
Term Information

Effective Term Autumn 2015

General Information

Course Bulletin Listing/Subject Area History
Fiscal Unit/Academic Org History - D0557
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3680
Course Title Religion and Law in Comparative Perspective
Transcript Abbreviation Rel&Law Comp Persp
Course Description This course adopts a comparative, interdisciplinary approach to studying religion and law. Drawing on concrete cases, historical studies, and theoretical literature, it explores how the relationship between religion and law has been configured differently in different liberal democracies, such as the U.S., France, and Israel, and what this might mean for contemporary debates.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Recitation, Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions Not open to students with credit for Religious Studies 3680.

Cross-Listings

Cross-Listings Cross-listed in Religious Studies.

Subject/CIP Code

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

Requirement/Elective Designation

General Education course:

Historical Study; Global Studies (International Issues successors)

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

Course Details

Course goals or learning objectives/outcomes

- To equip students with tools for thinking about the relationship between law and religion in contemporary politics, philosophy and culture.
- To help students analyze this relationship with recourse to a rich comparative framework that will place key ideas in the context of historical change and geographical diversity.
- To provide students with a sophisticated understanding of key concepts that will inform their approach to the course, including secularism, religious freedom, neutrality, toleration, separation of church and state, and nationalism.
- To prepare students for the responsibilities of citizenship by bringing the resources of the course to bear on contemporary controversies and debates in nuanced ways.

Content Topic List

- Religion
- Law
- Democracy
- Freedom
- Secularism
- Christianity
- Islam
- Judaism
- History
- Politics
- Pluralism
- Courts
- Schools

Attachments

- 3680 Team Teaching Draft Course Proposal.docx: 3680 Proposal
(Cover Letter. Owner: Bowerman, Ashley E.)
- CS 3680 Support Letter.docx: 3680 Support Letter
(Other Supporting Documentation. Owner: Bowerman, Ashley E.)
- History Curriculum Map.doc: History Curriculum Map
(Other Supporting Documentation. Owner: Bowerman, Ashley E.)
- 3680 Rationale & GE Assessment Plan.docx: GE Rationale & Assessment Plan
(GEC Course Assessment Plan. Owner: Bowerman, Ashley E.)
- Kaye_Weiner_Teamteachingsyllabus.docx: Revised syllabus - review this one
(Syllabus. Owner: Heysel, Garrett Robert)

Comments

- - Please consult with Comparative Studies. They have no prereqs for this course. (The prereq info should be identical for both courses.)
- Please remove the first (generic) GE assessment plan. There is one specific for this cross-listed course that you have uploaded.
- Also, please remove the syllabus you uploaded (since Garrett subsequently uploaded a revised version). *(by Vankeerbergen, Bernadette Chantal on 01/28/2015 01:38 PM)*
- Attach new syllabus *(by Baker, Paula M on 01/14/2015 09:15 AM)*
- This is a team-taught course between Comparative Studies and History. *(by Bowerman, Ashley E. on 01/09/2015 12:31 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bowerman, Ashley E.	01/09/2015 12:32 PM	Submitted for Approval
Revision Requested	Baker, Paula M	01/14/2015 09:15 AM	Unit Approval
Submitted	Bowerman, Ashley E.	01/14/2015 09:18 AM	Submitted for Approval
Approved	Baker, Paula M	01/14/2015 09:22 AM	Unit Approval
Approved	Heysel, Garrett Robert	01/14/2015 05:05 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/28/2015 01:39 PM	ASCCAO Approval
Submitted	Bowerman, Ashley E.	03/20/2015 08:27 AM	Submitted for Approval
Approved	Baker, Paula M	03/20/2015 08:28 AM	Unit Approval
Approved	Heysel, Garrett Robert	03/20/2015 07:47 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	03/20/2015 07:47 PM	ASCCAO Approval

Course Proposal:
Religion and Law in Comparative Perspective

Instructors: Alexander Kaye (.74), Department of History, and Isaac Weiner (.141),
Department of Comparative Studies

We are delighted to answer the call of the College of Arts and Sciences for new interdisciplinary team-taught courses. The proposal below contains the following:

- 1) General information: A description of the course, its goals and its expected learning outcomes.
- 2) Team-Teaching: The interdisciplinary nature of the course, the value of team teaching and the form that the team teaching will take.
- 3) Value of the Course: The ways in which the course benefits students, advances the goals of our departments, and maps onto their curricula.
- 4) A full syllabus.

General Information: *Religion and Law in Comparative Perspective*

Description of the Course

These days, it is almost impossible to go online or watch TV without learning about a conflict at the intersection of religion and law: Should yoga or creationism be taught in public schools? Should religious symbols be displayed in public? Should same sex marriage be legal? Should corporations be required to provide their employees with access to contraception? These conflicts raise critical questions about the meaning of secularism and religious freedom; about religion's proper place in American life; and about how we understand what it means to be an American.

Yet as contentious as these questions are in the contemporary United States, they have been addressed in different ways in other times and places. Recent scholarship across a range of academic disciplines has called into question long-held assumptions about the separation of religion and law in the modern world. It has revealed how religion and law intersect, interact, and influence each other in often surprising ways, which vary across different societies and cultures. This situation calls for new ways of describing and interpreting their vexed relationship.

In this course, we will develop tools for thinking critically about these issues by adopting a comparative, interdisciplinary approach. Drawing on concrete cases, historical studies, and theoretical literature, we will explore how the relationship between religion and law has been configured differently in different liberal democracies and what this might mean for contemporary debates. Throughout, our discussions will be guided by a few basic questions: What is "religion" under the rule of law, and how has it been regulated in different times and places? What capacity does law have for accommodating and managing religious and other forms of human difference? What does religious freedom mean today, and what are its conceptual and practical limits?

Readings will include case law and other legal materials, as well as academic writings by religion scholars, political scientists, historians, anthropologists, sociologists, philosophers, and others. Assignments will invite you to cultivate your own public voice by drawing on the tools you learn in this class to intervene in contemporary debates. The class is open to all students; no prior knowledge is assumed.

Course Goals

- To equip students with tools for thinking about the relationship between law and religion in contemporary politics, philosophy and culture.
- To help students analyze this relationship with recourse to a rich comparative framework that will place key ideas in the context of historical change and geographical diversity.
- To provide students with a sophisticated understanding of key concepts that will inform their approach to the course, including secularism, religious freedom, neutrality, toleration, separation of church and state, and nationalism.
- To prepare students for the responsibilities of citizenship by bringing the resources of the course to bear on contemporary controversies and debates in nuanced ways.

Expected Learning Outcomes

Upon successful completion of the course, students should be able to:

- Read, understand, and analyze literature from multiple disciplines.
- Understand the ways in which terms like “religion” and “law” have been used in different historical and national contexts and how this pertains to contemporary controversies.
- Place contemporary debates about the intersection of religion and law in the United States in the context of four centuries of geopolitics and philosophical discussion.
- Write a sustained and coherent piece of engaged public scholarship.

Team-Teaching

Interdisciplinary Nature of the Course

The course is by its nature interdisciplinary because it approaches its subject matter comparatively, through the lens of different religious traditions, geographical regions, political models, and historical periods. It will draw on readings from law, religious studies, philosophy, anthropology, sociology, history and political science. The course will also focus on an interdisciplinary pedagogy, providing students with theoretical frameworks and also with the opportunity to work through concrete case studies.

How Team Teaching Adds Value to the Course

The interdisciplinary nature of the course material demands instructors from different disciplinary backgrounds and areas of academic expertise. Each instructor brings a variety of research and pedagogical experiences to the course.

Alexander Kaye, an assistant professor in the Department of History, researches the intellectual history of the Jews and has a special focus on the study of religion and law in the State of Israel. In addition to his historical training, Kaye has also spent years researching Jewish law and training in the philosophy of law through a fellowship at Cardozo Law School. This makes him ideally placed to bring a historical methodology to the comparative study of law and religion.

Isaac Weiner, an assistant professor in the Department of Comparative Studies, has training in religious studies, critical theory, and ethnographic methods. His research and teaching concentrate on the implications of religious diversity for American public life, with particular interests in pluralism and law. His recently published book, *Religion Out Loud: Religious Sound, Public Space, and American Pluralism*, adopted a case study approach that included attention to Christian and Muslim communities in the U.S. He also has written and taught about Asian religious experience in the United States, and he is a member of the steering committee for the Law, Religion, and Culture section of the American Academy of Religion.

As we hope is clear, the two instructors have chosen to work together because of the ways in which they complement each other. Weiner works mainly on the USA; Kaye mainly on the Middle East. Weiner is trained in the critical theory of religion; Kaye in intellectual history. Weiner specializes in Islamic, Asian and Christian religion; Kaye in Judaism.

Team teaching, then, will be critical to the success of the course in terms of its syllabus and substance. But we believe that there is another crucial aspect of the course that will be enhanced by team teaching. On the controversial and urgent issues with which the course grapples, it is crucial to model a civil dialogue in which people who may have different opinions can talk in a measured and sophisticated way and to demonstrate how to be open to new perspectives even as they are also able to preserve their own beliefs. The continuous presence of two instructors in every session of the course will bring this indispensable dynamic to the classroom.

The Form the Team Teaching Will Take

Both instructors will attend all meetings of the course and share equally in all aspects of the course. Each week has its own topic, and the instructors will each serve as the lead instructor for one of the two weekly sessions. Even while one instructor is leading a particular session, the other will also be an active participant in the discussion. This aspect of the team-teaching will model the kinds of civic discourse that the course is designed to teach. Kaye and Weiner are each experienced in integrating traditional lecturing with interactive modes of instruction to encourage student participation and active learning. Thus in-class exercises, small group work, and discussion will be common features.

The Value of the Course

How the course will benefit students

- Students who successfully complete this course will acquire a set of historical and critical tools to address some of the most pressing contemporary questions. They will learn to evaluate their own assumptions about religion and law by checking them against assumptions that emerge from different cultural, political and historical contexts.
- The course will prepare the students for a lifetime of engaged public citizenship by cultivating their ability to assess current events with a sophistication, even-handedness and nuance and training them to present their responses in a persuasive and coherent fashion.
- The course will prepare students for a variety of future careers in various fields, including journalism, politics, academia, law, education, media and the military.

How the course will advance the participating departments' academic goals and will fit into each department's curriculum map

History:

The History Department strives to teach students to understand and interpret the past. Historians draw on many other disciplines to reconstruct and explain the past. Thus a team-taught course like this one is a natural fit for History's inclusive approach.

This course also fits neatly with the History Department's recently created constellations. The eight constellations are cross-cutting thematic fields that were explicitly designed to enhance the department's connections with scholars and students across the university. This course fits solidly within the Religion in History This team-taught course complements the kinds of lectures, seminars, and graduate training that the constellation does.

Comparative Studies

This interdisciplinary team-taught course advances several academic goals of the Comparative Studies department, which strives to help students develop the capacity to analyze differences in culture and politics over time, develop interdisciplinary thinking and writing skills, and develop the ability to read critically and interpret a diverse range of texts. More specifically, the course fits neatly as an advanced level interdisciplinary/thematic/comparative course in the curriculum map for the Religions and Cultures subplan of the recently established Religious Studies major, which aims to help students develop the capacity to understand, compare, and critically analyze religious phenomena and their role in history, culture, and politics from a variety of theoretical perspectives and to develop an understanding of religion and how to study it comparatively and critically in a range of cultural contexts. It also fits as a thematic/cross-cultural comparative course in the Study of Religions subplan, which aims to help students demonstrate differences among religions with critical and methodological sophistication and to acquire the multi-

disciplinary skills needed to appreciate the historical and present-day roles religion plays in relation to the pursuit of meaning and the direction of social and cultural change.

Finally, the course also advances the goals of OSU's Center for the Study of Religion. Although primarily a research center, the CSR aims to foster interdisciplinary cross-departmental collaboration among scholars of religion at OSU in ways that benefit, support, and engage student learning.

Religion and Law in Comparative Perspective
History 3680/CS 3680

Prof. Alexander Kaye
History
348 Dulles Hall
kaye.74@osu.edu

Prof. Isaac Weiner
Comparative Studies
433 Hagerty Hall
weiner.141@osu.edu

I. Course Description:

These days, it is almost impossible to go online or watch TV without learning about a conflict at the intersection of religion and law: Should yoga or creationism be taught in public schools? Should religious symbols be displayed in public? Should same sex marriage be legal? Should corporations be required to provide their employees with access to contraception? These conflicts raise critical questions about the meaning of secularism and religious freedom; about religion's proper place in American life; and about how we understand what it means to be an American.

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In this course, we will develop tools for thinking critically about these issues by adopting a comparative, interdisciplinary approach. Drawing on concrete cases, historical studies, and theoretical literature, we will explore how the relationship between religion and law has been configured differently in different liberal democracies and what this might mean for contemporary debates. Throughout, our discussions will be guided by a few basic questions: What is "religion" under the rule of law, and how has it been regulated in different times and places? What capacity does law have for accommodating and managing religious and other forms of human difference? What does religious freedom mean today, and what are its conceptual and practical limits?

Readings will include case law and other legal materials, as well as academic writings by religion scholars, political scientists, historians, anthropologists, sociologists, philosophers, and others. Assignments will invite you to cultivate your own public voice by drawing on the tools you learn in this class to intervene in contemporary debates. The class is open to all students; no prior knowledge is assumed.

II. Expected Learning Outcomes

Upon successful completion of this course, students should be able to:

- Read, understand, and analyze literature from multiple disciplines.
- Understand the ways in which terms like "religion" and "law" have been used in different historical and national contexts and how this pertains to contemporary controversies.

- Place contemporary debates about the intersection of religion and law in the United States in the context of four centuries of geopolitics and philosophical discussion.
- Write a sustained and coherent piece of engaged public scholarship.

III. GE Goals and Expected Learning Outcomes

History 3680/CS 3680 counts toward the following GE requirements:

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.

History 3680/CS3680 addresses these goals by offering students opportunities (1) to analyze particular historical, political, and social factors that shaped the development of religious freedom and secularism in different times and places; (2) to describe and analyze the origins and nature of contemporary issues, such as the place of religion in public school and the state's role in regulating marriage and sexuality; and (3) to analyze competing interpretations of key events in the historical development of religious freedom, such as the writing of the First Amendment to the U.S. Constitution.

Diversity: Global Studies

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

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, people 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.

History 3680/CS3680 addresses these goals by (1) offering students opportunities to conduct cross-cultural comparative analysis, through which they will learn about the different ways that religion and law have interacted in countries such as France, Britain, and Israel, and about some of the political, cultural, social, and philosophical aspects of diverse religious communities, including Jewish, Christian, Muslim, and Hindu; and (2) preparing students for the responsibilities of global citizenship in an increasingly diverse and interconnected world by offering them tools for thinking historically and comparatively about contemporary issues related to religion and law and through assignments inviting them to cultivate their own public voices by bringing insights learned in this course to bear on contemporary issues and case studies.

IV. Assessment of GE Learning Outcomes

Student success in achieving the expected learning outcomes will be measured directly through: (1) analysis of semester-long discussion and blog contributions; and (2) analysis of semester-long paper assignment. Learning outcomes also will be measured indirectly through the use of questions embedded in student discursive course evaluations at the end of the semester. Finally, faculty reflection on the degree to which the course produced GE learning outcomes as well as peer teaching observations will be utilized to arrive at a comprehensive assessment of the GE learning outcomes.

V. Course Requirements/Grading:

Participation: 20%

As this is a seminar, prepared participation is essential.

Presentations: 15%

One or two students will make a brief presentation most weeks. This means that each student may be required to make two presentations per semester. Presentations should be 5-7 minutes long and include: 1) A brief biographical comment about the author and a contextualization of the publication, 2) a synopsis of the substance and/or arguments of the piece, 4) personal critique (did you find the argument convincing?), 5) questions for the group to consider in its discussion.

Collaborative blog: 20%

This course has a dedicated blog site, which is publicly accessible. Every week, one or two students will have the responsibility of “hosting” the class blog for the week. Their task will be to post an article/news story/video clip etc. that is related to the topic of the course. (E.g. an article about the Muslim Brotherhood in Israel, a video commercial from the French elections, a picture from a Greek museum exhibit on ancient religions, an editorial about gay marriage, a video of a congressional hearing on birth control, etc.) They will then add their comments about that content – not necessarily whether they agree or disagree, but how our historical and philosophical readings create a new lens through which to contextualize and critique arguments that appear in the media every day. The comments may also include questions to which others may respond. The comments should be around 250-350 words. Those posts must be made by Sunday midnight.

All other students must then post a response of 50-100 words that engages with the host’s comments and questions. The responses may also include links or other content. The responses may engage with each other as well as with the host’s original comment. Responses must be posted by Wednesday midnight.

Final Paper: 45%

A final paper of 10-12 pages, topic to be determined in consultation with the instructor. Students will be expected to offer nuanced, critical analysis of a particular conflict at the intersection of religion and law.

What Do Grades Mean?

A (excellent) requires innovation, inspiration, and a superior execution of all the requirements of an assignment.

B (good) meets all the requirements of an assignment very well.

C (fair) fulfills the requirements of an assignment satisfactorily.

D (minimum passing) meets the bare minimum requirements of an assignment.

F (failed) indicates that one has not met the bare minimum requirements of an assignment.

The grading scale will be as follows: A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-73), D+ (67-69), D (60-66), below 60 is failing.

VI. Reading

All reading must be completed before the session to which it applies.

Hamburger, *Separation of Church and State*, Leiter, *Why Tolerate Religion?*, Kuru, *Secularism and State Policies Toward Religion*, and Sullivan, *Ministry of Presence* are available at the university bookstore.

Other readings are available on-line or will be posted to Carmen.

You are not required to read the titles under “Further Reading” but you may find it helpful for the course and/or for your final papers. Occasionally we may ask a student to make a presentation of one of those pieces.

VII. Plagiarism and Academic Misconduct

Plagiarism is the unauthorized use of the words or ideas of another person. It is a serious academic offense, and is described in detail in your student policies handbook. Please read this information carefully, and remember that at no point (including discussion) should words or ideas that are not your own be represented as such.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student 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://studentaffairs.osu.edu/info_for_students/csc.asp).

Please note: all papers submitted to Carmen will be automatically checked for plagiarism by the Turnitin software. You are encouraged to make use of this software on your own before final submission of your paper to ensure that you have not accidentally engaged in academic misconduct.

VIII. Writing Center

The **OSU Writing Center** is a free service that provides professional tutoring and consultation on writing. Visit <http://cstw.osu.edu> or call 688-4291 to make an appointment. They also offer drop-in consultations in Thompson Library and online consultations via the chat function on Carmen. I encourage you to use the university resources available to you to improve the quality of your writing, both for your papers and in preparation for your final exam. If you do decide to

use these services, please authorize that I be notified via a tutoring report because it helps me gauge your effort and track what advice has been given to you.

IX. Disability Services

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

X. Course Schedule

Week 1

Introduction

Burwell v. Hobby Lobby (2014)

Week 2

Secularization and Modernity

Tierney, "Religious Rights: A Historical Perspective" in Van Der Vyver ed., *Religious Human Rights in Global Perspective: Religious Perspectives*, Volume 1

Locke, *A Letter Concerning Toleration*

Available at:

http://oll.libertyfund.org/index.php?option=com_staticxt&staticfile=show.php%3Ftitle=764&layout=html#chapter_80887

Isaiah Berlin, "Two Concepts of Liberty"

Casanova, Jose. "The Secular, Secularizations, Secularisms." In *Varieties of Secularism in a Secular Age*. Edited by Michael Warner, Jonathan VanAntwerpen and Craig J Calhoun. Cambridge, Mass.: Harvard University Press, 2010. 54-73.

Further Reading:

Walzer, *On Toleration*

Week 3

What is "Religion"?

Sullivan, "Judging Religion," *Marquette Law Review* 81 (1997): 441-460

Reynolds V US (1878) (US Supreme Court)

Hugh Urban, *The Church of Scientology*, chapter 5

Further Reading:

Sullivan *The impossibility of religious freedom*, Part 1

Hugh Urban, *The Church of Scientology* (rest of the book)

Week 4

Religion and Law in the USA

Madison, Memorial and Remonstrance (1785)
Virginia Statute for Religious Freedom (1786)
Constitution of Massachusetts (1780)
Jefferson's Letter to the Danbury Baptists
Hamburger, *Separation of Church and State* (Introduction and chapters 4, 7, 8, 9, 10)

Further Reading:

Kuru, *Secularism and State Policies toward Religion*, Chapter 3
Sarah Barringer Gordon, *The Mormon Question*

Week 5

Religion and Law in France

“Dechristianizing France” in *Religion, Society and Politics in France Since 1789*, Frank Tallett ed.

Kuru, Chapter 5

Yolande Jansen, “*Laïcité*, or the Politics of Republican Secularism” in de Vries and Sullivan eds., *Political Theologies*

Further Reading:

Taylor, “Modes of Secularism”

Jean Bauberot “The Two Thresholds of Laïcization” in Bhargava ed., *Secularism and its Critics*

Week 6

Religion and Law in Britain

Andrew Lynch, “The constitutional significance of the Church of England” in Radan, Meyerson, Croucher eds. *Law and Religion*

Charlotte Smith, “A very English affair: establishment and human rights in an organic constitution” in: Cane, Evans, Robinson eds. *Law and Religion in Theoretical and Historical Context*

Laborde, “Political Liberalism and Religion: On Separation and Establishment”

Further Reading:

Augur Pearce, “England’s Law of Religion – The History of a Discipline” in Doe and Sandberg, eds., *Law and Religion: New Horizons*

Week 7

Religion and Law in Israel

Israel’s Declaration of Independence and Basic Laws

Likhovksi, “The Invention of 'Hebrew Law' in Mandatory Palestine” *American Journal of Comparative Law*, Vol. 46, No. 339, 1998

Englard, “Law and Religion in Israel”, *American Journal of Comparative Law* Vol. 35, No. 1 (Winter, 1987), pp. 185-208

Barak-Erez, *Outlawed Pigs* (Especially caps. 2, 5, 6, 7, 9)

Further Reading:

Yoram Shachar. "Jefferson Goes East: The American Origins of the Israeli Declaration of Independence," *Theoretical Inquiries in Law* 10 (2009): 581-594, 601-614, 616-618.

Week 8

Religious Symbols and the Law

Kuru Chapter 4

Weil, "Why the French Laicite is Liberal" *Cardozo Law Review* (2008-9)

Laborde, "Secular Philosophy and Muslim Headscarves in Schools" *Journal of Political Philosophy* 13:3, 305–329 (September 2005)

Latusi v Italy (European Court of Human Rights)

Lynch v Donnelly (US Supreme Court)

Further Reading:

John Bowen, *Why the French Don't Like Headscarves*

Laborde, *Civic Republicanism*

Week 9

Religion and Public Schools

Mozert v. Hawkins (1987)

Kitzmiller v. Dover (2005)

Sedlock. v. Baird (2013, San Diego Cty California) Complaint Petition; Sedlock v. Baird Minute Order

R(E) v Governing Body of JFS [2009] UKSC 15

Week 10

Same Sex Marriage

Esckridge, "A History of Same Sex Marriage" *Virginia Law Review* 79, 1419 (1993)

Reid, "Marriage: Its relationship to Religion, Law and the State" in Laycock et al eds *Same Sex Marriage and Religious Liberty*

Shifman, Pinhas. "Civil Marriage in Israel: The Case for Reform" in *Jewish Law Association Studies XIII*

Eliav Shochetman, "On the Introduction of Civil Marriage in the State of Israel" in *ibid.*

Further Reading:

Aeyal M. Gross, "Challenges to Compulsory Heterosexuality: Recognition and Non-Recognition of Same-Sex Couples in Israeli Law"

Week 11

Religion and Legal Pluralism

Rowan Williams (Archbishop of Canterbury), "Civil and Religious Law in England: a religious perspective"

[<http://rowanwilliams.archbishopofcanterbury.org/articles.php/1137/archbishops-lecture-civil-and-religious-law-in-england-a-religious-perspective#Lecture>]

Shachar and Hirshl, "The New Wall of Separation: Permitting Diversity, Restricting Competition" *Cardozo Law Review*, Vol. 30, pp. 2535-2560, 2009

Ruth Halperin-Kaddari, "Expressions of Legal Pluralism in Israel: The Interaction Between the High Court of Justice and Rabbinical Courts in Family Matters and Beyond" in *Jewish Law Association Studies XIII*

Further Reading:

Hirschl, *Constitutional Theocracy*

Shachar, "Privatizing Diversity: A Cautionary Tale from Religious Arbitration in Family Law" *Theoretical Inquiries in Law*, Vol. 9, No. 2, pp. 573-607, 2008.

David Harte, "Structure of Religious Pluralism in English Law" in Doe, Sandberg, eds, *Law and Religion: New Horizons*

Week 12

Religious Freedom and Foreign Policy

Section 2 [Findings; Policy] Skim the rest: U.S. International Religious Freedom Act (1998).

<http://www.state.gov/documents/organization/2297.pdf>

Hackett, R I J, M Silk, and D Hoover. "Religious Persecution As a US Policy Issue." *Center for the Study of Religion in Public Life. Hartford, CT: Trinity College* (2000). Pp. 1-17, 45-59.

Recommended Reading: Pp. 18-31.

Cozad, Laurie. "The United States' Imposition of Religious Freedom: The International Religious Freedom Act and India." *India Review* 4, no. 1 (2005). 59-83

Hurd, Elizabeth Shakman "What's Wrong with Promoting Religious Freedom?" *The Middle East Channel*, 6/12/13.

George, Robert and Katrina L. Swett. "Why Religious Freedom Matters" *CNN global public square* online blog. <http://globalpublicsquare.blogs.cnn.com/2014/01/16/why-religious-freedom-matters/>

Further Reading:

Castelli, E A. "Praying for the Persecuted Church: US Christian Activism in the Global Arena." *Journal of Human Rights* 4, no. 3 (2005): 321-351

Senate Testimony on I.R.F.A.

Week 13

Contemporary Debates over Secularism I

Leiter, *Why Tolerate Religion*

Week 14

Contemporary Debates over Secularism II

Sullivan, *A Ministry of Presence*

GE Rationale and Assessment Plan
Religion and Law in Comparative Perspective
History 3680/Comparative Studies 3680

This interdisciplinary team-taught course introduces students to the study of religion and law by adopting both a historical and cross-cultural comparative approach. The legal regulation and management of religious differences constitutes one of the most pressing challenges facing liberal democracies today. Yet our public discourse about such questions tends to be relatively unsophisticated and un-nuanced. By encouraging students to think historically and comparatively about these problems, this course will help to prepare them for the responsibilities of global citizenship in an increasingly diverse and interconnected world.

This course adopts an interdisciplinary approach, which draws together materials from a wide variety of sources including case law, literature, and other primary source material, as well as academic writings by religion scholars, political scientists, historians, anthropologists, sociologists, philosophers, and others. The course challenges students' presuppositions and preconceptions by introducing them to the diversity of ways that religion and law have intersected and interacted in different times and places. It seeks to broaden students' understandings of how particular historical and sociological factors have shaped the different ways that western democracies have approached these pressing questions. It encourages students to make connections between contemporary issues in the United States and around the globe. And it invites students to cultivate their own public voices by drawing on the tools they acquire in this course in order to participate in contemporary political debates.

The general goals and the expected learning outcomes of the "Historical Study" and "Diversity-Global Studies" GE categories are fulfilled through the reading, viewing, and writing assignments that the class requires. More specifically, the course helps students "recognize how past events are studied and how they influence today's society and the human condition." It teaches students to "describe and analyze the origins and nature of contemporary issues" and to "speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts." It also helps 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." It teaches students to "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.," and to "recognize the role of national and international diversity in shaping their own attitudes and values as global citizens."

This course addresses significant issues that arise within the study of religion and law, for example, how the relationship between "church and state" was configured historically in the United States and in other liberal democracies; how "religion" is defined under the rule of law; the capacity of law for accommodating and managing religious and other forms of human difference; the contested meanings of key terms such as secularism, toleration, neutrality, and nationalism; and the conceptual and practical limits of religious freedom today. Students will read a range of texts and articles that speak to these and other issues. Through class participation, weekly presentations, contributions to a collaborative course blog, and a final research paper, students will develop their critical analytical skills as well as their writing and oral presentation

skills, as is expected in a humanities class.

The course begins with several classes that introduce students to key concepts and categories in the study of religion and law, such as secularism and secularization, modernity, nationalism, and religion. The course then proceeds to trace the history and development of religion and law in four liberal democracies: the United States, France, Britain, and Israel. It explores how the particular political histories and social compositions of these countries shaped the disparate approaches they have adopted for configuring the relationship between religion and law. The course then shifts to a case study approach, where it applies the historical and comparative knowledge students will have acquired by considering how these different nation-states have addressed particular issues, such as the public display of religious symbols, the place of religion in public schools, the regulation of sexuality and marriage, legal pluralism and the potential for religious communities to govern themselves on matters of civil law, and religious freedom as an instrument of foreign policy. Finally, the course concludes by considering various contemporary philosophical and theoretical perspectives on the relationship between religion and law.

These units give students a general overview of the contemporary and historic configurations of religion and law in the United States and in other western liberal democracies. Students are challenged in their assumptions about American “exceptionalism,” and are exposed to the diversity of ways that other societies have addressed these issues. Students also learn about the different ways that diverse religious communities have thought about these questions. They will gain a deeper understanding not only for how law has shaped the practice of religion in the modern world but also for how religion has shaped the law, and will be introduced to an array of religious actors who in various ways have challenged, resisted, and accommodated the demands placed on them by modern states. They will thus have opportunities to reflect critically on the history of religious freedom and its meaning today. Students will complete the course with an understanding of the fundamental concepts, ideas and information necessary to commence or complement their participation in the Religious Studies major or minor, if they so choose, as well as the skills gained generally from an Arts and Sciences course at the Ohio State University.

A. History 3680/Comparative Studies 3680 meets the goals and learning objectives of the Arts and Sciences General Education Curriculum for Semester Courses in History/Comparative Studies – Historical Study category in the following ways:

General goals of the GE Historical Study requirements:

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

- **How past events are studied:** Students consider the historical development of key concepts such as secularism and religious freedom, drawing on varied approaches such as intellectual history, cultural history, and political history.
- **How they influence today’s society and the human condition:** Students study contemporary issues and case studies, such as religion in public schools or the public display of religious symbols, in light of historical frameworks and perspectives.

Expected Learning Outcomes for Historical Study:

Students construct an integrated perspective on history and the factors that shape human activity.

- Students analyze particular historical, political, and social factors that shaped the development of religious freedom and secularism in different times and places.

Students describe and analyze the origins and nature of contemporary issues.

- Students describe and analyze the origins and nature of contemporary issues, such as the place of religion in public school and the state's role in regulating marriage and sexuality.

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

- Students analyze competing interpretations of key events in the historical development of religious freedom, such as the writing of the First Amendment to the U.S. Constitution.

B. History 3680/Comparative Studies 3680 meets the goals and learning objectives of the Arts and Sciences General Education Curriculum for Semester Courses in History/Comparative Studies – Diversity: Global Studies category in the following ways:

General goals of the GE Arts and Humanities – Diversity: Global Studies requirements:

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.

- Students learn about the different ways that religious and other forms of human difference have been conceptualized, managed, and regulated in different societies, and the different ways that diverse religious communities have thought about these issues.

Expected Learning Outcomes for Global Studies:

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.

- Through cross-cultural comparative analysis, students learn about the different ways that religion and law have interacted in countries such as France, Britain, and Israel, and they learn about some of the political, cultural, social, and philosophical aspects of diverse religious communities, including Jewish, Christian, Muslim, and Hindu.

Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

- By offering students tools for thinking historically and comparatively about contemporary issues related to religion and law, and through assignments that invite students to cultivate their own public voices by bringing insights learned in this course to bear on contemporary issues and case studies, this course will help to prepare them for the responsibilities of global citizenship in an increasingly diverse and interconnected world.

Assessment plan for the course:

GE Historical Study and GE Diversity: Global Studies Assessment Plan

a) **Specific Methods used to demonstrate student achievement of the GE expected learning outcomes**

GE Expected Learning Outcomes for Historical Study GE	Direct Methods (<i>assess student performance related to the expected learning outcomes. Examples of direct assessments are: pre/post test; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of performance</i>)	Indirect Methods (<i>assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are: student surveys about instruction; focus groups; student self-evaluations</i>)
1. Students construct an integrated perspective on history and the factors that shape human activity.	Analysis of semester-long discussion and blog contributions ¹ Analysis of semester-long paper ²	Opinion survey ³
2. Students describe and analyze the origins and nature of contemporary issues.	Analysis of semester-long discussion and blog contributions Analysis of semester-long paper	Opinion survey
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.	Analysis of semester-long discussion and blog contributions Analysis of semester-long paper	

GE Expected Learning Outcomes for Diversity: Global Studies	Direct Methods (<i>assess student performance related to the expected learning outcomes. Examples of direct assessments are: pre/post test; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of</i>	Indirect Methods (<i>assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are: student surveys about instruction; focus groups; student self-evaluations</i>)

	<i>performance)</i>	
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.	Analysis of semester-long discussion and blog contributions Analysis of semester-long paper	Opinion survey
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.	Analysis of semester-long discussion and blog contributions Analysis of semester-long paper	Opinion survey

¹Throughout the semester, each student has the opportunity to demonstrate mastery of GE expected learning outcomes by participating in classroom discussions as well as contributing to the course blog. Elements that reprise the GE expected learning outcomes have been written into the assessments for each of these graded elements.

²In the semester-long paper, each student has the opportunity to demonstrate mastery of GE expected learning outcomes on a project of his or her own choosing. Elements that reprise the GE expected learning outcomes have been written into the rubric for the semester-long paper.

³At the end of the semester, each student will be asked to fill out an evaluation of the course, the professor's guidance toward expected outcomes, and their performance regarding these outcomes.

b) Explanation of level of student achievement expected:

For discussions, blog contributions, and research paper, success will mean that at least 75% of the students will reflect undergraduate-level mastery of 75% of the GE ELO's for the two GE categories.

c) Description of follow-up/feedback processes:

At the end of the course, we will use an analysis of the discussion, blog, and paper outcomes to identify problem spots and how we might change the course and the presentation of materials to insure better fulfillment of the GE expected learning outcomes. We will also analyze the self-evaluation questions carefully to judge how students evaluated their own progress and to determine whether student perception meshed with performance. If there is a conflict, we will adjust the presentation and assessment of material as warranted. We will archive these end-of-semester analyses in the instructors' offices so that we can gauge whether any changes made were effective. These evaluations will be discussed with the curriculum committee when required. We will also use these data to write a GE report when the ASCC Assessment Panel asks for a report.



January 6, 2015

David Manderscheid
Executive Dean
College of Arts and Sciences
The Ohio State University

Dear Dean Manderscheid,

I am happy to write in support of Alexander Kaye's and Isaac Weiner's proposal for a new team-teaching course, Religion and Law in Comparative Perspective. My charge in this letter is to describe how the course enhances our department's curriculum. It is an easy task, as the title of the course suggests.

Professors Kaye and Weiner have designed a collaborative interdisciplinary course that brings together multiple distinct sets of methodologies. Fundamentally comparative, this course examines the intersection of law and religion across a range of religious traditions, time periods, regions of the globe, and deeply contextualized local conditions. This range requires from the pair of instructors, and will produce in the students, familiarity with the scholarly fields of religious studies, legal studies, history, and cultural anthropology. Students will emerge from this class with an enhanced understanding of the immense variability in religious and legal traditions, and the fundamental importance of a deep understanding of local and historical context for meaningful comparison. As a 4000 level course, this class will provide the opportunity for students to practice models of in-depth scholarly work in difficult issues. The examination of legal constraints on religious practice and religious pressures on legal judgments demands sophisticated research skills and careful thinking, precisely the skills and habits at the core of our department's curriculum.

The Department of Comparative Studies features a fundamentally interdisciplinary curriculum. Our major in Religious Studies and our several concentrations within Comparative Studies are united by our overarching program goals. In Religious Studies, we train students in the methodological challenges that face any student of religion, the ability to study religion in a range of cultural and historical contexts, the ability to appreciate the role that religion plays in social and cultural reproduction (such as the legal system), while obtaining a broad knowledge of the world's religions. In the various concentrations in Comparative Studies, our students develop the interdisciplinary analytical skills needed to understand differences in culture and politics and issues of community and social justice, while learning to read, experience, and interpret a diverse range of texts, material artifacts, and cultural practices. A student who successfully completes Religion and Law in Comparative Perspective will advance towards every one of these program goals.

Religion and Law in Comparative Perspective will combine the specialties of two recent additions to the faculty of Arts and Humanities, providing a truly exciting opportunity for advanced students across the division (and quite probably the College as a whole) to acquire



THE OHIO STATE UNIVERSITY

some of the skills and sensitivities necessary to live and work meaningfully in our increasingly complex and conflicting world. I give it my heartiest endorsement.

Yours,

Barry Shank
Professor & Chair

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
2260		European Thought and Culture, 19th Century	Intermediate	Intermediate	Intermediate	Intermediate
2261		European Thought and Culture, 20th 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
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
2455		Jews in American Film	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
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
2797.01		Study at a Foreign Institution	Intermediate	Intermediate	Intermediate	Intermediate

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
2797.02		The Western Tradition and Contemporary Issues	Intermediate	Intermediate	Intermediate	Intermediate
2798		Study Tour	Intermediate	Intermediate	Intermediate	Intermediate
2800	E	Introduction to the Discipline of History	Intermediate	Intermediate	Intermediate	Intermediate
2800	H	Introduction to the Discipline of History	Intermediate	Intermediate	Intermediate	Intermediate
2800		Introduction to the Discipline of History	Intermediate	Intermediate	Intermediate	Intermediate
3001		American Political History to 1877	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3002		U.S. Political History Since 1877	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3003		American Presidential Elections	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3005		The United States Constitution and American Society to 1877	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3006		The United States Constitution and American Society since 1877	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3010		Colonial North American to 1763	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3011	E	The American Revolution and the New Nation	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3011	H	The American Revolution and the New Nation	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3011		The American Revolution and the New Nation	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3012		Antebellum America	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3013		Civil War and Reconstruction	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3014		Gilded Age to Progressive Era, 1877-1920	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3015		From the New Era to the New Frontier, 1921-1963	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3016		The Contemporary U.S. since 1963	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3017		The Sixties	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3020		19th Century American Ideas	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate

Required Courses offered by the Unit		Program Learning Goals				
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
3021		20th Century American Ideas	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3030		History of Ohio	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3031		American South to 1860	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3032		History of the U.S. West	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3040		The American City	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3041		American Labor History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3045		American Religious History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3049		War and Dissent in American History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3070	E	Native American History from European Contact to Removal, 1560-1820	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3070	H	Native American History from European Contact to Removal, 1560-1820	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3070		Native American History from European Contact to Removal, 1560-1820	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3071		Native American History from Removal to the Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3075		Mexican American Chicano/a History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3080		Slavery in the United States	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3081		Free Blacks in Antebellum America	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3082		Black Americans During the Progressive Era	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3083		Civil Rights and Black Power Movements	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3085		African American History Through	Upper	Upper	Upper	Upper

Required Courses offered by the Unit		Program Learning Goals			
Semester #	S u f f i x Title	Goal 1: 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
	Contemporary Film	Intermediate	Intermediate	Intermediate	Intermediate
3086	Black Women in Slavery and Freedom	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3089	Studies in African American History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3090	Comparative Slavery	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3100	Colonial Latin America	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3101	South America Since Independence	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3102	Central America and the Caribbean since Independence	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3105	History of Brazil	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3106	History of Mexico	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3107	History of Argentina	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3110	The Jewish Experience in Latin America	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3115	History of Medicine and Public Health in Latin America	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3191	Historical Internship	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3193.01	Individual Studies	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3193.02	Individual Studies	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3194	Upper Level Undergraduate Group Studies	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3210	Archaic Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3211	Classical Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3212	Hellenistic Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3215	Sex and Gender in the Ancient World	Upper	Upper	Upper	Upper

Required Courses offered by the Unit		Program Learning Goals				
Semester #	S u f f i x	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
			Intermediate	Intermediate	Intermediate	Intermediate
3218		War in the Ancient Mediterranean World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3220		The Rise of the Roman Republic	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3221		Rome from the Gracchi to Nero	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3222		The Roman Empire, 69-337 CE	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3223		The Later Roman Empire	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3225		Early Byzantine Empire	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3226		Later Byzantine Empire	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3228		Religion and Society in Late Antiquity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3229		History of Early Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3230		History of Medieval Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3235		Medieval Europe I, 300-1100	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3236		Medieval Europe II, 1100-1500	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3239		Medieval England	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3240		History of the Italian Renaissance, 1250-1450	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3241		History of the Italian Renaissance, 1450-1600	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3242		The Holy Roman Empire (1495-1806)	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3245		The Age of Reformation	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3246		Tudor and Stuart Britain, 1485-1714	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3247		Magic and Witchcraft in Early Modern	Upper	Upper	Upper	Upper

Required Courses offered by the Unit		Program Learning Goals			
Semester #	S u f f i x Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
	Europe (1450-1750)	Intermediate	Intermediate	Intermediate	Intermediate
3249	Early-Modern Europe, 1560-1778	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3250	Revolutionary and Napoleonic Europe, 1750-1815	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3251	History of Europe in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3252	People on the Move: Migration in Modern Europe	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3253	20th Century Europe to 1950	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3254	Europe Since 1950	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3260	Britain in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3261	Britain in the 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3262	France in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3263	France in the 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3264	19th Century German History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3265	20th Century German History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3266	History of Spain, 1469-Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3267	Modern Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3268	Eastern Europe in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3269	Eastern Europe in the 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3270	History of World War I	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3275	Religion and its Critics in Modern Thought	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3280	History of Russia to 1700	Upper	Upper	Upper	Upper

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
			Intermediate	Intermediate	Intermediate	Intermediate
3281		Imperial Russian History, 1700-1917	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3282		History of the Soviet Union	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3283		Siberia in World History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3301		History of Modern West Africa, post 1800	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3302		Nationalism, Socialism, and Revolution in Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3303		War and Genocide in 20 and 21st Cent. Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3304		History of Islam in Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3305	E	History of Islamic Movements in West Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3305	H	History of Islamic Movements in West Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3305		History of Islamic Movements in West Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3306		History of African Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3307		History of African Health and Healing	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3308		History of U.S.-Africa Relations-1900-Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3309		Critical Issues of 20th Century Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3310		History of African Cinema	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3311		Globalization and Development in Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3351		Intellectual and Social Movements in the Muslim World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3352		Marginal Groups in the Non-Western World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3353		Jewish Communities under Islamic	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
		Rule	Intermediate	Intermediate	Intermediate	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 Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3455		Jewish Life from the Renaissance to the	Upper	Upper	Upper	Upper

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
		Early Enlightenment	Intermediate	Intermediate	Intermediate	Intermediate
3460		European Jewish History, 1789-1989	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3465		American Jewish History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3470		Messiahs and Messianism in Jewish History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3500	E	U.S. Diplomacy from Independence to 1920	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3500	H	U.S. Diplomacy from Independence to 1920	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3500		U.S. Diplomacy from Independence to 1920	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3501	E	U.S. Diplomacy, 1920-present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3501	H	U.S. Diplomacy, 1920-present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3501		U.S. Diplomacy, 1920-present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3505		U.S. Diplomacy in the Middle East	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3525		19th Century European International History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3526		20th Century European International History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3540		Modern Intelligence History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3550		War in World History, 500-1650	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3551		War in World History, 1651-1899	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3552		War in World History, 1900-present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3560		American Military History, 1607-1902	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3561		American Military History, 1902 to the Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3570		World War II	Upper	Upper	Upper	Upper

Required Courses offered by the Unit		Program Learning Goals				
Semester #	S u f f i x	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
			Intermediate	Intermediate	Intermediate	Intermediate
3580		The Vietnam War	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3590		Wars of Empire	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3597		Contemporary World/Capstone	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3600		Studies in Women's/Gender History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3610		Introduction to Women and Gender in the U.S.	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3612		Asian American Women: Race, Sex, & Representations	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3620		Lesbian, Gay, Bisexual, and Transgender History in the United States, 1940-2003	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3630		Same Sex Sexuality in a Global Context	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3640		Medieval Women – Power, Piety, and Production	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3641		Women and Gender in Early Modern Europe: 1450-1750	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3642		Women in Modern Europe, from the 18th century to the Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3650		Families in Historical Perspective	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3675		How to Stage a Revolution	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3680		Religion and Law in Comparative Perspective	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 #	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
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
3798.04		Study Tour: Global Hotspots of the Early Modern World: Buenos Aires	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

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
4010		Readings in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4015	E	Research Seminar in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4015	H	Research Seminar in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4015		Research Seminar in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4080	E	Readings in African American History	Advanced	Advanced	Advanced	Advanced
4080	H	Readings in African American History	Advanced	Advanced	Advanced	Advanced
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

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
4194		Advanced Undergraduate Group Studies	Advanced	Advanced	Advanced	Advanced
4210	E	Readings in Greek History	Advanced	Advanced	Advanced	Advanced
4210	H	Readings in Greek History	Advanced	Advanced	Advanced	Advanced
4210		Readings in Greek History	Advanced	Advanced	Advanced	Advanced
4211	E	Readings in Roman History	Advanced	Advanced	Advanced	Advanced
4211	H	Readings in Roman History	Advanced	Advanced	Advanced	Advanced
4211		Readings in Roman History	Advanced	Advanced	Advanced	Advanced
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

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
4240	E	Readings in Renaissance and Reformation History	Advanced	Advanced	Advanced	Advanced
4240	H	Readings in Renaissance and Reformation History	Advanced	Advanced	Advanced	Advanced
4240		Readings in Early Modern European History	Advanced	Advanced	Advanced	Advanced
4245	E	Research Seminar in Early Modern European History	Advanced	Advanced	Advanced	Advanced
4245	H	Research Seminar in Early Modern 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

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	H	Research Seminar in African History	Advanced	Advanced	Advanced	Advanced
4325		Research Seminar in African History	Advanced	Advanced	Advanced	Advanced
4350	E	Readings in Islamic History	Advanced	Advanced	Advanced	Advanced
4350	H	Readings in Islamic History	Advanced	Advanced	Advanced	Advanced
4350		Readings in Islamic History	Advanced	Advanced	Advanced	Advanced
4375	E	Research Seminar in Islamic History	Advanced	Advanced	Advanced	Advanced
4375	H	Research Seminar in Islamic History	Advanced	Advanced	Advanced	Advanced
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

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
4475	H	Research Seminar in Jewish History	Advanced	Advanced	Advanced	Advanced
4475		Research Seminar in Jewish History	Advanced	Advanced	Advanced	Advanced
4500	E	Readings in International History	Advanced	Advanced	Advanced	Advanced
4500	H	Readings in International History	Advanced	Advanced	Advanced	Advanced
4500		Readings in International History	Advanced	Advanced	Advanced	Advanced
4525	E	Research Seminar in International History	Advanced	Advanced	Advanced	Advanced
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

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
4675	H	Research Seminar in World/Global/Transnational History	Advanced	Advanced	Advanced	Advanced
4675		Research Seminar in World/Global/Transnational History	Advanced	Advanced	Advanced	Advanced
4700	E	Readings in the History of Environment, Technology, and Science	Advanced	Advanced	Advanced	Advanced
4700	H	Readings in the History of Environment, Technology, and Science	Advanced	Advanced	Advanced	Advanced
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

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
4881		Interdepartmental Seminar	Advanced	Advanced	Advanced	Advanced
4998	E	Honors Undergraduate Research in History	Advanced	Advanced	Advanced	Advanced
4998	H	Honors Undergraduate Research in History	Advanced	Advanced	Advanced	Advanced
4998		Undergraduate Research in History	Advanced	Advanced	Advanced	Advanced
4999	E	Honors Undergraduate Research Thesis	Advanced	Advanced	Advanced	Advanced
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

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
5425		Special Topics in Japanese History	Advanced	Advanced	Advanced	Advanced
5450		Special Topics in Jewish History	Advanced	Advanced	Advanced	Advanced
5500		Special Topics in International History	Advanced	Advanced	Advanced	Advanced
5550		Special Topics in Military History	Advanced	Advanced	Advanced	Advanced
5600		Special Topics in Women's/Gender History	Advanced	Advanced	Advanced	Advanced
5650		Special Topics in 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