

## Term Information

Effective Term Summer 2015  
*Previous Value* Summer 2012

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

Changing course to be offered 100% at distance, 50% or greater at distance, or less than 50% at distance.

### What is the rationale for the proposed change(s)?

To offer a 100% online version of the class.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

No programmatic changes.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## 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	2201
Course Title	Ancient Greece and Rome
Transcript Abbreviation	Anc Greece Rome
Course Description	Comparative historical analysis of ancient Mediterranean civilizations of the Near East, Greece, and Rome from the Bronze Age to Fall of Rome.
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	100% at a distance Greater or equal to 50% at a distance Less than 50% at a distance <i>Yes, Greater or equal to 50% at a distance</i>
<i>Previous Value</i>	<i>Yes, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Recitation, Lecture
Grade Roster Component	Recitation
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, or permission of instructor.

### [Previous Value](#)

*Prereq or concur: English 1110.xx.*

### Exclusions

Not open to students with credit for 1211 or 301.

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

### Subject/CIP Code

54.0103

### Subsidy Level

Baccalaureate Course

### Intended Rank

Freshman, Sophomore, Junior

## Quarters to Semesters

### Quarters to Semesters

Semester equivalent of a quarter course (e.g., a 5 credit hour course under quarters which becomes a 3 credit hour course under semesters)

### List the number and title of current course being converted

History 301: Introduction to Ancient Mediterranean Civilizations.

## Requirement/Elective Designation

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

General Education course:

Historical Study

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 develop their knowledge of how past events are studied and how they influence today's society and the human condition.

### [Previous Value](#)

### Content Topic List

- State formation
- Social development and structure with special emphasis on Greek and Roman societies
- The economy
- Urbanism
- Empires
- Diplomacy and military conflict
- Literature
- The arts

**COURSE CHANGE REQUEST**  
2201 - Status: PENDING

Last Updated: Heysel,Garett Robert  
09/26/2014

**Attachments**

- History Assessment plan.doc  
*(GEC Course Assessment Plan. Owner: Roth,Randolph Anthony)*
- History 2201 Ancient Greece and Rome Tim Gregory with rationale.docx  
*(Syllabus. Owner: Roth,Randolph Anthony)*
- History 2201 Syllabus - Updated.pdf: Updated Syllabus  
*(Syllabus. Owner: Bowerman,Ashley E.)*
- History 2201 - ASC Tech Review.pdf: ASC Tech Review  
*(Other Supporting Documentation. Owner: Bowerman,Ashley E.)*
- History Assessment Plan.doc: History GE Assessment Plan  
*(GEC Course Assessment Plan. Owner: Bowerman,Ashley E.)*
- History Curriculum Map.doc: History Curriculum Map  
*(Other Supporting Documentation. Owner: Bowerman,Ashley E.)*

**Comments**

- See 4-4-13 e-mail to R. Roth. Note that a similar request to add GE Global Studies to 2201H and 2201E should be introduced. H and E variations need to carry identical GE status. *(by Vankeerbergen,Bernadette Chantal on 04/04/2013 11:58 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Roth,Randolph Anthony	10/29/2012 10:17 AM	Submitted for Approval
Approved	Roth,Randolph Anthony	10/29/2012 10:47 AM	Unit Approval
Approved	Heysel,Garett Robert	10/30/2012 08:50 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/06/2012 11:29 AM	ASCCAO Approval
Submitted	Roth,Randolph Anthony	02/28/2013 10:45 PM	Submitted for Approval
Approved	Roth,Randolph Anthony	02/28/2013 10:45 PM	Unit Approval
Approved	Heysel,Garett Robert	03/22/2013 03:21 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/04/2013 11:58 AM	ASCCAO Approval
Submitted	Bowerman,Ashley E.	09/25/2014 11:12 AM	Submitted for Approval
Approved	Baker,Paula M	09/25/2014 11:29 AM	Unit Approval
Approved	Heysel,Garett Robert	09/26/2014 07:02 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	09/26/2014 07:02 PM	ASCCAO Approval

## Arts and Sciences Distance Education Online Course Component Technical Review Checklist

**Course:** History 2201

**Instructor:** Timothy Gregory

**Summary:** History 2201 Online GE

### COURSE TECHNOLOGY

Standard	Yes	Yes with Revisions	No	Feedback/Recommendations
1. The tools and media support the course learning objectives.	✓			<p>All the tools you have integrated into the course—videos, discussion boards, SoftChalk lessons with interactive self-assessments and links—are more than sufficient for the overall course goal “to develop your knowledge of how past events are studied and how they influence today's society and the human condition,” and for the study of history in general. A couple new things you could try to add to these would be Carmen Connect or Google Hangout sessions where you, the TAs, and the students can chat. Connect sessions can be recorded and then viewed later, so this could be a good way to provide synchronous student interaction and still have it benefit those students who could not attend.</p> <p>Tools Used: Carmen, CarmenConnect, SoftChalk</p>
2. Course tools and media support student engagement and guide the student to become an active learner.	✓			<p>The SoftChalk lessons for each week provide a diverse set of different self-paced assessments that make it easy for the students to interact with the course.</p>
3. Navigation throughout the online components of the course is logical, consistent, and efficient.	✓			<p>Course materials will be organized within Carmen to match the week-to-week schedule outlined in the course syllabus. To align this course syllabus to the distance learning Carmen shell there should be sub divided sections of the syllabus in Carmen. A downloadable copy of the complete syllabus should also be made available within Carmen.</p>

4. Students can readily access the technologies required in the course.	✓			All technology platforms being used for this course are accessible to students. The course technology section of the syllabus provides the students with the required technical skills needed to access all parts of this course.
5. The course technologies are current.	✓			The tools being utilized for access to course content for this course are core common tools provided by the university and are current.
6. Funding and support for the course technologies are sustainable for future sections of the course.	✓			Any additional funding required to support this course should be planned for as a part of the departmental budget planning process.
7. The course technologies, tools and media will be evaluated and updated as underlying technologies, platforms and approaches change.	✓			Carmen will be the primary platform used to access the online content for this course. Recommend that the students for the course be surveyed on the technology and platforms used and that the technology be modified appropriately based on student feedback.
8. The course instructions articulate or link to a clear description of the technical support offered and how to access it.	✓			The faculty member should add an overview and instructions for students to access Carmen technical support. (8-Help) <a href="https://odee.osu.edu/resourcecenter/carmen">https://odee.osu.edu/resourcecenter/carmen</a>
9. Course instructions articulate or link to the institution's accessibility policies and services.	✓			The below link should be included in the syllabus. This text should be in 16pt font for the accessibility statement. <a href="http://ada.osu.edu/resources/Links.htm">http://ada.osu.edu/resources/Links.htm</a>
10. Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help students succeed in the course and how students can access the services.	✓			The below link with an overview and contact information for the student academic services offered on the Mansfield campus should be included in the syllabus. <a href="http://artsandsciences.osu.edu/current-students/university-resources">http://artsandsciences.osu.edu/current-students/university-resources</a>

11. Course instructions articulate or link to an explanation of how the institution's student support services can help students succeed and how students can access these services.	✓			The below link with an overview and contact information for student support services offered on the OSU main campus should be included in the syllabus. <a href="http://ssc.osu.edu">http://ssc.osu.edu</a>
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**Reviewer Information**

- Date Reviewed: 9/5/2014
- Reviewed By: Mike Kaylor

# History 2201

## Ancient Greece and Rome: Introduction to Ancient Mediterranean Civilizations

### Autumn Semester 2012

#### **Course Catalog Listing:**

Comparative historical analysis of ancient Mediterranean civilizations: emphasis on Greek and Roman societies, urbanism, empires, literature, arts; from the Bronze Age to Fall of Rome.

#### **Class Description:**

This class is an introduction to the history of the Ancient Mediterranean Civilizations of Greece and Rome. It provides a background of the chronological development of ancient Greek and Roman civilizations and then focuses on the broad issues of state-formation, politics, gender, warfare, tyranny, monotheism, and the environment over a period of some two thousand years, allowing students the opportunity to deal with these issues in several historical contexts over the whole of the course. The course concludes with a consideration of the importance of Greek and Roman history in the modern world and the ways in which it is perceived and used today.

#### **Enrollment:**

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 after that time. Enrolling officially and on time is solely the responsibility of the student.

#### **Instructor:**

Professor Timothy E. Gregory, 338 Dulles Hall. 292-1949, [gregory.4@osu.edu](mailto:gregory.4@osu.edu). Office hours: Monday 11:30 AM to 1:30 PM, and by appointment; online at most hours.

#### **Teaching Associates:**

Brendan McCarthy ([mccarthy.351@osu.edu](mailto:mccarthy.351@osu.edu))

Carole Mitchell ([mitchell.703@osu.edu](mailto:mitchell.703@osu.edu))

Kyle Shimoda ([shimoda.4@osu.edu](mailto:shimoda.4@osu.edu))

Kyle Tadlock ([tadlock.6@osu.edu](mailto:tadlock.6@osu.edu))

**Required Book:** D.B. Nagle, *The Ancient World: A Social and Cultural History*, 7<sup>th</sup> edition, Pearson: ISBN 9780205637447. This book has been ordered through SBX, but it will probably be available at other bookstores as well and online. Much of the material for the quizzes and exams will be taken from this book, so you will need to have the book and read it regularly. We strongly recommend that you purchase the 7<sup>th</sup> (newest) edition of the book, but you may be able to “get away” with using an older edition; you will, however, be responsible for the information in the 7<sup>th</sup> edition and if you get something “wrong” as a result of using an older edition, you

cannot claim that you were misled by having an out-of-date textbook. The assignments in Nagle will be given by chapter, rather than by page, so you can easily know what the assignment is, even in an older book.

Besides the reading in the textbook, you will also be expected to read other online texts that will be provided on this site each week.

### **Necessary Software:**

If you don't already have them (most computers will) you will need to install recent versions of three programs on your computer.

1. Adobe Acrobat Reader. Can be downloaded for free at <http://www.adobe.com/products/acrobat/readstep2.html>
2. Real Player (most recent version). Can [downloaded](#) for free (click on name).
3. Adobe Flash (most recent version).

Please note that if you will be working from someone else's computer, these programs might not be installed. Also, please note that for videos in Real Player you cannot use some other multi-media player (like Windows Media Player)--only Real Player or Flash will work for some of the videos.

Also, since some students in the past have had difficulty downloading and using some of the online videos and audio files, we have created a "Videos and Audio" page in the Course Overview area with suggestions for accessing the videos and audio files; we will keep this page up-dated and think it will answer most of your questions about this issue, at least as far as our knowledge allows.

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### **Discussion Groups and Group Leaders:**

The following are the Discussion Groups, along with the names of the Discussion Leaders:

- Alexandrians (Timothy Gregory)
- Corinthians (discussion leader: Brendan McCarthy)
- Pompeians (discussion leader: Carole Mitchell)
- Romans (discussion leader: Kyle Shimoda)
- Spartans (discussion leader: Kyle Tadlock)

Your discussion leader is responsible for grading all your assignments, so you need to talk with him/her about any questions you have concerning your grades.

Your discussion leader will send you a message telling you what group you are in, but you can also find out which group that is by looking at the Discussions area and then scan down to the Student Forum area, and your group will be right below that. One other way to tell what group you are in is to go to the Classlist tab at the top right of the Carmen page and look for your own name; then look to the right and you will see a small ikon that looks like two small heads; that is the "groups" button: click on it and it will tell you which group you are in.



**Class Format:**

The course will operate entirely online; there are no regular class meetings and all assignments are turned in through Carmen. There is also regular, required, online discussion (which you can participate at any time throughout each week). It is your responsibility to understand the requirements for the class by reading carefully all the assigned material in the "Course Overview" section of the "Content" area of the class. You are also responsible for meeting all assignment deadlines.

## Historical Study

**Goals:**

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

**Expected Learning Outcomes:**

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

***Rationale for fulfilling the GE Learning Outcomes for Historical Study:***

*Goals of the course that fulfill the GE Learning Outcomes in Historical Study:*

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history and historical methodologies. **Theories of History:** Students will be introduced to most of the major theories of history and historical change, many of which were developed by the historians of the ancient world. These will include mythic views of history, in which events are controlled by gods or similar figures; Herodotus' view that historical phenomena are the result of human action; Thucydides' idea that historical events are caused by deep-seated psychological and political structures, and Polybius' view of recurring circles of political change. **Historical Methods:** The course combines a topically inclusive broad vision of the Ancient World of the Near East and the Mediterranean basin over a period of 4000 years with and a consciously comparative approach that examines how their political, social, economic, and environmental institutions compare and contrast with each other.
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 the emergence of civilization around 3500 B.C. and the development of theocratic monarchies in the ancient Near East, the emergence of systematic rational thought and democracy in ancient

Greece, and the culmination of that with Alexander the Great's creation of one of the first "world empires" and the broad social and legal changes (including an enlarged opportunity for women to have political and economic power), and causes for the rise, dominance, and ultimate fall of the Roman Empire. **Contemporary debates:** The course will examine such contemporary debates as the relationships between religion and rationalism, the advantages and disadvantages of democracy, the role of the environment and its wise and/or unwise utilization over a vast sweep of time, and the ways in which past societies have developed very different systems of economic development.

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, mainly written, but also including material culture (in this case mainly archaeological sites and artifacts), maps, videos, and images, 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. These four themes and an emphasis on how the study of the ancient past can help us better approach the problems and issues of today's world.

4. Although some graded assignments of the course are required (a series of quizzes and weekly discussion), other assignments can be selected from a list of other possibilities, including examinations and short, focused papers. All of these assignments will contain a significant analytic portion that requires detailed analysis and written exposition.

## Diversity

### **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:**

#### Global Studies

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 of the ancient world and how many (if not most) of the political institutions, religious and intellectual structures, and social attitudes had their origins in this period. In addition, the course will allow us to focus on questions of diversity, inclusion/exclusion, gender, and social and economic fairness and harmony in an ancient world that is chronologically very remote for our own but where the issues that were being debated are essentially the same as those that confront contemporary society.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples. These will include issues such as racism, gender, toleration, and changes in attitudes toward them over time.
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 in papers and/or essays in written exams, comparing distinct moments in human history and how they shaped the world in the past and today. In their papers and in exam essays, the students analyze specific moments or issues in terms of their local and their global significance.
5. Completing readings, attending lectures, and participating in class discussions and assignments that will help students understand the complexity of debates over international issues. Students will describe theories of inter-group issues on exams and written assignments.
6. Students will understand the roots and structures of today's globalized world.

### **Class Organization Quiz and Beginning of Class Survey:**

It is a requirement of this class that all enrolled students take and pass a quiz to demonstrate their understanding of the organization of the class. This quiz can be found in the Quiz area of the class and the 10 multiple-choice questions on it are drawn from the syllabus and the material in the Course Overview area of Content in the class. **You must pass this quiz with a score of 80% or more no later than September 9.** You can take the quiz as many times as you like until you get 80% (but be advised that the questions are randomized from a larger question bank and you will not get the same questions each time you take the quiz). **Another requirement of the class is that you take a Beginning of Class Survey, also no later than September 9.** The survey is simple and quick and it is designed simply to tell us something about the students taking this class. You will find the survey in the Surveys tab at the top center of the Carmen class page.

### **Discussion:**

Much of the work in the class is conducted in online discussion groups. Each of you has been placed into an individual discussion group, which will be guided by one of the Discussion Leaders (see above). Consult the Discussion page in the Course Overview for more information about how the graded discussion operates and how the grade is determined. You can see which discussion group you are in by looking at the group immediately below the "Administrative" area in the Discussions tab (it will be a group such as Alexandrians, Corinthians, Pompeians, Romans, Spartans); alternatively, you can select "Classlist" from the navigation bar above right; find your name, and click on the group icon to the right (icon looks like a couple of cartoon heads); that will tell you what group you are in.

## Class Schedule Overview

Notice that the class week normally begins at 12:01AM on Monday and ends at 11:59PM on Sunday. Weeks 1 and 16 are anomalies.

- Week of August 22 (Week 1)  
**Introduction to the class; historical methods and goals; the nature of historical evidence**  
Nagel, "Preface," pp. v-vii; online readings (listed in Weekly Overview)  
Class Organization Quiz and Beginning of Class Survey
  
- Week of August 27 (Week 2)  
**Emergence of Civilization; Early Mesopotamia and Egypt**  
Nagel, chapter 1; online readings (listed in Weekly Overview)  
Class Organization Quiz and Beginning of Class Survey (if not done earlier)
  
- Week of September 3 (Week 3)  
**Age of Empires; Ancient Israel**  
Nagel, chapters 2-3; online readings (listed in Weekly Overview)  
Class Organization Quiz and Beginning of Class Survey (if not done earlier)
  
- Week of September 10 (Week 4)  
**The Prehistoric Aegean (Minoans & Mycenaeans); rise of the *polis***  
Nagel, chapter 4; online readings (listed in Weekly Overview)
  
- Week of September 17 (Week 5)  
**Tyranny, Sparta, Athens, Persia**  
Nagel, chapter 5; online readings (listed in Weekly Overview)
  
- Week of September 24 (Week 6)  
**Classical Athens**  
Nagel, chapter 6; online readings (listed in Weekly Overview)  
ETEP reading, "How Free were the Athenians?"
  
- Week of October 1 (Week 7)  
**The Rise of Macedon: Philip II & Alexander the Great**  
Nagel, first half of chapter 7; online readings (listed in Weekly Overview)  
ETEP reading, "Alexander the Great"
  
- Week of October 8 (Week 8)

### **The Hellenistic World**

Nagel, second half of chapter 7; online readings (listed in Weekly Overview)  
Mid-Term Exam available October 12 to 14 (Friday through Sunday)

- Week of October 15 (Week 9)

### **Early Rome and the Growth of Rome's Empire**

Nagel, chapters 8-9; online readings (listed in Weekly Overview)

- Week of October 22 (Week 10)

### **The Roman Revolution**

Nagel, chapter 10; online readings (listed in Weekly Overview)

- Week of October 29 (Week 11)

### **The Augustan System and its Aftermath**

Nagel, chapter 11; online readings (listed in Weekly Overview)

- Week of November 5 (Week 12)

### **Roman Culture**

No reading in Nagel this week; online readings (listed in Weekly Overview)

- Week of November 12 (Week 13)

### **The Pax Romana**

Nagel, chapter 12; online readings (listed in Weekly Overview)

- Week of November 19 (Week 14)

### **Transformation of the Roman World (3<sup>rd</sup>-6<sup>th</sup> centuries A.D.)**

Nagel, chapter 13; online readings (listed in Weekly Overview)  
ETEP reading "The Triumph of Christianity"

- Week of November 26 (Week 15)

### **The End of Rome: Barbarian Europe, Byzantium, & Islam**

Nagel, chapter 14; online readings (listed in Weekly Overview)  
ETEP reading, "The Fall of the Roman Empire"

- Week of December 3 (Week 16)

### **Retrospect: The Significance of the Ancient World**

No reading in Nagel this week; online readings (listed in Weekly Overview)  
Final Examination will be available December 6 to 9 (Thursday-Sunday)

### **Graded Assignments:**

The grade in this class is based on 4 graded assignments. Of these 4 assignments, two are mandatory (Discussion and the Quizzes), while each student is free to submit any 2 other

assignments from the list below. Each assignment is worth 25% of the final grade for the class. There is no need for a student to tell us which assignments he/she will submit; rather, he/she simply submits them by the specified due dates. Once an assignment has been submitted, it will be counted as part of the final grade and it cannot be “replaced” by another assignment at a later time.

A. Discussion (mandatory): Participation in class and online discussion (online discussion will be graded and worth 25% of the final grade); see document on Discussion in the Course Overview. 25% of the final course grade. Graded discussion will be available for all the weeks of the semester, with the exception of Week 1 and Week 16 (the last “week” of the semester, which is only 2 days). Your job is, in any 10 weeks of the remaining 14 weeks of the semester (i.e., 10 out of 14 weeks, from Week 2 through Week 15) is to post at least TWO ACCEPTABLE messages on the topics suggested for discussion that week.

In order to be acceptable, your posts must meet the following conditions: 1) they must respond to one of the questions asked by your discussion leader for that week; 2) if you are not the first to post in response to the question, your post must advance the discussion by responding to at least one point made by someone else earlier in the discussion (i.e., by clicking on the “reply” button from an earlier post; 3) they must advance the discussion using information from at least one of the primary sources; and 4) they must make a logical historical argument. If an individual post is not acceptable, your discussion leader will delete it and send you a message telling you which criteria you did not meet, and you will have an opportunity to replace the post. Remember, however, that discussion for each week will close at 11:59 PM on Sunday. Therefore, it is highly recommended that you post early in the week; post made on Sunday will run the risk of being rejected at a time that will not allow you to replace it with a new post. All students who post at least 2 acceptable posts for at least 10 of the weeks of the class will receive a grade of 95% for discussion. Those who post for fewer than 10 weeks will receive a lower grade, discounted by 10% for each week “missed” (i.e., 85% for 9 weeks, 75% for 8 weeks, etc.). See the Discussions page in Course Overview for further details.

What lies behind the 95% basic score for doing what is (in the end) required for discussion are the following considerations: First, 95% is a solid A. Beyond that, a grade of 100% is, to me, a perfect score, something that’s really unusual and far above the ordinary. So, it’s possible for someone to get a score in graded discussion that is above 95%, but the student would really have to demonstrate to us how their posts are far above just plain excellent, posts that verge on the perfect. The decision on something like that is up to the individual discussion leaders, and they may, at their discretion, raise a student's 95% discussion grade for some of the following reasons: really "beyond excellent" thoughts, attention to detail, and -- most importantly -- consistently really superior contribution to the discussion and work with others in the group.

Another reason we hesitate to give more than a 95% for doing what is required by the course, is that, in fact, the difference between 95% and 100% in discussion is only 1 ¼% of the final course grade. Many students are able to "make that up" by quizzes, where getting 100% is pretty easy, or through the extra point credits. We hope this makes sense to you. In one way our policy means that we’re trying to hold up at least some standard of real excellence at Ohio State.

B. Quizzes (mandatory): Students must successfully complete 8 quizzes offered throughout the semester; these will test factual knowledge derived from the readings and online material and they may be taken as many times as desired (highest grade will count) until the individual quiz closes. Be aware that the questions in these quizzes are randomized, meaning that if you take a given quiz twice, you will probably not have all the same questions the second time around. All 8 quizzes together count for 25% of final grade. Each quiz, therefore, counts for 3.125% of the final grade; if you fail to complete one or more quizzes your final grade will be reduced accordingly.

Quiz number	opens	closes	assignments covered
1	Aug. 27	Sept. 9	weeks 1-2
2	Sept. 10	Sept. 23	weeks 3-4
3	Sept. 24	Oct. 7	weeks 5-6
4	Oct. 8	Oct. 21	weeks 7-8
5	Oct. 22	Nov. 4	weeks 9-10
6	Nov. 5	Nov. 18	weeks 11-12
7	Nov. 12	Nov. 25	week 13
8	Nov. 26	Dec. 5	weeks 14-16

C. Two other assignments, each worth 25% of the final grade. The rest of the graded elements of the course comprise a menu of 4 choices: two papers from a selection of four topics, a mid-term exam and a final exam. You can choose to submit any two of them in any combination you elect, for a total of 50% of your course grade.

Thus, everyone has to do the discussion and the quizzes, then you can submit either two papers, one paper and either the Mid-Term or the Final Exam, or no papers and both the Mid-Term and the Final Exam. Reminder: once an assignment is submitted, it cannot be "taken back" or another substituted for it

ETEP (Exploring the European Past) Papers, each on one of the following topics as they are illuminated by the events, individuals, and information from the Ancient Mediterranean World (based on the texts in the Online Readings and the discussions up to the date the paper is due). You simply decide, write your paper, and upload it in the appropriate dropbox by the due date. Read the document on "Writing Papers" in the Course Overview for further details. NOTE: all the material for the ETEP assignments are required parts of the class and you must read the material for all assignments, not just those that you write papers on.

ETEP paper topics and due dates:

Athenian Democracy (due September 30)

Alexander the Great (due October 7)

The Triumph of Christianity (due November 25)

The Fall of the Roman Empire (due December 2)

The papers should be 5 to 6 pages long, double-spaced with standard margins in Times New Roman 12 pt or comparable format, and in any event no more than 1500 words in length. They

will be graded primarily on the proper use of the evidence available for the class, especially in the ETEP material, but also from other readings, discussions, images, etc., in the class. We cannot accept draft papers, but we have provided examples of good papers for you to use as a model, as well as detailed documents telling you how to write a good paper for this class.

**Note:** each paper should be written to provide your best answer to the main historical question explored in the module. Make sure you explain and defend your points on the basis of a proper use of the primary and secondary sources, mainly those in the ETEP modules (see the “Tips on Writing Papers” document – do not miss this!!!).

Below are succinct statements of the questions (the questions themselves are in double quotes. The rest are just observations, clarifications

:

1. “How free were the ancient Athenians in the 5<sup>th</sup> century B.C.?” You have to define ‘democracy’ and what you mean by ‘free.’ Please notice that this question does not ask you to compare Athenian democracy to American democracy, and we would ask you not to do so, simply because that is not the question we are asking.
2. “What were the goals of Alexander the Great?” **or** “what kind of person was he?” Please answer only one of these questions, not both of them. Please answer only one of these questions, not both of them.
3. “Why did Christianity become the religion of the Roman Empire?” **or** “what impact did this event have?” Please answer only one of these questions, not both of them.
4. “What do you think the ‘fall of the Roman Empire’ means (as a historical event)? In other words, what caused it?”

### Mid-Term and Final Examinations

The Mid-Term and Final exams are conventional examinations comprising some combination of 1) short-answer, mainly factual or explanatory, questions, and short or long answer essay questions. They are timed examinations given in Carmen, each available over a period of several days (*see Course Schedule above*). Once you open the exam in Carmen you have committed to making it part of your grade for the course – that is, you may not look at it and decide not to take it. Once you open the exam you will have a fixed, generous period of time in which to complete it. If you open the exam and do not answer any of the questions, you will get a 0 for the exam. Likewise; if you exceed the time limit for the exam you will be able to submit your, but your grade will be docked for excess time.

Whenever you are working in Carmen be sure to save your work as you go. Carmen frequently “re-sets,” especially in high demand periods such as midterms and finals weeks, and when it does *it loses all work which you have not saved*. Avoid composing in Carmen. Instead, compose your essay in a separate word processing program such as Word or Open Office and when it is finished, copy, cut and paste it into Carmen and then save it immediately.

Finally, be aware that Carmen sometimes takes a surprisingly long time to upload your work.



Naturally, that happens most often when demand is high and the pressure is on – midterms and finals weeks, that is. Leave yourself enough time to cope with last minute upload problems, that is, if you expect to spend two hours on the final, start it at least three hours before the submission deadline.

### **Extra Credit: 2 points**

2 points of extra credit will be available (to be added to your final percent grade, so that, for example, if you have an 89, your grade will be 91, the difference between a B+ and an A-!!) if you fill out the two end-of class evaluations: one in the course website on Carmen and the other the regular SEI evaluation. You will need to do both of these in the last 2 weeks and then post a message in the discussion area specially designated for Extra Credit, stating you have done both of these.

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### **Grade Scheme:**

All grades throughout the course will be given initially in numerical form. At the end of the course, these will be converted to letter grades according to the following official OSU Standard Scale. Notice that this Scale does not allow grades to be rounded off; rather, Carmen will convert the numerical grades according to the following scale. Again, please notice this grading scale, which could be different from those used in other classes (either with me or with other teachers); this means, for example, that if you get a grade of 89.99 you will get a grade of B+.

A: 93-100; A-: 90-92.99; B+: 87-89.99; B: 83-86.99; B-: 80-82.99; C+: 77-79.99; C: 73-76.99; C-: 70-72.99; D+: 67-69.99; D: 60-66.99; E: 0-59.99

### **Other Information:**

This syllabus is designed to give you a broad idea of how the course will operate. Each Friday we will publish the Weekly Overview for the coming week. That will contain much more detailed information for the week to come, including all the online assignments (video lectures, video clips, images, Chronologies, and online readings). All the assignments in the Weekly Overviews are required for successful work in the class; you must read and understand all of the things listed in the Weekly Overviews.

You should also read all the documents in the Course Overview section of the Content area of the class.

Each week you should be sure to look at the visual material: Images and Videos (they are part of the class assignments). Students often experience difficulties in viewing the videos: most of them require the installation of Real Player (which can be obtained for free) and a few an up-to-date version of Flash. If you are sure you have Real Player installed but cannot view the videos, try the following, in this order: 1) right-click on the link, and then open the link in another window; if this doesn't work 2) right click on the link, copy it into your clipboard, then copy it into the address line of your browser and return – at least that should bring up Real Player (if it does not, you probably do not have the program installed); if this doesn't work, 3) go to an OSU computer lab and try to open the videos (following steps 1-2 if there are difficulties); if that doesn't work, 4) you may want to look at your security settings and make sure to “enable mixed

media files; if that doesn't work 5) you may wish to install a Real-Player alternative (such as Real Alternative) – this often solves the problem; if all else fails, contact 6) carmen@osu.edu. We test all the videos each week, and they all do work.

All late paper assignments will be subject to a significant decrease in grade. Normally, this will mean a 5% decrease in the grade for each day an assignment is late, up to a maximum of 50% (i.e., 10 days). We may in our sole discretion refuse to accept any assignment that is more than 10 days overdue. Quiz and exam deadlines (closing date/time) normally cannot be extended without a valid and properly documented medical excuse.

All written assignments should be uploaded to the appropriate Dropbox in Carmen prior to the due date

Except in cases that we may specify, you are not expected to use online material from sites other than the Carmen class site (including all the online assignments). If you make use of material from other websites (Wikipedia, History Channel, etc.) you must provide the URL for it.

Grades are assigned by your Discussion Leader (normally a TA in the course); you should discuss all issues of grading with him/her.

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### **Plagiarism:**

It is your responsibility, as a student of this University, to avoid any kind of academic misconduct. In this class we want specifically to urge you to carefully avoid plagiarism. Plagiarism is, simply, using material that you did not produce yourself without indicating its precise origin and ownership: this can mean 1) allowing someone else to write a paper or an examination for you, 2) copying and pasting something from a website and failing to mention clearly where this material is from, 3) assisting someone else to commit plagiarism by giving or selling your own work to someone else.

*Academic Misconduct:* It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentlife.osu.edu/pdfs/csc\\_12-31-07.pdf](http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf)).

**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](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**

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### **Assessment Goals and Objectives**

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

#### **Historical Study GE Requirements:**

##### **Goals:**

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

##### **Expected Learning Outcomes:**

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

##### *Goals of the courses that fulfill the GE Learning Outcomes:*

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

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

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

**Social Diversity GE Requirements:**

**Goals:**

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

**Expected Learning Outcomes:**

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

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

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

## **Global Studies GE Requirements:**

### **Goals:**

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

### **Expected Learning Outcomes:**

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

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

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

## **II. Methods**

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

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

#### Summary of Data:

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

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

Required Courses offered by the Unit		Program Learning Goals				
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
1681		World History to 1500	Beginning	Beginning	Beginning	Beginning
1682		World History from 1500 to the Present	Beginning	Beginning	Beginning	Beginning
2001		Launching America	Intermediate	Intermediate	Intermediate	Intermediate
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: 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
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
3351		Intellectual and Social Movements in the Muslim World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3352		Marginal Groups in the Non-Western	Upper	Upper	Upper	Upper

Required Courses offered by the Unit		Program Learning Goals				
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
		World	Intermediate	Intermediate	Intermediate	Intermediate
3353		Jewish Communities under Islamic Rule	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3354		Islamic Spain and North Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3356		The Ottoman Empire, 1300-1800	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3357		The Middle East in the 19th Century	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 #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
		History				
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 #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
		World/Global/Transnational History				
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