

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 2204H
Course Title Modern European History
Transcript Abbreviation HnrsModEuro
Course Description Examination of selected themes from the history of Modern Europe from the French Revolution to the Present.
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? Yes
Is any section of the course offered Less than 50% at a distance
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 312, 1212, or 2204

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Quarters to Semesters

Quarters to Semesters

New course

Give a rationale statement explaining the purpose of the new course

Honors version of 2204. Intended to increase our Honors offerings at the GE level to meet the needs of our Honors students.

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors)

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 examine and understand the cultural and political challenges in modern Europe, including industrialization, the French revolution, the rise of nationalism, imperialism, and fascism, the World Wars, the Holocaust, and the Cold War.

Content Topic List

- Causes and consequences of the French Revolution
- nineteenth-century revolutions
- industrialization
- nationalism and imperialism
- modernism
- urbanization
- and the "new woman"
- the two world wars
- communism
- fascism and the defense of democracy
- decline of empires and the Cold War
- postcolonialism and the EU

Attachments

- 2204 H.docx: Draft Syllabus History 2204H
(Syllabus. Owner: Breyfogle, Nicholas)
- History Assessment Plan.doc: GE Assessment Plan History
(GEC Course Assessment Plan. Owner: Breyfogle, Nicholas)
- Updated - History 2204H Syllabus.doc: Updated 2204H Syllabus
(Syllabus. Owner: Bowerman, Ashley E.)
- Updated - Non-Honors History 2204 Syllabus.docx: 2204 Syllabus - Non honors
(Syllabus. Owner: Bowerman, Ashley E.)
- Updated - Honors Course Proposal for History 2204H.docx: 2204H Course Proposal
(Cover Letter. Owner: Bowerman, Ashley E.)
- History Assessment Plan.doc: Updated 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.)
- 09-18-14 Updated History 2204H Syllabus.doc: 2204H Syllabus - Updated 9/18/14
(Syllabus. Owner: Bowerman, Ashley E.)

Comments

- Further updated syllabus attached - removed references to the (c) extra credit option and quarters. *(by Bowerman, Ashley E. on 09/18/2014 10:25 AM)*
- Please see email *(by Hogle, Danielle Nicole on 09/17/2014 11:02 AM)*
- - Please select "less than 50%" for Distance Learning or work with ASCTech (Mike Kaylor). If you wish this course to be offered 50% or more at a distance, review by ASCTech is necessary.
-Since title of non-H course is simply "Modern European History," the H version should have the same title. *(by Vankeerbergen, Bernadette Chantal on 09/04/2014 01:35 PM)*
- A new course submitted at this point will only be accepted for SP13 priority unless a compelling appeal is submitted.
(by Heysel, Garrett Robert on 06/20/2012 09:01 PM)

COURSE REQUEST
2204H - Status: PENDING

Last Updated: Heysel,Garett Robert
09/24/2014

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Breyfogle,Nicholas	05/06/2011 01:50 PM	Submitted for Approval
Approved	Breyfogle,Nicholas	05/06/2011 01:54 PM	Unit Approval
Revision Requested	Williams,Valarie Lucille	05/06/2011 02:56 PM	College Approval
Submitted	Breyfogle,Nicholas	05/29/2012 03:04 PM	Submitted for Approval
Approved	Breyfogle,Nicholas	05/29/2012 03:05 PM	Unit Approval
Approved	Heysel,Garett Robert	06/20/2012 09:01 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	06/22/2012 05:10 PM	ASCCAO Approval
Submitted	Bowerman,Ashley E.	08/19/2014 10:32 AM	Submitted for Approval
Approved	Baker,Paula M	08/19/2014 11:06 AM	Unit Approval
Approved	Heysel,Garett Robert	08/26/2014 10:57 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/04/2014 01:36 PM	ASCCAO Approval
Submitted	Bowerman,Ashley E.	09/04/2014 01:38 PM	Submitted for Approval
Approved	Baker,Paula M	09/04/2014 02:31 PM	Unit Approval
Approved	Heysel,Garett Robert	09/06/2014 07:15 PM	College Approval
Revision Requested	Hogle,Danielle Nicole	09/17/2014 11:02 AM	ASCCAO Approval
Submitted	Bowerman,Ashley E.	09/18/2014 10:25 AM	Submitted for Approval
Approved	Baker,Paula M	09/18/2014 10:58 AM	Unit Approval
Approved	Heysel,Garett Robert	09/24/2014 01:39 PM	College Approval
Pending Approval	Hogle,Danielle Nicole Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Vankeerbergen,Bernadette Chantal Nolen,Dawn	09/24/2014 01:39 PM	ASCCAO Approval

Honors Course Proposal

The proposed course, 2204H, is an honors version of 2204. The non-honors version is entitled "History of Modern Europe, 1750-1950." The Honors version has the title "History of Modern Europe Since 1500."

- a) *Limited enrollment to ensure the opportunity for student participation and for faculty/student interchange:*
 - **2204H is limited to 25 students.** (The regular version is capped at 90)
- b) *Structure and instruction which is different from a lecture, a laboratory, and discussion meetings and materials for a non-honors course covering the same or similar subject matter:*
 - **There is considerable more primary source reading as well as writing in the honors version of this course. In addition, 2204H covers a larger sweep of time in more depth than the regular version.**
 - **2204H meets twice a week, with half of each class reserved for discussion of assigned documents and half devoted to a lecture. Several classes have also been set aside exclusively for discussion of single longer readings. A classic work in its entirety is assigned for these days (e.g. Descartes, Marx, Conrad, Fanon etc.). A cap of 25 students means that all students can and must participate in every class discussion.**
- c) *Instruction by regular faculty members to ensure expertise with subject matter, experience with teaching and research, a role model of the professional in the discipline, and personal consultation.*
 - **2204H is taught by a full-time faculty member whose expertise is in Modern Europe, whereas 2204 is taught by either faculty or advanced graduate students whose research is not always in this area.**
- d) *High expectations for student performance in writing, problem-solving, logical thought, analysis, synthesis, and oral presentation. Course requirements:*
 - **Two short papers, that require students to creatively compare a specific aspect of two assigned classic works and back up their argument with evidence from the texts**
 - **Two mid-terms that require the student to both analyze and synthesize the material presented in lectures, to explain why specific events in the past occurred the way they did.**
 - **One oral presentation recapping a previous class's lecture, including its principal arguments, for the other students.**
- e) *Content that transcends the textbook and introduces appropriate concepts, uses appropriate sources for intensive study of the topic, relates the discipline to other disciplines, and prepares the student for subsequent courses. Course content:*
 - **Literature, sociology, philosophy and history**

- **Special emphasis on the origins of globalization by emphasizing Europe's interactions with the rest of the World from 1492 on**
 - **Foundational course for understanding the modern world, the rise of the West, and the origins of the on-going conflicts of the 21st century**
- f) *Methodology that fosters the growth of intellectual attitudes and skills through individual exploration of the topic, introduction to research methods, and seminar participation.*
- **25 students allows for the give-and-take of the seminar; participation is an important component of the course grade, rewarding students who come to class prepared**
 - **Students are encouraged to ask questions during lectures and discussions**
 - **Heavy emphasis on primary sources introduces students to historical evidence and teaches them how to read critically for research and writing.**
- g) *Syllabus that clearly presents goals and objectives, assignments, expectations of performance, timetables and deadlines, and basis for grading. **See attached syllabus***
- h) *Grading that neither penalizes nor rewards the student because of his or her honors status. The grades in an honors course are not curved, because the class is not a normal population. **See attached syllabus***
- i) *Work load and pace which both maintain the interest and challenge the ability of honors students.*
- **Written assignments are spread out evenly over the course**
 - **Reading varies from treatises to novels to memoirs to political tracts**
 - **There is a mid-term for each half of the course, rather than a final cumulative exam**
 - **Students are not expected to read beyond the assigned materials in the course. Emphasis is on mastering in depth the course material**
 - **Progress over the course will be rewarded in the final grade**
- j) *Communication of the enthusiasm and satisfaction which a scholar brings to his or her discipline*
- **Because of its size, the Honors version of this course allows for more active learning than the regular version and more direct interaction between the scholar and every student in the class**
 - **Under these circumstances, it is very easy to convey enthusiasm and satisfaction for the historian's craft.**

Prof. Alice L. Conklin
Dulles Hall 232
TR 9:35-10:55

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phone: 292-6325

History 2204 Honors **The History of Modern Europe, 1500-the present**

Description. In the 16th century, Europe was still peripheral to much of the world. By the beginning of the 20th century, however, Euro-American flags and interests dominated the globe. The world today is the product of this transformation. In this course we will study the creation of the modern world through the many European revolutions and counter-revolutions— intellectual, commercial, industrial, nationalist, imperialist, and feminist – which helped to bring it into being. In particular, we will examine internal European developments over the past four centuries in tandem with European expansion first in America, then in Asia, Oceania, and Africa.

Our goal is to think critically about the world in which we live and to write imaginatively about its past. Students will learn to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship. In the process, students will come to recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Our work begins with close reading of the assigned texts, which include a general textbook and several primary sources. Classes themselves will consist of lecture and discussion. Lectures are designed to supplement, not replace, the required reading. Exams will draw on class lectures, required reading, and discussion. Additional assignments will allow you to work on more narrowly focused topics.

HISTORY 2204H AND HISTORICAL STUDY AND GLOBAL STUDIES GE REQUIREMENTS

History majors: You can use History 2204H to fulfill the Global category; post-1750 and PCS (Power, Culture, and Society) and CCE (Colonialism and Comparative Empires) for constellations.

Historical Study (General Education Goals and Outcomes)

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. **Theories of history:** The course adopts a comparative approach and focuses on four trends that have interacted to shape the history of Europe and its world role since 1492: global interconnectedness, which has tightened over time; the problems of identity and difference, which have been intensified by interconnectedness; the rise of the mass society, in quantitative and qualitative terms; and the conflict between technology and the environment. **Historical methods:** The course combines a topically inclusive global vision with the ability to focus in depth on selected empirical cases that illustrate the importance of mastering economic history, cultural history, social history, and environmental history.
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past. **Historical debates:** The course will study debates over the causes of global expansion and the "rise" of the West, the wars world-wide that accompanied this expansion over four centuries, and the new forms of learning from the Scientific Revolution to the Enlightenment to the Industrial Revolutions that both emancipated and enabled new forms of servitude —interconnected phenomena that defined the modern world. **Contemporary debates:** The course concludes with a unit on critical problems of the present and foreseeable future, ranging from conflict control, escalating national, ethnic, and racial tensions in Europe and globally, and environmental degradation.
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. The course presents students with a variety of sources, including novels and films as well analytical writing, and asks them to analyze how the sources of different types illustrate the themes of the course. The course has been designed to take a "whole history" approach, including politics, economics, society, and culture. The four themes and the contemporary emphasis take in most of the issues mentioned here.
4. Students will carry out in-depth analysis in a final paper comparing distinct historical Moments, social movements and their effects. Both the required paper and the essay questions on the exams address these points explicitly.

Diversity – Global Studies (General Education Goals and Outcomes)**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:

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.

Rationale for fulfilling the GE Learning Outcomes for Global Studies:***Goals of the course that fulfill the GE Learning Outcomes in Global Studies:***

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. 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. With its comparative approach and its four clear themes, and readings and films from countries all over the world, the course combines a topically inclusive global vision with the ability to focus in depth on selected empirical cases that illustrate global points. The four themes of the course cohere around the question of how the world's peoples can live together without generating unmanageable conflict or destroying their earthly habitat.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples. The four themes of the course, grounded in social science perspectives, provide criteria for comparison and selectivity, precisely for the purpose of comparing similarities and differences in different societies.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context. All the materials in the course were selected to do this.
4. Carry out in-depth analysis comparing distinct moments in human history and how they shaped the world in the past and today. In their papers and exam essays, the students compare and contextualize historically specific texts in terms of their local and their global significance.
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 and the particular historical role of Europe in shaping the global present. The readings and films include works from, among others, France, Germany, Great Britain, Italy, North Africa and the Caribbean.
6. Students will understand the roots and structures of today's globalized world. Today's globalized world is the subject of the course.

Reading. The following books are required. All books are available from SBX bookstore, and a copy of each is on Reserve in Thompson Library. The Levack and Conrad are sold as a bundle at a discounted price. It is very important that you acquire this particular edition of the main textbook. It is expensive, but it is the best one on the market, and thus particularly appropriate for honors students.

Brian Levack et al, *The West: Encounters and Transformations. Vol. II Since 1550*

Françoise de Graffigny, *Letters from a Peruvian Woman*

Joseph Conrad, *Heart of Darkness*

Primo Levi, *Survival at Auschwitz*

Franz Fanon, *Wretched of the Earth*

Other readings can be found on line via Carmen, as indicated in the syllabus.

Requirements. You must attend all class meetings, come to class prepared, and hand in written work on time. If you have to be absent from class for any reason, please inform me in advance. I'm very happy to discuss any aspect of the course with you, and my office hours are listed above. I can also be reached by e-mail, and feel free to schedule an appointment outside of my office hours.

Class participation, including 6 short writing assignments, will count for **30%** of the final grade. There will be an in-class mid-term exam at the end of week 5 (**20%**), 2 papers (**30%**), and a final exam (**20%**). All Assignments and grading policies are described in more detail below.

Assignments. The assignments are various and are designed to improve your ability to write and speak clearly and effectively. Historical analysis in general requires the ability to demonstrate an understanding of why something happened and to explain its significance, to make comparisons and connections between different peoples, regions, periods, and events, and to use analytical categories to show change over time. The following assignments are required to complete the course:

1) Class participation and short writing assignments (30%):

Discussion of the assigned readings form the core of this course. You are expected to come to class having **already** read the assigned chapter in our main textbook, Levack et al., *The West: Encounters and Transformations* and accompanying documents. Each chapter contains several **short documents, maps and images and a section entitled "Justice in History"** to which you should pay particular attention. **Some documents for discussion are not in your textbook but are on Carmen, which need to be brought to class on the appropriate day.** Everyone should participate in class discussions, and I will not hesitate to call upon students. Students will take turns recapping at the beginning of each class the major points of the lecture in the previous class. **Active participation in class discussion is essential to getting a good grade in the course.**

There will also be several short written and oral assignments (responses, quizzes, oral summaries, etc.) over the course of the term as part of your participation grade. These assignments may be on a lecture or textbook chapter, or on a particular reading due that day. **You will turn in a 2-page summary of the six major primary sources assigned in the course on the days we discuss those readings: Descartes, de Graffigny, Marx, Conrad, Levi, and Fanon. In these summaries you should pick out and discuss key short passages (no more than one or two sentences) in the sources that seem most revealing to you of the author's point of view/arguments.** Questions to think about while you are doing these readings will be passed out ahead of time.

2) Mid-term and Final:

20%: The mid-term will cover all the material from the first half of the course. It will consist of a map exercise, I.D.s, a short answer essay and a longer essay, both on the documents we read in the previous weeks. There will be some choice for all the questions on the mid-term.

20%: The final will be the same format as the mid-term and cover the second half of the course. For the longer essay on the final, you will be given a topic ahead of time comparing Primo Levi and Frantz Fanon; you will then write that essay during the exam.

3) Papers

30%: There are two short papers (5 pages) required for the course. You need to come up with an original argument, and illustrate it with quotations from the reading you are analyzing. Keep your citations short, and if they are more than three sentences, they should be indented and single spaced. If you are using an edition of the reading different from the ones ordered for the class, **you must cite the edition you are using in a bibliography.** All quotations must be cited in the body of your paper by giving the title and page number (p.) from the cited texts. **I will read drafts of these papers if you turn them in at least three days before the assignment is due.**

Paper topic no. 1: Françoise de Graffigny's *Letters from a Peruvian Woman*

The assignment is to write a **five-page double-spaced** essay on **one** of the two following questions. I am looking for a clear thesis and a well-developed argument, supported by direct quotations from the primary sources you have read. You should find your evidence in several different parts of the readings. You may draw upon the material presented in the introduction of *Letters from a Peruvian Woman*, but make sure you cite any ideas drawn from these introductions.

- A. Analyze de Graffigny's views on the position of women in her society and compare them the positions staked out by Olympe de Gouge in her Declaration of the Rights of Woman. Do both women qualify as feminists? Make sure you define what counts as feminism in the 18th century.
- B. De Graffigny's epistolary novel reveals a great deal about Enlightenment views of non-Western cultures. How does de Graffigny use Inca culture to criticize her own society? Is this novel condescending – even racist -- towards Peruvians, or on the contrary does it show respect, tolerance, and curiosity for indigenous peoples of the “new world”?

Paper Topic no. 2: Karl Marx's *Communist Manifesto* and Joseph Conrad's *Heart of Darkness*

The assignment is to write a **five- page double-spaced** essay on **one** of the following questions. I am looking for a clear thesis and a well-developed argument, supported by direct quotations from the primary sources you have read. You should find your evidence in several different parts of the readings. You may draw upon the material presented in the introductions of your editions of Marx and Conrad, but make sure you cite any ideas drawn from these introductions.

- A.** Is the exploitation of Africans described by Conrad more similar to, or different from, that which oppressed workers in Europe under capitalism according to Marx? How do you account for these differences or similarities?
- B.** Compare and contrast Conrad's and Marx's approaches to their respective subjects: capitalism and imperialism. Each is angry at what he perceives to be deep injustices in European society, but how do the two authors choose to analyze these problems and what solutions does each offer?

Extra Credit Students have the option of receiving extra credit for two of the following assignments (you must choose both a and b to receive the maximum points; you can not write 2 film reviews). They must be completed by the dates set out below. (2 points each toward your participation grade)

- (a) Attend my office hours.
- (b) Evaluate one of the following films and write a 1-3 page response paper considering whether or not it is an appropriate representation of the historical event that is at its focus. Make sure you clearly set out what you mean by appropriate or inappropriate representation. Please also make sure that you give yourself enough time to obtain and view the film before the assignment is due.

Fitzcaraldo
 Black Robe
 Dangerous Liaisons
 Twelve Years a Slave
 Amazing Grace
 Indochine
 Zulu
 Apocalypse Now
 Gallipoli
 The Grand Illusion
 A Very Long Engagement
 Reds
 Blue Angel
 Saving Private Ryan
 Days of Glory
 Woman in Berlin
 Dr. Strangelove
 The Battle of Algiers

Grading Policies.

Grades will be computed on the following standard scale:

A+ 97.5% and above B+ 87.5% and above C+ 77.5% and above D+ 67.5% and above
A 92.5% and above B 82.5% and above C 72.5% and above D 60% and above
A- 90% and above B- 80% and above C- 70% and above E below 60%

A signifies exceptional work, B superior, C satisfactory, and D passing but unsatisfactory. All grading is progressive, meaning that the goal is improvement over the semester, culminating in an outstanding final exam. **Extensions will only be granted if they are requested 24 hours in advance. Late papers turned in without an extension will be marked down 2 points for every day after the due date.**

Good **writing** relies on argument, evidence, and what William Strunk Jr. called the “elements of style.” An **A** paper is distinguished by an original, compelling argument; a judicious use of well-digested evidence; and an effortless command of grammar, spelling, and punctuation. A **B** paper is marked by an argument that is well-crafted, but predictable; evidence that is appropriately placed but inadequately exploited; and serviceable but not seductive prose. A **C** paper is characterized by a loose or regurgitated argument; mechanical citation and support; and awkward paragraph structure, repetitive constructions, lapses into colloquialism, and overuse of the passive, adverbs, and the exclamatory voice. A **D** paper is marred by assertions rather than argument; the misreading or misuse of evidence; and simple grammatical and spelling mistakes. An **E** paper lacks an argument; shows no familiarity with relevant evidence; and has consistent problems with basic sentence construction.

Late papers and Make-up exams: Students must take the mid-term and final exams at the scheduled times. Students will be allowed to take a make-up exam only for urgent reasons. The students should, if possible, contact me at least one day in advance, and present written proof of the reason for their absence (for example, an official statement from the Medical Center). Without an official excuse, students will be permitted to take a make-up exam at my discretion. Extensions for the paper are granted to those students presenting valid and verifiable excuses, preferably at least one day before the due date of the assignment. Papers that are received late without just cause or without a previously approved extension will be graded down by a full letter per day late.

Schedule

**CELL PHONES MUST BE TURNED OFF IN CLASS!!!!!!
ALWAYS BRING YOUR TEXTBOOK AND ASSIGNED READING**

Week 1. Early Modern Europe, 1500-1715

T Course Themes and Requirements; Europe and the World in the 16th century

Read: Levack et al., “What is the West?,” **Intro and chap. 14**

R The Age of Absolutism and the Civilizing Process

Read: Levack et al., **chap. 15**

The Revocation of the Edict of Nantes (**CARMEN**) **Print and Bring**
Justice in History: **The Trial of Charles I**, in Levack et al.

Week 2. The New Science and Europe’s Rise to Global Prominence

T Cogito Ergo Sum

Read: Levack et al., **chap. 16**

Justice in History: **The Trial of Gallileo**, Levack et al.

R Discussion

Read: René Descartes, *A Discourse on Method*, **Parts 1-4 Bring to class**
Descartes Written Response due in class

Week 3. Commerce and Colonial Wealth

T Mercantilism

Read: Levack et al., **chap. 17**

R Discussion

Read: Adam Smith, “On Colonies” (**CARMEN**) **Bring to class**
Justice in History: **The Trial of the Mutineers on the Bounty**, Levack et al.

Week 4. The Enlightenment Paradox: Freedom and Slavery

T The Enlightenment and the Other

Read: Levack et al., **chap. 18**

A Former Slave... **Levack et al.**

Excerpt from Equiano, *The Life of Gustavus Vassa* (**CARMEN**) **Bring to class**

R Discussion

Read: Françoise de Graffigny, *Letters from a Peruvian Woman*, **Entire book, including Introduction**

Rousseau, Emile (**CARMEN**) **Bring to class**
De Graffigny Written Response due in class

Week 5. Worlds Transformed I

T The French and Haitian Revolutions, 1789-1794

Read: Levack et al., **chap. 19**

The Declaration of the Rights of Woman (**CARMEN**) **Bring to class**

The Declaration of the Rights of Man and Citizen, **Levack et al.**

“An Answer to the Impertinent Question: But What is a Sans-Culotte?” (**CARMEN**)
Bring to class

R Imperialism Rekindled: Napoleon, Europe and the World

Read: Justice in History: **The Trial of Louis XVI, Levack et al.**

Paper # 1 Due in Class

Week 6. Worlds Transformed II

T Discussion of Revolutionary-era Documents from Week 5

R The Industrial Revolution and the World

Read: Levack et al., **chap. 20**

Thomas Malthus Writes..., **Levack et al., p. 434**

Week 7. Industrialization, Global Expansion, and Pauperism

T **Mid-term**

R Hard Times and Radical Visions

Week 8. Nationalism, Socialism, and Imperialism

T The Springtime of the People

Read: Levack et al., **chap. 21**

R Discussion

Read: Karl Marx, *The Communist Manifesto* (**CARMEN**) **Print and Bring**
Justice in History: **The Sadler Committee on Child Labor, Levack et al.**

Justice in History: **Prostitution, Corporal Punishment and Liberalism in Germany, Levack et al.**

Marx Written Response due in class

Week 9. New Nations, New Empires, and New Racisms

T The Crisis of Liberalism

Read: Levack et al., **chap. 22**

Justice in History: **The Dreyfus Affair, Levack et al.**

R New Imperialisms

Read: Levack et al., **chap. 23**

Begin Joseph Conrad, *Heart of Darkness*

Conrad Written Response due in class

Week 10. Cataclysm

T World War I

Read: Levack et al., **chap. 24 and finish *Heart of Darkness***

Expectations vs. Reality, **Levack et al.**

R The Bolshevik Revolution

Read: Levack et al., **chap. 25**

Justice in History: **The Nontrial of Nicholas and Alexandra, Levack et al.**

Week 11. Fascism and Racial Ideology in Europe

T Mass Politics and the Cult of the Leader

Read: Levack et al., **chap. 26**

The Cult of the Leader, **Levack et al.**

Justice in History, **The Trial of Adolf Hitler, Levack et al.**

R The Ordeal of Total War

Read: Living under the Bombs, **Levack et al.**

Justice in History: **The Trial of Adolf Eichmann, Levack et al.**

Paper #2 Due in Class

Week 12. Imperialism, Anti-Semitism, and Genocide

T Genocide

Read: Start Primo Levi, *Survival at Auschwitz*

R Discussion: Primo Levi, *Survival at Auschwitz*
Levi Written Response due in class

Week 13. Europe after the Holocaust

T The Cold War

Read: Levack et al., **chap. 27**

Justice in History: **Show Time: The Trial of Rudolf Slansky, Levack et al.**

R Recolonization or Decolonization?

Week 14. Europe in a Post-Colonial and Post-Cold War Age

T Discussion

Read: Frantz Fanon, *Wretched of the Earth*

Fanon Written Response due in class

R Europe and Islam today

Read: Levack et al., **chap. 28**

Justice in History: **The Sentencing of Salman Rushdie, Levack et al.**

Plagiarism, cheating, and or other academic misconduct will not be tolerated and will be reported to the Committee on Academic Misconduct. The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e.,

committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. For additional information, see the Code of Student Conduct (http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf).

DISABILITY STATEMENT

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

All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair of the Department after that time. Enrolling officially and on time is solely the responsibility of the student.

Prof. Alice L. Conklin
Dulles Hall 232
MW xxx

e-mail: conklin.44@osu.edu
phone: 292-6325

History 2204

The History of Modern Europe, 1750-1950

This class serves as an introduction to the major questions in European history from 1750 to the present. The first half of the course examines the cultural and political challenges to absolutism that emerged in 18th century Europe and the subsequent period of upheaval associated with industrialization and the French revolution. The second half of the course focuses on the new nationalism and imperialism of the nineteenth century, the two World Wars, the Russian revolution, fascism and the Holocaust, and the history of Europe during the cold war and after the fall of the Soviet Union.

General Education Requirements:

This course fulfills the following GE requirements: 1) Historical Study 2) Global Studies

Historical Study (General Education Goals and Outcomes)

Goals:

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes:

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
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 two short papers comparing distinct historical moments, social movements and their effects

Diversity – Global Studies (General Education Goals and Outcomes)

Goals:

International Issues coursework helps students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Expected Learning Outcomes:

1. Students exhibit 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.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Rationale for fulfilling the GE Learning Outcomes for International Issues:

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. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in Europe.
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 comparing distinct moments in human history and how they shaped the world in the past and today.
5. Describe theories of international issues in exams and written assignments. From debates over nationalism and socialism to the Cold War conflict, colonialism and decolonization, and post-World War II consumerism, the course addresses this criterion in multiple ways. The readings and films include works from and about western and eastern Europe and their colonial empires.
6. Students will understand the roots and structures of today's globalized world. Today's globalized world, and the place of Europe within this world, is the primary subject of the latter sections of this course, and is pursued throughout the earlier parts of the class.

Requirements

Readings

The following required books are for sale at Shaman Drum Bookstore on State St:

Judith Coffin and Robert Stacey, *Western Civilizations* (Vol. 2).

James Brophy, Joshua Cole, and Stephen Epstein, *Perspectives on the Past* (Vol. 2).

Beaumarchais, *The Marriage of Figaro*.

Chinua Achebe, *Things Fall Apart*.

Primo Levi, *Survival at Auschwitz*.

Papers (40 %)

There will be two short paper assignments (4-5 pp.), on topics that will be distributed in class. Each paper is worth 20 percent of your final grade. The first paper, on Beaumarchais's *Marriage of Figaro*, is due on xxxx in class. The second paper, on Primo Levi's *Survival at Auschwitz*, is due on xxxx in class. Questions for these papers will be distributed in class.

PLEASE NOTE: HARD COPIES MUST BE HANDED IN ON TIME. ELECTRONIC COPIES OR LATE PAPERS WILL NOT BE ACCEPTED. THOSE WITH A VALID MEDICAL EXCUSE SHOULD CONTACT THE PROFESSOR BEFORE THE DUE DATE, IF POSSIBLE, AND NO MORE THAN THREE DAYS AFTER.

Exams (40 %)

There is a midterm and a final exam. Each exam is worth 20 percent of the final grade. The exams will test your knowledge of material from the lectures, the readings, and the textbook. The mid-term exam will cover all material from the class up to that point. The final exam is not inclusive and will only cover material since the midterm.

Participation (20 %)

The study of history is based upon the frank exchange of ideas and opinions, and cannot be reduced to the mere recitation of memorized facts. For this reason, I expect all students to attend lectures and participate actively in the discussions which take place during your section meeting. If you have a medical emergency that prevents you from participating in the class it is your responsibility to contact the professor in a timely fashion in order to make arrangements for a withdrawal from the course.

Grade distribution:

A+ 97.5% and above B+ 87.5% and above C+ 77.5% and above D+ 67.5% and above
A 92.5% and above B 82.5% and above C 72.5% and above D 60% and above
A- 90% and above B- 80% and above C- 70% and above E below 60%

A signifies exceptional work, B superior, C satisfactory, and D passing but unsatisfactory. All grading is progressive, meaning that the goal is improvement over the semester, culminating in an outstanding final exam. **Extensions will only be granted if they are requested 24 hours in advance. Late papers turned in without an extension will be marked down 2 points for every day after the due date.**

Schedule of Lectures and Readings

Please note: “Coffin & Stacey” refers to the textbook for the class, *Western Civilizations*. “*Perspectives*” refers to *Perspectives from the Past*, the document collection that accompanies the textbook. You are responsible only for the documents whose authors are mentioned in the readings for each week.

Week 1 Introduction/ Enlightenment

Reading: Coffin & Stacey, ch. 17.
Discussion 1: Introduction.
Discussion 2: *Perspectives*, ch. 17, Voltaire, Immanuel Kant.
Beaumarchais, *The Marriage of Figaro* (begin for next week).

Monday Introduction: Europe in the Eighteenth Century.
Wednesday The Enlightenment and the Origins of the French Revolution

Week 2 The French Revolution

Reading: Coffin & Stacey, ch. 18.
Discussion 1: Beaumarchais, *The Marriage of Figaro*. *Perspectives*, ch. 18,
National Assembly: Declaration of the Rights of Man and Citizen
Discussion 2: *Perspectives*, ch. 18, Society of the Friends of Blacks, Olympe de
Gouges, Edmund Burke and Thomas Paine.

Monday The French Revolution
Wednesday Napoleon

Week 3 The Industrial Revolution

Reading: Coffin & Stacey, ch. 19.
Discussion 1: *Perspectives*, ch. 19, Adam Smith, Friedrich List, Richard Oastler,
Rules of a Factory in Berlin.

Monday No Class: MLK Day
Wednesday The Industrial Revolution

Week 4 Restoration to Revolution

Reading: Coffin & Stacey, ch. 20.
Discussion 1: *Perspectives*, ch. 20, Alexis de Tocqueville, Klemens von
Metternich.
Discussion 2: William Wilberforce, John Stuart Mill, Alexander II.

Monday The Conservative Ascendancy
(1st PAPER DUE)
Wednesday Liberalism

Week 5 What is a Nation?

Reading: Coffin & Stacey, ch. 21.
Discussion 1: *Perspectives*, ch. 19, Karl Marx and Friedrich Engels; ch. 22, Johann Gottlieb Fichte.
Discussion 2: *Perspectives*, ch. 22, Giuseppe Mazzini, Ernest Renan.

Monday The Revolutions of 1848
Wednesday Italian and German Unification

Week 6 Imperialism and Colonialism

Reading: Coffin & Stacey, ch. 22.
Discussion 1: Chinua Achebe, *Things Fall Apart* (first half).
Discussion 2: *Things fall Apart* (second half); *Perspectives*, ch. 22, Rudyard Kipling, David Livingstone, Houston Stewart Chamberlain.

Monday Imperialism
Wednesday Racial Thinking in Europe

Week 7 Modern Industry and Mass Politics

Reading: Coffin & Stacey, ch. 23.
Discussion 1: *Perspectives*, ch. 23, Frederick Taylor, Emmeline Pankhurst, Vladimir Lenin.
Discussion 2: *Perspectives*, ch. 23, Friedrich Nietzsche, Sigmund Freud.

Monday Fin-de-Siècle Society and Culture
Wednesday **MIDTERM EXAM**

SPRING BREAK

Week 8 World War I

Reading: Coffin & Stacey, ch. 24.
Discussion 1: *Perspectives*, ch. 24, Henri Barbusse, Ernst Jünger.
Discussion 2: *Perspectives*, ch. 24, Bonnie Smith, Vera Brittain, The Versailles Treaty.

Monday Origins of World War I

Wednesday World War I

Week 9 Turmoil Between the Wars

Reading: Coffin & Stacey, ch. 25.
Discussion 1: *Perspectives*, ch. 25, N. N. Sukhanov, Petrograd Soviet, Alexandra Kollantai.
Discussion 2: *Perspectives*, ch. 25, Benito Mussolini, George Orwell, Tristan Tzara.

Monday The Russian Revolution
Wednesday Fascism in the 1920s

Week 10 Stalin and Hitler

Reading: Coffin & Stacey, ch. 26.
Discussion 1: Daily Life Under Stalin (document on C-Tools, under Resources) *Perspectives*, ch. 25, Varlam Shalamov.
Discussion 2: *Perspectives*, ch. 25, Adolf Hitler; ch. 26, Constanca de la Mora. (Begin Primo Levi, *Survival at Auschwitz*, for next week).

Monday Stalinism
Wednesday National Socialism in Germany

Week 11 (Mar 24-28) World War II

Reading: Discussion 1: Primo Levi, *Survival at Auschwitz* (first half)
Discussion 2: Primo Levi, *Survival at Auschwitz* (second half).

Monday World War II
Wednesday The Shoah

Week 12 The Cold War World

Reading: Coffin & Stacey, ch. 27.
Discussion 1: *Perspectives*, ch. 27, Jean Monnet, Nikita Khrushchev.
Discussion 2: *Perspectives*, ch. 28, Mahatma Gandhi, Frantz Fanon.

Monday Post-War Europe
Wednesday Decolonization

Week 13 Red Flags and Velvet Revolutions

Reading: Coffin & Stacey, ch. 28.
Discussion 1: *Perspectives*, ch. 27, Simone de Beauvoir, Vaclav Havel.
Discussion 2: *Perspectives*, ch. 28, Günther Wallraff, ch. 27, Mikhail Gorbachev.

Monday 1968 and After in Eastern and Western Europe
(**SECOND PAPER DUE**)

Wednesday From Glasnost to 1989

Week 14 A World Without Walls?

Reading: Coffin & Stacey, ch. 29.
Discussion 1: *Perspectives*, ch. 28, Sayyid Qutb, Slavenka Drakulic, Tariq Ramadan (document on CARMEN),

Monday After the Wall

The final exam is on xxxx in our regularly scheduled lecture room.

Academic misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://sja.osu.edu/page.asp?id=1>).

Disability services:

“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>

MEMORANDUM

TO: Arts and Sciences Curriculum Committee (ASCC)

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

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

Assessment Goals and Objectives

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

Historical Study GE Requirements:

Goals:

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

Expected Learning Outcomes:

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

Goals of the courses that fulfill the GE Learning Outcomes:

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

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

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

Social Diversity GE Requirements:

Goals:

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

Expected Learning Outcomes:

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

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

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

3. Both the GE and course-specific learning objectives for History courses requesting Diversity: Global Studies might be summarized as follows:

Global Studies GE Requirements:

Goals:

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

Expected Learning Outcomes:

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

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

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

II. Methods

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

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

Summary of Data:

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

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

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

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

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

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

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

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

Required Courses offered by the Unit		Program Learning Goals			
Semester #	S u f f i x Title	Goal 1: 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
	Movements	Intermediate	Intermediate	Intermediate	Intermediate
3085	African American History Through Contemporary Film	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3086	Black Women in Slavery and Freedom	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3089	Studies in African American History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3090	Comparative Slavery	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3100	Colonial Latin America	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3101	South America Since Independence	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3102	Central America and the Caribbean since Independence	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3105	History of Brazil	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3106	History of Mexico	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3107	History of Argentina	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3110	The Jewish Experience in Latin America	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3115	History of Medicine and Public Health in Latin America	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3191	Historical Internship	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3193.01	Individual Studies	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3193.02	Individual Studies	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3194	Upper Level Undergraduate Group Studies	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3210	Archaic Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3211	Classical Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3212	Hellenistic Greece	Upper	Upper	Upper	Upper

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

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

Required Courses offered by the Unit		Program Learning Goals				
Semester #	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
		Thought	Intermediate	Intermediate	Intermediate	Intermediate
3280		History of Russia to 1700	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3281		Imperial Russian History, 1700-1917	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3282		History of the Soviet Union	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3283		Siberia in World History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3301		History of Modern West Africa, post 1800	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3302		Nationalism, Socialism, and Revolution in Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3303		War and Genocide in 20 and 21st Cent. Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3304		History of Islam in Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3305	E	History of Islamic Movements in West Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3305	H	History of Islamic Movements in West Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3305		History of Islamic Movements in West Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3306		History of African Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3307		History of African Health and Healing	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3308		History of U.S.-Africa Relations-1900-Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3309		Critical Issues of 20th Century Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3310		History of African Cinema	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3311		Globalization and Development in Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3350		The Middle East in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3351		Intellectual and Social Movements in	Upper	Upper	Upper	Upper

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

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

Required Courses offered by the Unit		Program Learning Goals				
Semester #	S u f f i x	Title	Goal 1: 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
		Present	Intermediate	Intermediate	Intermediate	Intermediate
3570		World War II	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3580		The Vietnam War	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3590		Wars of Empire	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3597		Contemporary World/Capstone	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3600		Studies in Women's/Gender History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3610		Introduction to Women and Gender in the U.S.	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3612		Asian American Women: Race, Sex, & Representations	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3620		Lesbian, Gay, Bisexual, and Transgender History in the United States, 1940-2003	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3630		Same Sex Sexuality in a Global Context	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3640		Medieval Women – Power, Piety, and Production	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3641		Women and Gender in Early Modern Europe: 1450-1750	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3642		Women in Modern Europe, from the 18th century to the Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3650		Families in Historical Perspective	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3675		How to Stage a Revolution	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3700		American Environmental History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3701		History of American Medicine	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3704		HIV: From Microbiology to Macrohistory	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

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
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
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
3798.01		Study Tour	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3798.02		Study Tour: World War II	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3798.03		Study Tour: Shanghai, 1750 to 2050	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.	Advanced	Advanced	Advanced	Advanced

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
		History				
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
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

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
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
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

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
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 European History	Advanced	Advanced	Advanced	Advanced
4245		Research Seminar in Early Modern European History	Advanced	Advanced	Advanced	Advanced
4250	E	Readings in Modern European History	Advanced	Advanced	Advanced	Advanced
4250	H	Readings in Modern European History	Advanced	Advanced	Advanced	Advanced
4250		Readings in Modern European History	Advanced	Advanced	Advanced	Advanced
4255	E	Research Seminar in Modern European History	Advanced	Advanced	Advanced	Advanced
4255	H	Research Seminar in Modern European History	Advanced	Advanced	Advanced	Advanced
4255		Research Seminar in Modern European History	Advanced	Advanced	Advanced	Advanced
4280	E	Readings in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4280	H	Readings in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4280		Readings in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4285	E	Research Seminar in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4285	H	Research Seminar in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4285		Research Seminar in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4300	E	Readings in African History	Advanced	Advanced	Advanced	Advanced
4300	H	Readings in African History	Advanced	Advanced	Advanced	Advanced
4300		Readings in African History	Advanced	Advanced	Advanced	Advanced
4325	E	Research Seminar in African History	Advanced	Advanced	Advanced	Advanced
4325	H	Research Seminar in African History	Advanced	Advanced	Advanced	Advanced

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
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
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

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
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
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	Advanced	Advanced	Advanced	Advanced

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
		World/Global/Transnational History				
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
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		Study Tour	Advanced	Advanced	Advanced	Advanced
4881		Interdepartmental Seminar	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
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
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

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
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 World/Global/Transnational History	Advanced	Advanced	Advanced	Advanced
5700		Special Topics in the History of Environment, Technology, and Science	Advanced	Advanced	Advanced	Advanced
5725		Special Topics in the History and Theory of the State	Advanced	Advanced	Advanced	Advanced
5790		Special Topics in History	Advanced	Advanced	Advanced	Advanced
5900		Introduction to Quantitative Methods in History	Advanced	Advanced	Advanced	Advanced