gender Roles, Roe v. Wade

**Week 12** From Vietnam to Watergate

Reading: Chafe, ch. 9  
Primary Sources: Ho Chi Minh’s Declaration of Independence; Gulf of Tonkin Resolution, Cronkite’s Mired in Stalemate broadcast; Life Magazine: One Week’s Dead; VVAW

Web Recommendation: Kent State Tragedy

**Week 13** The Conservative Resurgence & the End of the Cold War

Reading: Chafe, chs. 10-11  
Primary Sources: Ronald Reagan’s Evil Empire Speech, Reagan’s “America’s Purpose in the World,” The Iran-Contra Affair

Web Recommendation: Collapse of the Berlin Wall

**Week 14** History and Memory  
**MAP QUIZ**

Reading: Chafe, ch. 12

Web Recommendation: Smithsonian Exhibit on the Enola Gay

**FINAL EXAMINATION: FINALS WEEK, PRECISE DATE TBA**

**Additional Policies:****ACADEMIC MISCONDUCT WILL NOT BE TOLERATED!**

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/csc/>)

**DISABILITY SERVICES:**

Students with disabilities that have been certified by the Office 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 Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>.

History 2002  
Thomas N. Ingersoll  
Spring 2011

Office: Galvin 470A  
Hours: W. 11-2  
Or by appointment  
Campus phone: 995-8373

[NB: this syllabus is designed for a regional campus course for which the instructor is uniquely responsible: there are no sections, all class meetings are lecture-based.]

## **American Civilization Since 1877**

### **General Objectives:**

- To study the transformation of American society from the abandonment of Reconstruction policies in 1877 to the present
- To relate structural changes in American society to the development of ideology, political institutions, and culture
- To view American history in the larger transatlantic and global context

### **Specific Objectives:**

- To explore the development of capitalism, Progressivism, and socialism
- To understand American civilization as a creation by three major racial groups—"red, white, and black"—and many ethnic groups
- To discern regional characteristics in the context of a "national culture"
- To explain why Americans participated in the Spanish-American War, two World Wars, the Cold War, Korean "War," Vietnam "War," Afghanistan "War," Gulf (or First Iraq) War and Iraq "War" [quotation marks indicate "police actions" rather than declared wars]

### **Pedagogical framework:**

- This course consists of twenty lectures, associated reading assignments in a college text, two midterms, two writing assignments, and a final exam. *All of the assignments listed in the schedule are required. Failure to complete any element of the course will result in a grade of 'incomplete.'*
- Lectures: attendance is required. Two absences from a lecture or any part thereof will result in loss of credit for participation. Please do not seek to explain absences or avoid penalties. In addition, the student is expected to participate in class discussions. Finally, a student who expects full credit for participation should plan to make at least one visit to the professor's office to discuss course matters.
- Reading assignments and take-home midterms must be completed before class begins on the date at which the assignment is listed.
- Midterms are in class and focus on definition of key concepts introduced in lecture.
- Writing Assignment I (about 3 to 4 pages) is to explain the way Upton Sinclair analyzes capitalism in the first 99 pages of *The Jungle*. (The student should read the

entire book and is supposed to know how the story comes out, especially in regard to the political development of Jurgis Rudkos, but the assignment is exclusively on pp. 1–99.) The assignment is to describe, objectively, without moral or other evaluation, the ways the writer demonstrates how the owners of large corporations like Anderson's exploited and controlled their workers.

--Writing Assignment II (about 3 to 4 pages), is to summarize *one* of the chapters in Howard Brick's *Age of Contradiction*, specifically, chapter 4, 5, 6, 7 or 8. This exercise requires the student to look up in a college dictionary or encyclopedia many of the most important terms used in the world of critical thought today, and to fit them into a succinct summary of the chapter, without quoting more than twenty words from the text. The student is not expected to be responsible for the content of the entire book. The chapters listed above are stand-alone.

--The final exam will require an essay response to a broad question.

## **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

**Required text:** Mary Beth Norton, et al., A People and A Nation, 8th ed. (Boston, 2008)  
[see the professor about using an earlier edition]

**Required books:** Upton Sinclair, The Jungle: The Uncensored Original Edition  
(Tucson, Az., 2003)

Howard Brick, Age of Contradiction: American Thought and Culture  
in the 1960s (Ithaca, NY, 1998)

<b>Evaluation:</b>	Participation:	10%
	Midterm I:	10%
	Midterm II:	10%
	Writing Assignment I:	15%
	Writing Assignment II:	20%
	Final exam:	35%

*--Plagiarism (presenting the written work of others as if it is your own) is a serious offense and is not tolerated by instructors in the History Department.*

**SCHEDULE:**

**April 14: Writing Assignment I is due**

**April 16: Midterm I**

**May 14: Midterm II**

**May 26 Writing Assignment II is due**

**June 4: [All rewritings of writing assignments are due, if applicable]**

**June TBA: Final Examination**

**Class Schedule:**

**[READING assignments refer to *A People and A Nation*]**

- Mar. 31
- Introduction: Basic Themes of the Course
  - Seventy-five Key Concepts: Liberty, Democracy, Equality
  - Aftermath of the Civil War
  - The Electoral Crisis of 1876 and the Collapse of Reconstruction
  - The South under the Reign of Jim Crow

- Apr. 2 --Theoretical Tools I: Ideology, Society, Politics, Culture  
 --The National Political System from Hayes to Wilson  
 --Theoretical Tools II: Capitalism, Progressivism (or Liberalism)  
 --"Savage" Capitalism: Unregulated Big Business--The Gospel of Wealth  
**READING:** Chapter 18
- Apr. 7 Theoretical Tools III: American Socialism from the Pilgrims to Eugene Debs  
 --Response to "Savage" Capitalism by the Socialists  
 --Response to "Savage" Capitalism by the Progressives  
**READING:** pp. 579–84, Chapter 21
- Apr. 9 Theoretical Tools IV: Aristocracy  
 --Americans Abroad: From the Spanish-American War to 1914:  
 The Progressive Impulse and "Imperialism"  
 --American Involvement in World War I  
**READING:** pp. 634–65
- Apr. 14 **WRITING ASSIGNMENT I IS DUE (Sinclair)**  
 Theoretical Tools V: World Government, Communism  
 --The League of Nations  
 --The Red Scare, 1877-2001  
**READING:** pp. 665–75
- Apr. 16 **MIDTERM I: TEN KEY CONCEPTS**  
 --African Americans: The Great Migration, the Harlem Renaissance,  
 Black Nationalism, The New Era of Race Riots (Tulsa)  
**READING:** pp. 685–86, 693–94, 699–700
- Apr. 21 A New Era of "Savage" Capitalism: The 1920s  
 --The Republican Party and the Great Crash of 1929  
 --The Great Depression  
 --Franklin Delano Roosevelt and the First New Deal (1933–34)  
**READING:** pp. 700–720
- Apr. 23 --The Second New Deal (1935), the Third New Deal (1937)  
**READING:** pp. 720–37
- Apr. 28 --Theoretical Tools VI: Fascism, Stalinism  
 --Origins of World War II  
**READING:** Chapter 26
- Apr. 30 Americans in World War II, Abroad  
**READING:** pp. 766–72, 785–90
- May 5 Americans in World War II: At Home





### Enhancement of the Honors Version of History 2002

a) Explanation of Intended Audience for Honors Course (Freshman, sophomore, specific area of study, open to students in any field of study, etc.)

The Honors version of History 2002 is open to students of any rank in any field of study. It is an overview of U.S. history.

b) Syllabus for the Proposed Honors Course. In addition to covering the substance of the course, the syllabus should contain a statement that addresses the specific goals and expectations of the course. It also should include information about assignments, tests, references, and a grading scale which indicates how assignments will be weighed. With respect to reading assignments, the syllabus should indicate the number of pages included in the reading(s) required for each class meeting and, in cases where there is a non-honors version of the course, also indicate which readings are different from or additional to those required in the non-honors version.

See attached. While the standard survey relies on a text and some supplemental readings, the honors version requires students to engage with a far greater variety of points of view and a much more in-depth treatment of the topics covered. The reading is accordingly a greater challenge in both quantity (roughly 100-150 pages per week) and difficulty.

c) Syllabus of Existing Non-Honors Course

For comparative purposes, the ASCC Honors Panel requires a copy of a syllabus for the already existing non-honors course which will parallel the proposed honors version. If the proposal is for a new honors course, there obviously will be no syllabus for an already existing non-honors course available. In such cases, the proposer should include the syllabus from a non-honors course at a level comparable to the proposed course so that the Panel has some standard within the department for comparative purposes.

See attached.

d) Statement of Qualitative Difference

The ASCC Honors Panel expects that honors courses will differ from non-honors courses in a variety of ways and so requires that the proposer include a statement that addresses the following items (with particular attention to the differences between the two versions of the course, if a nonhonors version exists):

1. How the specific goals of the course will be achieved.
2. The exposure to the basic material in the course, and ways in which added breadth and depth of material will be included.
3. The exposure to, and use of, methodology and research techniques, and especially the ways in which the course will provide exposure to the nature of scholarship in the field.
4. Amount and quality of work expected from students on papers, examination(s), and projects; and the method of grading that work.
5. The amount and kind of student/faculty contact, including how the course will offer a significant level of interaction and engagement between faculty and students, and how such engagement will be achieved.
6. How an environment will be fostered that facilitates intellectual exchange among students (if applicable).

7. Ways that creative thinking will be an essential aspect of the course requirements.
8. How the course will embrace, as appropriate, interdisciplinary work and study.
9. Evidence of a pedagogical process that will demand a high level of intellectual output.

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

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 the year 2001, he or she should be able to weigh the peculiar resolution of 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 and Supreme Court justices 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 outcome 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 twentieth-century wars as organizing events, this is true in both versions of this course. However, the honors student should be able to detect important similarities in, say, racial demography and the character of racial policing in North and South (the lynching of black victims occurred in both sections), but also major differences (mass disfranchisement did not occur in the North but seldom helped blacks get officials elected who were committed to equal rights). In the regular 2002 course, it has to be sufficient to induce the student to grasp how and why disfranchisement occurred in the South. Through reading in primary documents, students will also achieve a much deeper sense of how the North America fit in the wider Atlantic world.

In addition, the Honors section of the course taught at the Lima campus will have the opportunity to participate in a University-sponsored field trip to Chicago. Having

become familiar with a number of significant historical movements and developments centered in Chicago through the course reading and lectures (e.g. meatpacking industry, Settlement House Movement, Prohibition, University of Chicago and the Manhattan Project, the 1968 Democratic National Convention), students will find much of interest to explore in Chicago's City Museum, the Hull House, and other venues.

## 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**

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### **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
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 of the Andes	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
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
2261		European Thought and Culture, 20th	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
		Century				
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
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
2797.01		Study at a Foreign Institution	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
2797.02		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
3020		19th Century American Ideas	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
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 Movements	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3085		African American History Through	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
	Contemporary Film	Intermediate	Intermediate	Intermediate	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 Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3215	Sex and Gender in the Ancient World	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
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 Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3247		Magic and Witchcraft in Early 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
	Europe (1450-1750)	Intermediate	Intermediate	Intermediate	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 Thought	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3280	History of Russia to 1700	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
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 the Muslim World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3352		Marginal Groups in the Non-Western	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
	World	Intermediate	Intermediate	Intermediate	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 Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3455	Jewish Life from the Renaissance to the	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
		Early Enlightenment	Intermediate	Intermediate	Intermediate	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 Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3570		World War II	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
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
3711		Science and Society in Early Modern Europe	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
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
4080	H	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		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
4211		Readings in Roman History	Advanced	Advanced	Advanced	Advanced

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Section	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
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
4245	H	Research Seminar in Early Modern	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
		European History				
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
4375	H	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		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 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
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 Environment, Technology, and Science	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
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
4999	E	Honors Undergraduate Research Thesis	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	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
5650		Special Topics in	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
		World/Global/Transnational History				
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